

The Single Plan for Student Achievement

School: Studebaker Elementary School
CDS Code: 19647176015093
District: Little Lake City School District
Principal: Paula Rode
Revision Date: September 22, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Paula Rode
Position: Principal
Phone Number: 5628687882
Address: 11800 Halcourt Avenue
Norwalk, CA 90650
E-mail Address: prode@llcsd.net

The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	23
School Goal #3.....	25
School Goal #4.....	29
School Goal #5.....	31
Centralized Services for Planned Improvements in Student Performance	32
Centralized Service Goal #1	32
Centralized Service Goal #2	39
Centralized Service Goal #3.....	41
Centralized Service Goal #4	43
Centralized Service Goal #5.....	44
Summary of Expenditures in this Plan.....	45
Total Allocations and Expenditures by Funding Source	45
Total Expenditures by Object Type.....	46
Total Expenditures by Object Type and Funding Source.....	47
Total Expenditures by Goal	48
School Site Council Membership.....	49
Recommendations and Assurances.....	50

School Vision and Mission

Studebaker Elementary School's Vision and Mission Statements

The mission of Studebaker School is to prepare responsible and independent learners by providing all students with a challenging educational program in a safe, student-centered environment.

School Profile

Studebaker Elementary School, home of the "Superstars," is located in the city of Norwalk in the County of Los Angeles. One of nine schools in the Little Lake City School District, Studebaker serves the communities of Norwalk and a portion of Downey. Studebaker is set on a tree-lined cul-de-sac in a neighborhood in which many of our students have parents and even grandparents who attended Studebaker. Daily students enter into an environment of safety and student-centered learning. In the mornings our principal and staff greet students and parents by name. Each day begins with the entire school reciting the flag salute, Studebaker Code of Conduct, and listening to special announcements.

Studebaker serves of a diverse K-5 population of approximately 470 students. The population consists of 92% Hispanic/Latino students, 3% White students, and 5% Other Ethnicities. Our subgroups consist of 67% Socio Economically Disadvantaged (SED) students, 23% English Language Learners, and 13% Students with Disabilities (SwD), which include students receiving services from our Speech and Language Program, Resource Specialist Program, and Severely Handicapped (SH) Special Day Class.

Providing our students a diverse range of learning opportunities is a Studebaker strength. Our Gifted and Talented Education (GATE) program consists of students who are offered enrichment activities such as science enrichment, ukulele classes, and field trips. Studebaker's 5th graders attend Outdoor Science School each year, spending a week in the San Bernardino Mountains exploring nature and science in a rich experiential program. All Studebaker students are exposed to art lessons and art history through our Meet the Master's program, which is sponsored by the Parent Teacher Association (PTA). Art classes are conducted by our Arts for All teachers.

The Studebaker community is dedicated to providing all students with a safe and secure learning environment. "No Bully" Solution Teams, comprised of staff and students, provide a positive, supportive environment for generating solutions to any bullying issues. This year, Studebaker completed the second year of the Positive Behavioral Interventions and Supports (PBIS) framework in an effort to make Studebaker an even safer place for students. Students must feel safe and secure in order for the learning process to happen. This year, increased counseling services were provided to support students in need of social emotional issues.

Studebaker Elementary School embodies our mission statement "to provide our students with a challenging educational program in a student-centered environment," which has been the driving force behind our accomplishments. Our journey from II/USP status (2001) to California Distinguished School (2004, 2008, 2014), Title 1 Achieving Schools (2008-9, 2009-10, 2010-11), California Business for Education Excellence Star Honor Roll (2009, 2010, 2014, 2016), and California Gold Ribbon School (2015) is the direct result of our commitment to our students and their families. With great vision and focus, the Studebaker staff works to ensure that all students are engaged in a rigorous curriculum, aligned to high academic standards. At Studebaker you will see a willingness to go beyond what is expected in order to help students achieve their maximum potential. We take pride in our accomplishments, recognize opportunities for improvement, and plan for an even brighter future.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Studebaker depends on input from stakeholder surveys in order to make modifications in order to better serve our students and community.

Currently our district conducts one student survey and two parent surveys. The Healthy Kids Survey (HKS), is given annually to 5th grade students in the spring as a measure for school connectedness and safety. According to the 2016-2017 HKS survey results 72% of our 5th graders have a sense of school connectedness and 84% feel safe at school. These results urge us to meet with school counselors and brainstorm additional ways to ensure that all students feels safe and connected to school. It is important to note that the importance and purpose of the HKS was not shared with students prior to taking the survey. Nonetheless, measures will be taken to strengthen students feelings of safety and connectedness.

