

The Single Plan for Student Achievement

School: William W. Orr Elementary School
CDS Code: 19647176015101
District: Little Lake City School District
Principal: Rebecca Casillas
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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:

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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	3
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Planned Improvements in Student Performance	14
School Goal #1.....	14
School Goal #2.....	22
School Goal #3.....	24
School Goal #4.....	28
School Goal #5.....	30
Centralized Services for Planned Improvements in Student Performance	31
Centralized Service Goal #1	31
Centralized Service Goal #2.....	38
Centralized Service Goal #3.....	40
Centralized Service Goal #4.....	42
Centralized Service Goal #5.....	43
Summary of Expenditures in this Plan.....	44
Total Allocations and Expenditures by Funding Source	44
Total Expenditures by Object Type.....	45
Total Expenditures by Object Type and Funding Source.....	46
Total Expenditures by Goal	47
School Site Council Membership.....	48
Recommendations and Assurances.....	49

School Vision and Mission

William W. Orr Elementary School's Vision and Mission Statements

William Orr Elementary is committed to the belief that every student will learn. The mission of William Orr Elementary School as a learning community, in partnership with families, is to develop all children into responsible, academically prepared citizens through the efforts of a skilled staff implementing a rigorous curriculum, rich in the diversity of a constantly changing world. We strive to provide a positive learning environment that supports high expectations for student achievement and behavior. A balanced educational program is implemented, which recognizes the need for growth in academic, social, physical, and technological skills. At William Orr, we use research based teaching strategies to improve the reading, writing, and math skills of all students.

School Profile

William Orr Elementary School is located in Norwalk and is one of the Little Lake City School District's seven elementary schools. William Orr, which is a traditional calendar school, serves students in transitional kindergarten through fifth grade. Our enrollment is approximately 380 students. The majority (88%) of students are of Hispanic background. Of all students, approximately (20%) are identified as English Language Learners and 22 students are identified as Redesignated Fluent English Proficient (RFEP). We have 18 students identified for GATE, 40 students for Special Education services, including 20 students in our Severely Handicapped Autism Focus classes, 279 students identified as socioeconomically disadvantaged, and 2 Foster Youth.

William Orr has been recognized numerous times both at the state and national level for academic excellence. In 2010, Orr was the first school within the Little Lake City School District to be recognized as a National Blue Ribbon School. Moreover, William Orr was also recognized in 2010 as a California Distinguished School and a Title 1 Achieving School. We have also been recognized as a California Business for Education Excellence Star School seven times (2009, 2010, 2012, 2013, 2014, 2015, and 2016). In 2016, William Orr was named a Gold Ribbon School and a Title I Academic Achieving School. It is with great pride that Orr has accepted these recognitions and has continued to improve student achievement.

We review and revise our Single Plan for Student Achievement annually. Staff, our School Site Council (SSC), and the English Learners Advisory Committee (ELAC) have input into these revisions. In the Spring, these stakeholders are given a copy of the current plan to review our progress on goals, identify areas of need, and make revisions based on that information. In the Fall, our SSC/ELAC meet together to look specifically at SBAC scores and other district measures to again review our progress on goals and identify areas of need. Additional revisions, if needed, are made and the SSC votes to approve the finalized plan.

In addition to these formal revision meetings, a comprehensive needs assessment is conducted yearly through the systems we have in place. For example, our SSC and ELAC meet at least five times per year in October, February, March, April, and May to gather parent input on our goals and to plan for improvements. Our staff regularly participates in Data Reflection Sessions in which we evaluate student work and make commitments as to how our instruction will be structured in order to meet the needs of all students. Regular staff meetings serve as additional opportunities to address student needs and provide professional development as needed. Parent Surveys are utilized to gather information on the community's satisfaction of William Orr and the level of parent involvement in our school. Lastly, each year we collect stakeholder input from parents, teachers, classified personnel, and students based on previous LCAP goals as well as their suggestions for increased actions or services for the upcoming year.

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).