Studebaker parents receive two surveys: The Parent Satisfaction Survey and the Parent Engagement Survey. The Parent Satisfaction Survey is given to parents of 1st and 4th grade students annually in the spring. Results of the 2016-2017 survey indicate that 98% of parents are satisfied with their child's school. The Parent Engagement Survey is given to parents of 5th grade students and its goal is to measure opportunities of parent engagement. According to the results, 81% parents are aware of the opportunities provided for parent education, however only 45% state that they have participated in the parent education opportunities. We will continue to provide parents with parent engagement opportunities and continue to find creative ways to motivate and encourage parents to attend.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations are conducted at least three times per year for all non-tenured teachers for evaluation purposes. After a teacher's third year of teaching, tenured is granted and teachers are formally observed two times during their evaluation cycle. Tenured teachers are formally evaluated every other year, Prior to a formal observation, a pre observation meeting is held between the teacher and site administrator for the teacher to discuss the lesson that the teacher created. The administrator may provide suggestions at this time. During the formal observation the administrator is looking for a lesson objective, checking for understanding, student engagement, opportunities for students to discuss and share their thinking with one another, etc. Within two days of the observation, the administrator meets with the teacher for a post observation conference to provide the teacher with valuable feedback. Usually during this post conference, the teacher will bring in student work as evidence for the lesson's effectiveness. In addition to formal observations, site administrators conduct various informal observations to ensure that strategies shared during professional development sessions are being implemented and that district adopted research based strategies are being utilized effectively and with fidelity. The administrator serves as a coach in supporting teachers in implementing best teaching practices into their teaching.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Studebaker uses Data Reflection Sessions (DRS) to analyze data and make necessary alterations to our instruction, if needed. Each grade level team meets every other Thursday for 90 minutes of uninterrupted time. The goal of DRS is to provide teachers time to review the results of district benchmark assessments, disaggregate data, share best instructional practices, and to plan for future instruction. DRS allows for a high level of purposeful collaboration during the instructional day in order to continually improve instruction, maintain our supportive learning environment, and ensure student achievement. State assessment data used are: SBAC and CAA for ELA and Math, CELDT for English Language Learners. Local assessment data used are: Progress Monitoring Assessments for formative assessments for ELA and Math, end of unit summative assessments for ELA and Math, ELD Benchmark assessments, and the BRI and DRA to attain a student's reading level based on accuracy, fluency and comprehension. The BRI and DRA are done 3 times a year (at the end of each trimester).

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Multiple measures are used to monitor student progress, including curriculum embedded assessments. Studebaker uses Data Reflection Sessions (DRS) to analyze data and make necessary alterations to our instruction, if needed. Each grade level team meets every other Thursday for 90 minutes of uninterrupted time. The goal of DRS is to provide teachers time to review the results of district benchmark assessments, disaggregate data, share best instructional practices, and to plan for future instruction. DRS allows for a high level of purposeful collaboration during the instructional day in order to continually improve instruction, maintain our supportive learning environment, and ensure student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All of Studebaker's teaching staff meets the state and federal requirements for highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of Studebaker's teachers obtain the appropriate credential needed for their current assignment. Teachers receive district wide and site based training based on student needs. Currently there are three non-student professional development days throughout the school year for teacher training. Professional development in math was the focus for the 2016 - 2017 school year and science will be the focus for the 2017-2018 school year. In addition to district wide training, site based professional development is focused on student needs that are determined during data reflection sessions. Studebaker also seeks out conferences and seminars that provide support for our teachers as they find ways to meet their students' needs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Math has been a focus for our district for the past two years. As a result, teachers receive district level and site level professional development. The district provided teachers with three full days of math training from Math Solutions. Our three district math coaches provide ongoing math support, as needed. During data reflection sessions, student assessment results are analyzed. Based on these assessments, professional development opportunities are created. In addition to math training, teachers received professional development, through reading research and professional articles, of close reading and guided reading. New teachers were taken to observe an expert teacher in guided reading, close reading and Number Talks.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There are three district math coaches available to support teachers in a variety of ways, depending on need. Coaches can demonstrate math instruction, observe math instruction and provide feedback, provide professional development for a teacher, or group of teacher, facilitate the analysis of math assessment results, and assist in lesson planning for mathematics. In addition to the three math coaches, teachers have the on-going support of their site administrator and their grade level team. Data reflection sessions allows teachers with a time to share best instructional practices and learn from one another.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in a variety of ways. Early dismissal Wednesdays provides teachers with two Wednesday afternoons a month to use for grade level team collaboration. In addition, teachers collaborate with their grade level team, with principal facilitation, biweekly during the 90 minute data reflection sessions (DRS). The goal of DRS is to provide grade level teams time to review the results of assessment data, share best instructional practices, analyze student work, and to plan for future instruction. DRS allows for a high level of purposeful collaboration during the instructional day in order to continually improve instruction, maintain our supportive learning environment, and ensure student achievement.

- DRS takes places during the instructional day and is a ninety minute block of uninterrupted time for grade level focused collaboration that occurs biweekly
- Students participate in Arts for All (physical education, music, and art) during the 90 minute DRS block
- Principal, grade level teachers, interventionists, after-school program (THINK Together) coordinators, and additional support staff (as needed) such as counselor, EL coordinator, RSP teacher, math coaches, etc.
- Assessment results, disaggregated data for subgroups - English learners (EL), socio-economically disadvantaged (SED) students, and students with disabilities (SwD), student work, and be prepared to share best teaching practices

The practice of DRS within the Little Lake City School District has become part of our culture. It is used not only as an accountability tool to help us determine the level of student mastery that has occurred; it also allows us to use assessment as an instructional tool while learning is occurring.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

A team of teachers, per grade level, was created with teachers representing school across the district. These teams convene at least once a year to review and modify teacher created pacing plans for language arts and mathematics. These pacing plans identify the California state standards by trimester and coincide with an assessment calendar. In addition each grade level has identified recommended materials to use and a list of suggested research based strategies to use to teach the standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The district has recommended 1 - 1.5 hours of daily language arts and math instruction. This is monitored through site administrator observation and lesson plans.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Studebaker integrate intervention for all students within the instructional day. Interventions take place on a daily basis for our students, depending on their need. The time allotments are as follows: TK and Kinder - 30 minute intervention block; 1st - 5th - 40 minute intervention block. Students are grouped homogeneously in one of the following groups: Enrichment, Benchmark, or Intensive. In order to maintain no more than a 1:7 ratio for our most neediest students, those in intensive, Studebaker has hired 4 interventionists to assist the school in providing daily interventions for all. Interventionists teach the enrichment and benchmark groups, while the classroom teachers teach intervention courses for our intensive groups. The instructional focus during intervention varies according to the grade level need. During DRS, when assessment data is analyzed and reviewed, the team, comprised of the grade level team, principal and interventionists, make an informed decision about intervention focus. If the greatest need is in math then instruction during intervention will focus on targeted math skills for a period of time. This cyclical process of analyzing data to determine intervention needs takes place on a consistent basis throughout the school year. In addition to intervention during the instructional day, Studebaker also offers after school interventions. This past school year, after school interventions were offered in math and language arts in various grade levels.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance with Williams, every Studebaker student has access to district adopted textbooks, as well as any additional supplemental materials identified by the grade level team.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students use district adopted textbooks, and supplementary materials, for daily instruction.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our practice of Response to Intervention ensures that our under-performing students get the additional support needed to meet grade level standards. Interventions are provided to them in small groups, and one-on-one instruction when needed. Students are grouped homogeneously (Intensive, Strategic, Benchmark, and Enrichment) and are given intervention to fill in the gaps or to front load students with upcoming instruction. Our enrichment students are provided with opportunities to be challenged by delving deeper into their grade level standards. In addition, the intensive groups are kept at a small ratio, average of 1:7, while the other levels grow in size depending on need.

14. Research-based educational practices to raise student achievement

A variety of research based strategies are used with our students in order to raise student achievement. Depending on the need strategies such as guided reading, close reading, interactive writing, math talks, use of manipulatives etc. are used.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Studebaker and the Little Lake City School District has a variety of resources for our families. For academic support, each grade level team created a parent training on math instruction. The focus was on math strategies. This training was specifically designed to help in supporting their child at home during homework. Teachers also provide support to parents during Back to School Night as they clearly present the year ahead and outline how parents can help their child. In addition, during parent conferences teachers share assessment data with parents and give strategies to support their child. In addition, Studebaker's counselor provides parent training and open discussions on topics such as, how to connect with your child, how to help my child with homework at home, how to provide structure at home, etc. The counselor is also available to work with parents one-on-one if situations are more serious and require strict confidentiality. The counselor can refer parents to an number of outside agencies to provide additional support. The district has a family liaison that assists parents in a variety of way

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Studebaker has a strong partnership with parents and as a result work collaboratively to help our school succeed. Aside from having a multitude of social gatherings (Moms and Muffins, Family Literacy Nights, etc.) for our community, Studebaker also offers parent training opportunities by grade level teams in ELA and math. Our SSC and ELAC meet consistently to plan, develop, implement, and monitor Studebaker's SPSA/. This cyclical process takes place on an annual basis.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds are used to hire interventionists to assist with our Response to Intervention (RTI) program. Studebaker utilizes 4 interventionists for RTI which enable us to keep our intensive and strategic intervention groups at small sizes.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School wide ELA proficiency shows that Studebaker has steadily increased in the percentage of students scoring in the "met" and "exceeded" levels over the past 3 years. (49% in 2015, 50% in 2016 and 55 in 2017).

Studebaker demonstrated growth in both ELA and math in 3rd and 4th grades. 5th grade showed slight decrease in the percentage of students scoring in the "met" and "exceeded" levels. Studebaker ELs and SwD are still well below the school wide proficiency indicating a great need for both groups. We will continue to modify our instruction in intervention to meet student needs to close the achievement gap. The implementation of Language Function framework for integrated and designated ELD will allow for more targeted instruction for our EL students. In addition, the EL monitoring system that will be in place beginning this school year will ensure that we are paving the road for our ELs to redesignate by providing them with the necessary supports.

School wide Math proficiency shows that Studebaker has steadily increased in the percentage of students scoring in the "met" and "exceeded" levels over the past 3 years. (32% in 2015, 38% in 2016 and 44 in 2017).

Studebaker demonstrated growth in both ELA and math in 3rd and 4th grades. 5th grade showed slight decrease in the percentage of students scoring in the "met" and "exceeded" levels. Studebaker ELs and SwD are still well below the school wide proficiency indicating a great need for both groups. We will continue to modify our instruction in intervention to meet student needs to close the achievement gap.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	89	77	76	87	72	76	87	72	76	97.8	93.5	100
Grade 4	71	89	75	71	88	73	71	88	73	100.0	98.9	97.3
Grade 5	115	73	89	109	70	89	109	70	89	94.8	95.9	100
All Grades	275	239	240	267	230	238	267	230	238	97.1	96.2	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2421.1	2440.9	2456.0	17	25	30.26	29	32	34.21	30	25	25.00	24	18	10.53
Grade 4	2453.7	2466.5	2474.0	13	24	20.55	32	23	35.62	25	25	23.29	30	28	20.55
Grade 5	2505.7	2507.6	2486.2	19	17	16.85	34	31	30.34	22	31	20.22	25	20	32.58
All Grades	N/A	N/A	N/A	17	22	22.27	32	28	33.19	25	27	22.69	26	23	21.85