Multiple surveys are given annually to parents and students to assess student safety, student connectedness, parent satisfaction, and parent engagement. The Healthy Kids Survey is given to 5th graders in the Spring to assess school safety and school connectedness. 2016-2017 Health Kids Survey data shows that 83% of our students feel a connection to our school and 92% of our

students feel safe a school. 1st and 4th grade parents are given a parent satisfaction survey each year. 2016-2017 data shows that 97% of our parents are overall satisfied with our school. Lastly, our 5th grade parents are given a parent engagement survey. 2016-2017 data shows that our parents believe school communication (96%), school-sponsored events (81%), and parent education opportunities (80%) are of the highest priority to them. The majority of parent engagement involves attendance at school events (91%) and communication with the teacher or school (87%).

Classroom Observations

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

Classroom observations are conducted regularly by the principal and district personnel. The principal conducts informal classroom observations at least once a month as well as formal classroom observations for those teachers being evaluated. Teachers are given the opportunity to observe their colleagues as a form of professional development.

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)

State assessment data: SBAC and CAA for ELA and Math for grades 3-5, CELDT for English Language Learners, and PFT for grade 5. Local assessment data: Formative assessments (PMAs) for ELA and Math, end of unit/trimester 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.

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

Data Reflection Sessions (DRS) are used to analyze data and create action plans to alter 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 formative assessments and 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 teachers on site meet requirements for being 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 teachers are fully credentialed and participate in district and site professional development regularly. The district offers a minimum of 3 full days of professional development; however, other additional opportunities are often available. Site professional development occurs as needed through site staff meetings and DRS. Supplemental funds are also available for teachers to attend outside conferences. Strategies learned from these conferences are then shared with other staff.

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

Each year the district sets a professional development focus based on student data and teacher needs. For example, in 2016-2017, the focus was Math and ELD. All teachers received 3 full days of professional development in the area of Math. ELD training was provided to small cohorts of teachers at a time. In addition, TOSAs provided ongoing professional development in the areas of math and technology on district Wednesdays to all teachers. New teachers also received training in ELA strategies used in CELL and ExLL. Lastly, all school participated in PBIS training to help improve our overall school culture.

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

The district utilizes coaches and TOSAs to provide assistance and support for teachers in addition to the support of the site principal. Currently, there are 3 math coaches, 1 science coach, and 1 technology TOSA available for support. These coaches and TOSA are available to attend staff meetings and DRS to provide professional development as well as provide individual support to teachers in the classroom with planning, lesson delivery, assessment, interventions, and enrichment activities.

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 provide 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 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.

Teaching and Learning

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

Alignment of curriculum, instruction, and materials is done through regular grade level meetings and DRS as described above using district level curriculum pacing guides. In addition, the district schedules time each spring for district grade level teams to collaborate and modify grade level pacing guides and assessments as needed.

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

Instructional minutes are adhered to and monitored through lesson plans.

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

All grade levels utilize a district pacing guide for both ELA and Math. Flexibility within the pacing guide based on student need is determined by each grade level at the site.

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

All students have access to state adopted and standards aligned instructional materials.

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)

Only state adopted and standards aligned instructional materials are used.

Opportunity and Equal Educational Access

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

Many intervention opportunities are available to our students who are underperforming. All students receive Response to Intervention (RTI) in ELA and/or Math for 40 minutes four times a week. Students are placed in groups based on student achievement data and student need. Instruction is targeted to provide intervention or enrichment. Groups that require more significant intervention have a smaller teacher to student ratio in order to be able to provide more intensive support.

In the regular classroom setting, all students receive directed reading instruction in small groups (TK-3 guided reading, 4/5 book clubs). The focus is to help them improve their literacy skills (accuracy, fluency, and comprehension). Students in grades K-2 participate in regular interactive writing lessons, a strategy that differentiates for individual student's needs in the area of writing. In addition, small groups and individual intervention is provided periodically throughout the day in the regular classroom setting across all content areas.

The school site also provides underperforming students in grades 4 and 5 an opportunity to participate in our mentoring program, led by one of our interventionists and our counselor, that focuses on organizational skills and social skills while building a positive connection to school. Lastly, students with nonacademic needs may be referred to one of our counseling programs offered at the school.

14. Research-based educational practices to raise student achievement

We use multiple research based educational practices at William Orr. CELL and ExLL strategies are used across the curriculum to support literacy development in all content areas. Thinking Maps and Close Reading are also implemented regularly in the area of English Language Arts and other content areas. In the area of math specifically, strategies, such as the use of manipulatives and the use of math talk and number talks are consistently implemented. All teachers have also been trained in the use of Direct Instruction. Strategies, such as Think-Write-Pair-Share and the use of sentence frames, are implemented regularly with our English Learners' needs in mind. Lastly, we also incorporate cooperative learning and the use of technology across all content areas.