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	20	21	27.63	46	60	53.95	34	19	18.42	
Grade 4	17	20	19.18	48	44	58.90	35	35	21.92	
Grade 5	25	19	15.73	41	50	47.19	34	31	37.08	
All Grades	21	20	20.59	45	51	52.94	34	29	26.47	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	28	38.16	54	54	52.63	29	18	9.21
Grade 4	14	20	21.92	62	57	54.79	24	23	23.29
Grade 5	28	23	17.98	50	51	60.67	21	26	21.35
All Grades	21	23	25.63	55	54	56.30	24	22	18.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	22	26.32	72	68	64.47	10	10	9.21
Grade 4	6	19	20.55	80	72	64.38	14	9	15.07
Grade 5	13	19	12.36	73	69	69.66	14	13	17.98
All Grades	12	20	19.33	75	70	66.39	13	10	14.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	25	32.89	66	58	57.89	17	17	9.21
Grade 4	13	28	28.77	62	49	57.53	25	23	13.70
Grade 5	29	40	28.09	60	46	43.82	11	14	28.09
All Grades	21	31	29.83	62	51	52.52	17	18	17.65

Conclusions based on this data:

1. Overall, Studebaker increased in the percentage of students that scored in the Met and Exceeded levels in Language Arts from 50% in 2016 to 55% in 2017.
2. 3rd grade grew from 57% to 74%, 4th grade grew from 47% to 57% and 5th grade remained consistent from 48% to 47%. This indicates that a focus must be placed on Language Arts in 5th Grade.
3. In regards to the Language Arts claims, the focus needs to be on Listening. Out of the four claims, listening tends to be the lowest in students scoring in the "Above Standard" level.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	89	77	76	87	72	76	87	72	76	97.8	93.5	100
Grade 4	71	89	75	71	88	73	71	88	73	100.0	98.9	97.3
Grade 5	115	73	89	109	70	89	109	70	89	94.8	95.9	100
All Grades	275	239	240	267	230	238	267	230	238	97.1	96.2	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2418.0	2442.6	2465.9	6	14	30.26	37	43	40.79	33	33	19.74	24	10	9.21
Grade 4	2452.5	2456.1	2472.6	7	5	9.59	25	26	30.14	38	45	45.21	30	24	15.07
Grade 5	2467.8	2488.8	2476.5	6	13	11.24	17	14	13.48	28	37	35.96	49	36	39.33
All Grades	N/A	N/A	N/A	6	10	16.81	26	28	27.31	32	39	33.61	36	23	22.27

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	15	29	44.74	53	54	43.42	32	17	11.84	
Grade 4	18	10	20.55	30	43	47.95	52	47	31.51	
Grade 5	10	11	14.61	32	37	30.34	58	51	55.06	
All Grades	14	17	26.05	38	45	39.92	48	39	34.03	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	24	32.89	51	58	52.63	34	18	14.47
Grade 4	10	13	13.70	52	50	56.16	38	38	30.14
Grade 5	13	10	14.61	37	37	44.94	50	53	40.45
All Grades	13	15	20.17	45	49	50.84	42	36	28.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	24	43.42	60	65	46.05	22	11	10.53
Grade 4	11	11	15.07	52	66	68.49	37	23	16.44
Grade 5	8	14	7.87	47	49	46.07	45	37	46.07
All Grades	12	16	21.43	52	60	52.94	35	23	25.63

Conclusions based on this data:

1. Overall, Studebaker increased in the percentage of students that scored in the Met and Exceeded levels in Mathematics from 38% in 2016 to 44% in 2017. This 6% point increase is attributed to less reliance on the math text book and more focus on research based strategies and building conceptual understanding of math concepts.
2. 3rd grade grew from 57% to 71%, 4th grade grew from 31% to 40% and 5th grade remained consistent from 27% to 24%. This indicates that a focus must be placed on Mathematics in 5th Grade.
3. Data demonstrate that the emphasis on communicating reasoning in Mathematics must remain to ensure our students can, in written language, explain how an answer was obtained and thoroughly explain the strategy that was used.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						14	***	***	43			14			29
1	7	13	9	60	50	26	27	38	35			22	7		9
2	9	8	11	43	38	11	39	46	61		8	11	9		6
3	6	4		22	42	31	39	42	46	11		23	22	13	
4	28	12	8	28	53	40	39	18	32	6		4		18	16
5	29	19	13	24	63	44	35	19	25				12		19
Total	15	10	8	34	48	29	38	33	39	3	1	12	10	7	12

Conclusions based on this data:

1. Based on the annual assessment data, the majority of English Learners are at the Intermediate level (39%).
2. Although the largest percentage of students are in the Intermediate level, there are 29% at the Early Advanced level. In 15-16 there were 48% at the Early Advanced level indicating that many of those students were redesignated the following year.
3. Although we have 37% of our EL students in the Advanced and Early Advanced levels, an achievement gap still exists for our English Learners.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		12		16	12	12	58	24	31	21	20	35	5	32	23
1	7	12	8	60	47	25	27	35	33			25	7	6	8
2	9	7	11	43	36	11	39	43	61		7	11	9	7	6
3	6	4	7	22	42	33	39	42	40	11		20	22	13	
4	28	12	7	28	53	37	39	18	33	6		4		18	19
5	29	19	13	24	63	44	35	19	25				12		19
Total	13	11	7	32	40	26	40	30	37	6	5	17	9	14	13