Parental Involvement

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

Funds for before and after school intervention are available to provide tutoring classes for underperforming students. In addition, the district provides Think Together afterschool for daily child care, intervention, and enrichment activities. Think Together Site Coordinators attend DRS in order to stay current with student needs and collaborate with teachers in how to best provide needed intervention during program. This district family liaisons and school counselors also provide assistance to families that need additional support outside of school.

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)

The school has a School Site Council and English Learners Advisory Committee consisting of parents, teachers, and staff that meets regularly (minimum of 5 times per school year) to plan, implement, and evaluate ConApp programs.

Funding

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

Supplemental/Concentration Funds enable the school to provide many opportunities to underperforming students. LCAP 2 funds allow us to purchase supplemental materials to support classroom instruction. LCAP 7 funds enable us to provide professional development to staff in order to continue to provide a high quality standards based instructional program that utilizes research based practices. LCAP 29 funds provide intervention opportunities, including before and after school tutoring and funding for interventionists to provide RTI. LCAP 33 funds allow us to fund programs and initiatives that promote a positive school culture and increase student engagement, such as PBIS incentives, attendance incentives, and extracurricular activities.

18. Fiscal support (EPC)

See budget pages

Description of Barriers and Related School Goals

1. Staffing for interventions is a barrier. At this time we have sufficient funds available for before and after school interventions; however, we have limited staff available to provide these opportunities. At this time, the site is utilizing alternative methods, such as purchasing technology for check out services and contracting outside companies to provide classes to specific subgroups.
2. There have been many changes to our state standards in the last few years (new CCSS in ELA and Math, NGSS, Integrated and Designated ELD). These changes have been significant and require time to implement fully. Teachers have received and continue to receive consistent professional development in these areas and are currently working to implement new strategies into the classroom. Forward progress is continuing to be made, but more time and learning is necessary.
3. Parent involvement and engagement continues to be a focal point. According to our parent engagement survey, the data shows that parents are attending events that are meaningful to them which generally seem to be basic school events (i.e. Back to School Night and parent conferences) and less to parent education events being offered. This is a barrier because we know that the more parents understand the standards and what their children are being asked to do in the classroom, the better able they will be to support their children at home. Our challenge is to continue to seek ways in which to educate our parents of the importance of these events as well as to continue to make the events meaningful to parents.

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	72	57	59	72	54	58	72	54	58	100.0	94.7	98.3
Grade 4	62	71	57	62	69	56	62	69	56	100.0	97.2	98.2
Grade 5	54	55	73	50	53	71	49	53	71	92.6	96.4	97.3
All Grades	188	183	189	184	176	185	183	176	185	97.9	96.2	97.9

* 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	2425.7	2443.9	2437.1	14	26	22.41	33	31	34.48	35	24	27.59	18	19	15.52
Grade 4	2467.9	2481.9	2459.1	23	20	17.86	23	41	26.79	34	20	26.79	21	19	28.57
Grade 5	2529.9	2534.4	2525.4	30	30	23.94	30	38	35.21	16	21	28.17	22	11	12.68
All Grades	N/A	N/A	N/A	21	25	21.62	29	37	32.43	29	22	27.57	20	16	18.38

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	21	22	18.97	53	52	55.17	26	26	25.86
Grade 4	23	26	21.43	53	46	50.00	24	28	28.57
Grade 5	27	26	25.35	43	53	52.11	31	21	22.54
All Grades	23	25	22.16	50	50	52.43	27	25	25.41

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	19	31	29.31	54	50	55.17	26	19	15.52
Grade 4	18	20	21.43	63	64	46.43	19	16	32.14
Grade 5	37	43	33.80	45	43	53.52	18	13	12.68
All Grades	23	31	28.65	55	53	51.89	22	16	19.46

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	15	19	18.97	76	72	68.97	8	9	12.07
Grade 4	21	22	8.93	61	68	76.79	18	10	14.29
Grade 5	24	19	22.54	59	72	64.79	16	9	12.68
All Grades	20	20	17.30	67	70	69.73	14	10	12.97