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP GOAL:
Student Achievement All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by: <ol style="list-style-type: none">1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-82. District assessments in ELA and Math in grades K-23. CST in science: grade 5. Science District Benchmarks: grades 6,7and 84. District assessments in history/social science in grades 6-85. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)6. Redesignation rates for ELs7. Academic Performance Index-API (as developed by the CDE)8. Physical Fitness Tests in grades 5 and 7

SCHOOL GOAL #1:

Student Achievement

All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests in grades 5 and 7

Data Used to Form this Goal:

Smarter Balanced Assessment Data
CELDT Assessment Data
ELPAC Assessment Data (when available)
District Benchmark Assessment Data
CAST Assessment Data (when available)
5th Grade Physical Fitness Test Results

Findings from the Analysis of this Data:

Analysis of the data indicate that a focus on Mathematics and Language Arts must remain in TK-5th grades. In addition, the achievement gaps still exist and interventions must continue to address this gap.

How the School will Evaluate the Progress of this Goal:

Data reflection sessions allow for consistent monitoring of this goal. Modifications to instruction will be made, as needed to ensure this goal is met.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will adhere to the district pacing plan and work collaboratively to plan for instruction in all subject areas. Teachers will identify and CCSS-aligned supplemental materials for all students, underperforming students, and students with special needs (ELs, foster youth, low income, SwD, and other numerically significant subgroups), as measured by approved purchase orders.	August 2017 - June 2018	Principal Teachers	Provide teachers will time to collaborate with grade level team to plan instruction. (once per trimester)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000
			Order common core supplemental materials: <ul style="list-style-type: none"> Scholastic News subscription Science Weekly Social Studies Weekly Guided reading book Raz-Kids Reading A to Z school license Additional materials, as needed 	4000-4999: Books And Supplies	LCFF - Supplemental	10,620
			Substitutes will be hired for Arts for All to release teachers, biweekly for data reflection sessions (DRS). These substitutes will provide students with instruction in art, music and physical education.	1000-1999: Certificated Personnel Salaries	District Funded	
			Teachers will be released to attend data reflection sessions. These sessions allow teachers to analyze data, review student work, and share best teaching practices in order to make informed decisions about instruction.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
All teachers will be supported in the use of research based strategies through the integration of focused professional development in the following areas: continued support of math strategies through the assistance of math coaches, CELL/ExLL research based strategies, integrated and designated ELD support from EL Coordinators, and professional development of NGSS (Next Generation Science Standards) through the training from the UCLA Science Project.	August 2017 - June 2018	Principal Teachers	Supplemental materials will be purchased to support the integration of NGSS, according to training.	4000-4999: Books And Supplies	LCFF - Supplemental	3,000	
			Teachers will have to opportunity to attend workshops and conferences that will enhance the professional development.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,620	
			Teachers will be released as needed, to observe lessons and to plan and collaborate with grade level team (once per trimester).	1000-1999: Certificated Personnel Salaries	District Funded		
			Teachers will be provided with release time for Student Achievement Leadership Team (SALT) to implement school plan.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will be provided with appropriate intervention at their proficiency level in language arts and mathematics.	August 2017 - June 2018	Principal Teachers	Interventionists will be hired for a system of supports (RTI - Response to Intervention) will be integrated into the instructional day to provide support and enrichment to all students.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	78,696
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	58,023
			RSP teacher and interventionist will provide students in the intensive level with tier 3 interventions in language arts and/or math.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,500
			Teachers will be provided with release time or hourly pay to collaborate and plan for interventions	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,500
			Provide TK/1 teachers with release time to assess TK-1 students to plan for targeted interventions based on their needs.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000
			After-school tutoring will be provided to students in language arts and/or math, depending on need. English learners will be a target population for interventions.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,813

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will integrate integrated English Language Development in their classrooms to support English Learners throughout the day across all content areas. In addition, English Learners will receive daily designated English Language Development and follow the language function guide that was developed per trimester. Teachers will be supported through their first year of integrated and designated ELD through the EL Coordinantor and ELD/ELA Framework training.	August 2017 - June 2018	Principal Teachers EL Coordinator	Teachers will receive support in ELD by:	1000-1999: Certificated Personnel Salaries	District Funded	
			<ul style="list-style-type: none"> • EL Coordinator • ELD/ELA Framework training • EL Shadowing • Grade level collaboration 			
			Teachers will ensure that students receive support to meet the redesignation criteria by providing interventions, as needed.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			EL Coordinator will participate in the Thinking Maps Training of Trainers and train the staff.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000
Teachers will be provided with time to plan for ELD instruction and collaborate.			1000-1999: Certificated Personnel Salaries	District Funded		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will continue to integrate technology into their instruction to support learning in all content areas.	August 2017 - June 2018	Principal Teachers Tech TOSAs	Students will receive instruction in technology by the district technology TOSAs bi-weekly.	1000-1999: Certificated Personnel Salaries	District Funded	
			Technology TOSAs will provide teachers with support and professional development as they work collaboratively with students.	1000-1999: Certificated Personnel Salaries	District Funded	
			Technology Services will trouble shoot and make repairs, as needs, on an on-going basis to ensure that technology is operating successfully at all times.	2000-2999: Classified Personnel Salaries	District Funded	
Students will be provided with physical education on a weekly basis to ensure a total of 200 minutes for every 10 instructional days.	August 2017 - June 2018	Principal Teachers PE TOSAs Arts for All PE	PE teacher will provide physical education instruction to our students bi-weekly. The teacher will guide the PE Arts for All substitute with lesson plans for the alternate week. Principals will observe and collect PE Verification for Minutes Forms from each teacher on a monthly basis.	1000-1999: Certificated Personnel Salaries	District Funded	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Conditions for Learning
LEA/LCAP GOAL:
Conditions for Learning Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services
SCHOOL GOAL #2:
Conditions for Learning Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services
Data Used to Form this Goal:
Facilities Inspection Tool Williams Compliant Forms IEPs (transportation) Site budgets
Findings from the Analysis of this Data:
The Facilities Inspection Tool (FIT) data demonstrate that Studebaker continues to have facilities that are in good condition. This data is shared with the community through the SARCs. Data is also collected to ensure that our students have the textbook adopted materials and that our staff continues to be highly qualified.