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	22	31	18.97	63	48	65.52	15	20	15.52
Grade 4	16	23	23.21	53	62	48.21	10	14	28.57
Grade 5	45	36	36.62	47	55	47.89	8	9	15.49
All Grades	26	30	27.03	55	56	53.51	11	15	19.46

Conclusions based on this data:

1. Based on the data, we need analyze specific student results to determine causes for a decrease in scores during our Data Reflection Sessions and reevaluate our ELA program ensuring that we are using research based strategies with fidelity in order to increase student achievement.
2. Based on the data, an emphasis needs to be placed in the area of listening and demonstrating understanding of texts.
3. Based on subgroup data, an achievement gap still exists for our EL learners and students with disabilities. A continued focus on action steps to close this gap is necessary.

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	72	57	59	72	54	59	72	54	59	100.0	94.7	100
Grade 4	62	71	57	61	69	56	60	69	56	98.4	97.2	98.2
Grade 5	54	55	73	50	53	71	50	53	71	92.6	96.4	97.3
All Grades	188	183	189	183	176	186	182	176	186	97.3	96.2	98.4

* 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	2425.2	2438.1	2434.2	10	15	13.56	33	37	37.29	39	28	32.20	18	20	16.95
Grade 4	2460.3	2455.6	2475.0	16	12	17.86	23	16	26.79	31	51	41.07	28	22	14.29
Grade 5	2493.0	2525.7	2514.1	6	25	18.31	26	19	14.08	46	43	47.89	22	13	19.72
All Grades	N/A	N/A	N/A	11	16	16.67	28	23	25.27	38	41	40.86	22	19	17.20

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	14	37	20.34	58	31	54.24	28	31	25.42	
Grade 4	20	13	23.21	32	45	37.50	48	42	39.29	
Grade 5	10	28	21.13	52	45	45.07	38	26	33.80	
All Grades	15	25	21.51	48	41	45.70	37	34	32.80	

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	18	22	27.12	54	52	52.54	28	26	20.34
Grade 4	20	14	16.07	47	49	53.57	33	36	30.36
Grade 5	10	28	19.72	58	42	52.11	32	30	28.17
All Grades	16	21	20.97	53	48	52.69	31	31	26.34

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	17	37	23.73	67	57	62.71	17	6	13.56
Grade 4	17	12	26.79	55	59	51.79	28	29	21.43
Grade 5	14	26	18.31	54	64	54.93	32	9	26.76
All Grades	16	24	22.58	59	60	56.45	25	16	20.97

Conclusions based on this data:

1. Based on the data, we maintained in 3rd grade and had significant growth in grade 4 (+17) in the number of students who met or exceeded the standard. Continued work will be done to continue this trend for the 2017-2018 school year.
2. Based on the data, 5th grade showed a decrease of 12 percent in the number of students who met or exceeded the standards. However, when looking at cohort data, it shows an increase of 4 percent in the number of students who met or exceeded the standards in their fourth grade year as compared to their 5th grade year. This data aligns with a general overall school increase and continued work will be done to continue this trend for the 2017-2018 school year.
3. Based on subgroup data, an achievement gap still exists for our EL learners. A continued focus on action steps to close this gap is necessary.

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				***	***	40		***	50						10
1	8	16		46	37	40	31	16	50	8	11		8	21	10
2	13	8	6	60	54	41	7	23	29	13			7	15	24
3	12	21		31	50	25	42	7	42	8	14	17	8	7	17
4	25	19	20	19	57	40	38	24	10			10	19		20
5		29	50	80	36	31		14	19				20	21	
Total	13	18	15	41	46	36	29	19	32	7	5	4	11	12	13

Conclusions based on this data:

1. Based on the data, about half of our English Learners are identified as Intermediate, Early Intermediate, or Beginning levels and most students from this group in the Intermediate level. Continued work to create action steps that focus on this group, especially those that have maintained this level overtime is necessary.
2. Based on the data, 81% of ELs in grade 5 are identified as Early Advanced or Advanced. This data supports our efforts to focus on ELs and move them toward redesignation.
3. Based on the data, 2nd and 3rd grade have particularly large populations of students in the Intermediate level. Putting particular focus on these grade levels during Data Reflection Sessions to develop action plans to address their EL students' needs will be vital.