How the School will Evaluate the Progress of this Goal:

We will work closely will the respective departments to ensure that our facilities remain in good to excellent conditions, that our teachers are highly qualified, that our students have the district adopted textbooks, and that our students with disabilities are provided with door to door transportation. In addition, we will use the allotted budget to purchases basic supplies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Basic supplies and services will be purchased to support student learning.	August 2017 - June 2018	Principal	Basic supplies will be purchased to support student learning.	0001-0999: Unrestricted: Locally Defined	Unrestricted	19,463
Students will be provided with district adopted textbooks.	August 2017 - June 2018	Principal Teachers	Teachers will verify that students have all the necessary textbooks of the district adopted programs. The principal will assist in ensuring that any missing items be given to teachers during the first week of school.	None Specified	None Specified	
Students will be provided with facilities that are in good to excellent condition conducive to student learning..	August 2017 - June 2018	Principal	Principal will conduct campus walk throughs to ensure that facilities are safe and remain in good conditions. Work orders will be submitted, if needed.	None Specified	None Specified	
Students in SH program will be offered door to door transportation.	August 2017 - June 2018	Principal	Principal will serve as administrator during all IEPs. Principal will ensure that transportation is documented on every SH IEP.	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Stakeholder Engagment
LEA/LCAP GOAL:
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none">1. Parent Survey Response Rate2. Parent Satisfaction Survey Rate3. Parent Engagement Rate (District and Site SMART Goals)4. Student School Connectedness Rate (Grades 5 and 7)5. Attendance Rate6. Chronic Absenteeism Rate7. Middle School Dropout Rate
SCHOOL GOAL #3:
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none">1. Parent Survey Response Rate2. Parent Satisfaction Survey Rate3. Parent Engagement Rate (District and Site SMART Goals)4. Student School Connectedness Rate (Grades 5 and 7)5. Attendance Rate6. Chronic Absenteeism Rate7. Middle School Dropout Rate
Data Used to Form this Goal:
Parent Satisfaction Results Parent Engagement Results Healthy Kids Survey (Student Connectedness) Attendance

Findings from the Analysis of this Data:

The Parent Satisfaction results demonstrate that overall, 98% of parents are satisfied with their school. Parent Engagement results show 89% of parents feel that there is strong communication with school and teacher. However, it also shows that although 81% of parents deem parent education opportunities as important, we have low attendance in parent trainings. The Healthy Kids survey indicated that 5th grade, 72% of the students feel connected to school. This percentage indicates a need in building school connectedness. Attendance data show that Studebaker did not meet the 97% goal for attendance for the 2016-2017 school year.

How the School will Evaluate the Progress of this Goal:

This goal will be monitored and evaluated by the staff, principal, counselor, and SSC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School to parent communication will be strengthened to ensure parents are well informed on their child's academic performance and the available school events and trainings.	August 2017-June 2018	Principal Teachers	Principal will maintain parents well informed and communicate with parents through the use of monthly newsletters, automated calls/emails, parent conferences, etc.			
			Parent trainings will be provided by principal and grade level teams based on students' overall needs. Parents will have opportunities to participate in leadership roles, such as PTA, SSC, and ELAC. Community events will be held to maintain positive relationships with parents and community members. <ul style="list-style-type: none"> • Back to School Night • Open House • Honor Roll Assemblies • Jog-A-Thon • Dads and Donuts • Moms and Muffins 	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
				None Specified	LCFF - Supplemental	1,163

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student connectedness and motivation will be increased through a variety of school activities.	August 2017-June 2018	Principal Teachers PBIS Team	Students will earn Star Bucks for demonstrating school wide expectations and have several opportunity drawings and rewards (PBIS).	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
			Students will be recognized monthly for Student of the Month.	None Specified	LCFF - Supplemental	500
			Students will participate in Fun Fridays with a variety of activities.	None Specified	LCFF - Supplemental	500
			Motivational assembly will be provided to students.	None Specified	LCFF - Supplemental	2,500
Student attendance will be increased through the use of motivational activities.	August 2017-June 2018	Principal Teachers	Students will be recognized with attendance awards per trimester and during state testing.		LCFF - Supplemental	500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
SCHOOL GOAL #4:
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
Data Used to Form this Goal:
Suspension Data Healthy Kids Survey (Safety) Parent Satisfaction Survey (Safety)
Findings from the Analysis of this Data:
Suspension data show that there was only 1 suspension in the 2016-2017 school year. According to the Parent Survey results 96% of parents feel that Studebaker provides students with a safe learning environment.
How the School will Evaluate the Progress of this Goal:
The principal, counselor and staff will monitor and evaluate this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students will be provided with a safe learning environment through the use of a school side matrix identifying school wide behavioral expectations.</p> <ul style="list-style-type: none"> • PBIS training will continue into Year 3 • School wide expectations will be reviewed with students • Starbuck Tickets will be given as positive reinforcer • Referrals will be tracked on SWIS and modifications to the expectations matrix will be made, as needed 	August 2017-June 2018	Principal School Counselor PBIS Coach PBIS Team	<p>Attend LACOE Year 3 training of PBIS (PBIS team, PBIS coach and principal)</p> <p>Purchase supplies and incentives for PBIS</p>	5000-5999: Services And Other Operating Expenditures	District Funded	
Support student social and emotional well-being to ensure student academic and social success.	August 2017-June 2018	Principal Teachers School Counselor Turning Point Interns	<p>Hire elementary counselor to provide counseling services to students</p> <p>Continue partnership with Turning Point to provide student counseling from interns (under the supervision of LLCSD counselors)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p>	<p>LCFF - Supplemental</p> <p>None Specified</p>	
Continue to utilize the "No Bully" framework to teach students social strategies for a bully-free learning environment.	August 2017-June 2018	Principal Teachers School Counselor "No Bully" Solution Coach				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts, Mathematics, Science, HSS, ELD SBAC CELDT, ELPAC
SCHOOL GOAL #1:
<p>Student Achievement</p> <p>All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:</p> <ol style="list-style-type: none"> 1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 2. District assessments in ELA and Math in grades K-2 3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8 4. District assessments in history/social science in grades 6-8 5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2) 6. Resignation rates for ELs 7. Academic Performance Index-API (as developed by the CDE) 8. Physical Fitness Tests in grades 5 and 7

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 The district will provide Arts for All instructors to provide music, art, and PE for students while teachers participate in DRS collaboration in order to plan differentiated instruction for students.	Sep. 2017- May 2018	Educational Services Dep.	a team of Arts for All instructors will provide music, art and PE instruction to students at all elementary sites. Each school will have a team at their site one day per week.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	184,516.
				2000-2999: Classified Personnel Salaries		7,936.
				3000-3999: Employee Benefits		36,048.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 The district will support Data Reflection Sessions at the middle schools in order to review student work and most current assessments. Interventionist will place students in either support or enrichment courses for the following six weeks based based on their specific needs.	August 2017-June 2018	Middle School Interventionist 40% FTE at Lakeside 60% FTE at Lake Center Middle School	Interventionist will review ELA and Math assessment data every six weeks. Based on most current information, students will be place on a Targeted ELA or Mathematics course for six weeks. Students that do not need the additional support will be placed in a Science or HSS Enrichment course for the following six weeks. This process is completed five times per year. Interventionist will also meet with students individually to set goals and monitor progress.	2000-2999: Classified Personnel Salaries	Title I	116,009.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.3 Common Planning time	Sep. 2017 - February 2018	Educational services	The district will provide three days of training for all teachers. Elementary teachers will focus NGSS, Middle school teachers will focus on Writing Across the Disciplines, Special Education teachers will focus on writing across all content areas. all Music and PE teachers will receive PD in their specific content. Dates will be September 1, 2017, October 13, 2017 and February 9, 2018.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	238,670.77	
				1000-1999: Certificated Personnel Salaries		86,329.23	
1.4 Instructional Technology	Sep. 2017- June 2018	Ed. Services / Business and Technology Departments	The district will coordinate instructional technology instruction as well as coordination of purchases of technology devises to support instruction.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	83,653.	
				3000-3999: Employee Benefits		LCFF - Supplemental	35,509.
				4000-4999: Books And Supplies		LCFF - Supplemental	55,838.
				5000-5999: Services And Other Operating Expenditures		LCFF - Supplemental	29,193.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Grade Level Collaboration	Sep. 2017-June 2018	Educational Services Dep.	The district will provide Itinerant PE teachers to provide PE instruction to students while teachers are given time to collaborate with their grade level peers. Each site will be assigned a PE teacher to work with students all day. Principals will create a schedule for them to follow.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	190,019.
				1000-1999: Certificated Personnel Salaries		63,805.
1.6 Summer School	Feb. 2018-July 2018	Educational Services Dep.	Educational Serv. Department staff will plan and implement summer school program for targeted students in grades 2nd-7th grade	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	69,020.
				2000-2999: Classified Personnel Salaries		4,010.
				3000-3999: Employee Benefits		18,036.
				4000-4999: Books And Supplies		8,325.
				5000-5999: Services And Other Operating Expenditures		25,609.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.7 Instructional Coaches	Aug. 2017-June 2018	Educational Services Dep.	Mathematics Instructional Coaches will provide support to teachers and principals and provide training for teachers, administrators, Interventionist, THINK Together staff and parents	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	261,005.	
				3000-3999: Employee Benefits		LCFF - Supplemental	108,375.
1.8 Technology Specialist	August 2017-June 2018	Educational Services Dep.	Technologist Specialist will provide technology instruction to elementary students and teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	214,115.	
				3000-3999: Employee Benefits		LCFF - Supplemental	81,158.
1.9 AVID EL	July 2017- June 2018	Middle School Principals	AVID Excel teachers will provide specially designed instruction to Long Term English Learners in 7th and 8th grade students at Lake Center and Lakeside	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,111.	
				3000-3999: Employee Benefits		LCFF - Supplemental	3,889.
				5000-5999: Services And Other Operating Expenditures		Title III Part A: Language Instruction for LEP Students	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.10 ELD Specialist / ELD Support Plan	August 2017-June 2018	Educational Services Dep.	ELD Training and support will be given to all teachers as they implement integrated and designated ELD	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	59,292
			EL Monitoring Doc. Preparation	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,500
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	40,158
			ELD Training - Ivannia Soto	5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	15,000
1.11 Science Specialist	August 2017-June 2018	Educational Services Dep.	Teachers will receive training and support as from the district Science Specialist as they implement the NGSS standards	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	85,437.
				3000-3999: Employee Benefits	LCFF - Supplemental	34,563.
1.12 RSP Teachers	August 2017-June 2018	Director of Special Education Principals	RSP teachers will provide additional support for targeted students in all core content area	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	201,661.
				3000-3999: Employee Benefits	LCFF - Supplemental	90,620.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.13 Interventionist and Support for Elementary Sites	Sep. 2017-June 2018	Educational Services Dep. Personnel Department Principals	Certificated interventionist will provide support in ELA and Math to targeted students in all elementary students Budgets for interventionist reflected in each site school plan			
Library Access for Students	August 2017-June 2018	Principals	Students will have access to check out books from their school library	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	157,584.
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	29,396.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:
<p>Conditions for Learning</p> <p>Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:</p> <ol style="list-style-type: none"> 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Maintenance of Facilities	July 2017- June 2018	Director of Maintenance	Facilities will be maintained and monitored using the FIT tool	1000-1999: Certificated Personnel Salaries	General Fund	338,658.
				3000-3999: Employee Benefits	General Fund	173,000.
				4000-4999: Books And Supplies	General Fund	148,000.
				5000-5999: Services And Other Operating Expenditures	General Fund	138,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Qualified Staff	July 2017-June 2018	Assistant Superintendent of Personnel Principals	Appropriately qualified staff will be hired for all positions necessary throughout the school year	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Base LCFF - Base LCFF - Base	17,236,491. 4,426,994. 8,448,844.
2.3 Basic Supplies and Services	July 2017-June 2018	Assistant Superintendent of Business Principals	Students will have access to school supplies as needed throughout the year	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	General Fund General Fund	396,551. 3,514,966.
2.4 School Transportation	July 2017-June 2018	Director of Special Education Educational Services Dept.	Selected students will receive home to school transportation	5000-5999: Services And Other Operating Expenditures	General Fund	922,368.
2.5 Standards Aligned Materials	July 2017-June 2018	Assistant Superintendent, Educational Services	All students will have access to all core content adopted textbooks, and supplemental materials	4000-4999: Books And Supplies	General Fund	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:
<p>Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):</p> <ol style="list-style-type: none"> 1. Parent Survey Response Rate 2. Parent Satisfaction Survey Rate 3. Parent Engagement Rate (District and Site SMART Goals) 4. Student School Connectedness Rate (Grades 5 and 7) 5. Attendance Rate 6. Chronic Absenteeism Rate 7. Middle School Dropout Rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Parent Involvement	August 2017-June 2018	Educational Service Department	Parents will be provided multiple opportunities for participation in: Courses through Cerritos College, such as ESL, GED and Technology. as well as many parent training workshops throughout the year	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,400
				4000-4999: Books And Supplies	Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Parent Surveys	February 2017-May 2018	Educational Service Department	Parent Surveys will measure parent satisfaction as well as parent engagement. Surveys will be collected from parents throughout the district			

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:
<p>School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics):</p> <ol style="list-style-type: none"> 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
4.1 Elementary/Middle School Counselors	August 2017-June 2018	Director of Special Education	Counseling services will be provided for targeted students at all schools	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	362,373.	
				3000-3999: Employee Benefits		LCFF - Supplemental	132,782.
4.2 Alternatives to Suspension	August 2017-June 2018	Director of special Education and Pupil /services	all schools will participate in Positive Behavior Interventions and Supports training	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	26,009	
				3000-3999: Employee Benefits		LCFF - Supplemental	4,791
				5000-5999: Services And Other Operating Expenditures		LCFF - Supplemental	29,200

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	124,912.00
Title I Part A: Allocation	58,023.00
Unrestricted	19,463.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	19,463.00
1000-1999: Certificated Personnel Salaries	155,032.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	16,620.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating	2,620.00
None Specified	4,663.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	97,009.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	16,620.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	2,620.00
None Specified	LCFF - Supplemental	4,663.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	58,023.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	19,463.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	174,772.00
Goal 2	19,463.00
Goal 3	8,163.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Paula Rode	X				
Cynthia Stablefeldt		X			
Celia Sanchez		X			
Matt Teays		X			
Liliana Gutierrez				X	
Norma Castillo				X	
Claudia Marquez				X	
Lisette Rivera				X	
Sandra Ceballos				X	
Maria Alonso			X		
Numbers of members of each category:					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Paula Rode

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date