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		4		15	16	22	31	32	30	35	48	17	19		30
1	8	16		46	37	40	31	16	50	8	11		8	21	10
2	12	8	6	53	54	41	6	23	29	18			12	15	24
3	11	21		30	50	23	44	7	38	7	14	15	7	7	23
4	25	19	18	19	57	36	38	24	9			9	19		27
5		29	50	67	36	31		14	19				33	21	
Total	10	15	12	32	40	31	30	21	29	14	15	8	14	9	20

Conclusions based on this data:

1. Based on the data, about half of our English Learners are identified as Intermediate, Early Intermediate, or Beginning levels and most students from this group in the Intermediate level. Continued work to create action steps that focus on this group, especially those that have maintained this level overtime is necessary.
2. Based on the data, 81% of ELs in grade 5 are identified as Early Advanced or Advanced. This data supports our efforts to focus on ELs and move them toward redesignation.
3. Based on the data, 2nd and 3rd grade have particularly large populations of students in the Intermediate level. Putting particular focus on these grade levels during Data Reflection Sessions to develop action plans to address their EL students' needs will be vital.

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 (PFT) in grades 5 and 7

Data Used to Form this Goal:

1. 2017 SBAC data in ELA and Math (grades 3-5)
2. 2016-17 District ELA and Math Assessment results(TK-2)
3. 2016-17 CELDT results
4. 2016-2017 Re-designation rates
5. 2017 Physical Fitness Test results

Findings from the Analysis of this Data:

The findings of the data analysis conclude that there remains a need to increase student achievement in both ELA and mathematics. Smarter Balanced data indicated a decline in ELA in grades 3-5; mathematics data showed significant growth in grade 4, a slight decline in grade 3, and a larger decline in grade 5. School data found that overall ELA data was stronger than mathematics data. CAST data was not considered due to it being a Field Test and no data being available. Based on 2014-2015 CELDT data, William Orr did not meet school goals under AMAO 1; however did meet school goals under AMAO 2, and redesignated 8 students this year. PFT results indicate an increase in 4 out of 6 subtests.

How the School will Evaluate the Progress of this Goal:

The instructional program and the data listed above will be monitored and evaluated on an ongoing basis throughout the year by the site administrator and teachers through data reflection sessions and by community stakeholders through School Site Council.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 All teachers will adhere to District pacing guides that reflect the California Standards across the curriculum and work collaboratively to plan and modify instructional units in the areas of ELA, Math, Science, and History.	August 2017 through June 2018	Principal Teachers Interventionists District TOSAs	Purchase supplemental materials, supplies, and equipment to support State Standards	4000-4999: Books And Supplies	LCFF - Supplemental	7997.00
			<ul style="list-style-type: none"> • Scholastic News • Ca Studies Weekly • Learning A-Z • Other Materials 			
			Leveled Books and Book Club books will be updated and purchased for grades TK-1.	4000-4999: Books And Supplies	LCFF - Supplemental	3000.00
			Through grade level and/or DRS, teachers will share student outcomes and strategies to support grade level proficiency for all students.	1000-1999: Certificated Personnel Salaries	District Funded	
Students will participate in the Arts for All program.	1000-1999: Certificated Personnel Salaries	District Funded				
The Multimedia Center will be appropriate staffed with a Library Media Specialist and maintained to support classroom instruction and student achievement.			4000-4999: Books And Supplies	LCFF - Supplemental	500.00	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 All teachers will utilize research-based strategies with a focus on CELL/ExLL and Close/Critical Reading in ELA, including daily directed reading (Guided Reading and/or Book Clubs) and independent writing, Math Talks/Number Talks in mathematics, and the implementation of the Crosscutting Concepts in science. Professional Development will be provided as needed in ELA, math and science.	August 2017 through June 2018	Principal Teachers Interventionists District TOSAs	Professional Development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5494.00
			<ul style="list-style-type: none"> • Math Leads • Math Coaches • Learning Inquiry Teams • Teacher Planning Time 			
			Professional Development	5800: Professional/Consulting Services And Operating Expenditures		
			Professional Development	4000-4999: Books And Supplies	LCFF - Supplemental	100.00
			<ul style="list-style-type: none"> • Resources 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 At risk students will be identified using various measures (i.e. SBAC, district assessments, SST referral) and appropriate safety net strategies will be provided.</p> <ul style="list-style-type: none"> Special Education staff will communicate with the classroom teachers to provide necessary support for identified students. An "IEP at a glance" for students with IEPs will be provided to teachers within 60 days of enrollment or of IEP changes. 	August 2017 through June 2018	Principal Teachers Interventionists SST Team	Students will participate in regular RTI lessons during the school day. (Interventionists provided for up to 85 hours/week x 36 weeks).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	62957.
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	46418.
			Technology will be provided as an intervention before, during, and after school to support student learning.	None Specified	LCFF - Supplemental	751.00
			Before and/or after school intervention will be provided to give assistance to at-risk students.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.4 We will strengthen our instructional practices for English Learners through implementation of daily systematic integrated and designated ELD.</p> <ul style="list-style-type: none"> Research based strategies (i.e. sentence frames and think-write-pair-share) will be utilized throughout the day to assist ELs in their language development. 	<p>August 2017 through June 2018</p>	<p>Principal Teachers Interventionists EL Site Coordinator</p>	<p>Instructional materials will be purchased as necessary to support ELD instruction.</p>	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00
			<p>Summer School will be offered to EL students as determined by district set-criteria.</p>	None Specified	District Funded	
			<p>Professional Development</p> <ul style="list-style-type: none"> New ELD Standards/EL Shadowing with Dr. Soto Site training by EL coordinator as needed 	None Specified	District Funded	
			<p>EL students' progress will be monitored and recommendations for redesignation will be made according to district-set criteria.</p>	None Specified	District Funded	
			<p>Site EL Coordinator will attend district meetings and disseminate information as necessary.</p>	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 We will increase student achievement and engagement in all content areas through the integration of technology.	August 2017 through June 2018	Principal Teachers Itinerant Technology Teacher District TOSA	Students will visit the computer lab and/or use Chromebooks regularly to supplement academic instruction.	None Specified	District Funded	
			Hardware, software, equipment, and supplies will be purchased to enhance our technology in the lab and classrooms.	4000-4999: Books And Supplies	General Fund	
			Students receive instruction in the use of technology to enhance their learning in all content areas.	1000-1999: Certificated Personnel Salaries	District Funded	
			Teachers will receive modeling and other professional development opportunities in the use of effective technology integration into all content areas.	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
1.6 Staff will address the students' proficiency in the area of physical education.	August 2017 through June 2018	Principal Teachers Itinerant PE Teachers	Students will participate in regular PE instruction for a minimum of 200 minutes every 10 instructional days. Minutes will be documented by	1000-1999: Certificated Personnel Salaries	District Funded	
			<ul style="list-style-type: none"> • Teacher lesson plans • PE affidavits • Principal monitoring form 			
			Students will have increased access to PE instruction through itinerant PE teachers. Teachers will use this time to collaborate.	None Specified	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: <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
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: <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
Data Used to Form this Goal:
<ol style="list-style-type: none">1. Office of School Construction Facilities Tool (FIT)2. 2016-2017 School Accountability Report Card (SARC)3. Student transportation as reported on IEPs

Findings from the Analysis of this Data:

The findings of the data analysis conclude the following:

- The FIT assessment indicates the Orr is in overall good condition.
- Based on the 2016-2017 SARC, 100% of Orr's classes were taught by highly qualified teachers. All students had access to district adopted core textbooks.
- Based on review of student IEPs, appropriate student transportation was provided.
- Basic supplies and services were purchased and available to all staff.

How the School will Evaluate the Progress of this Goal:

The school's facilities and rates of appropriately qualified teachers and staff will be monitored and evaluated yearly by district personnel. Availability of textbooks, instructional materials, and basic supplies and services will be monitored and evaluated on an ongoing basis by the site administrator and teachers and reported annually on the SARC. Student transportation will be monitored and provided through student IEPs on an ongoing basis as required.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 School staff will monitor facilities and will initiate work orders as needed to maintain proper conditions for learning.	August 2017 through June 2018	Principal School Staff				
2.2 Basic supplies and services will be provided for daily operations and instruction.	August 2017 through June 2018	Principal	Purchase basic supplies	4000-4999: Books And Supplies	General Fund	

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 Engagement
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:
1. Parent Satisfaction Survey Response Rate 2. Parent Satisfaction Survey Rate 3. Parent Engagement Rate 4. Healthy Kids Survey (Grade 5) 5. Attendance Rate 6. Chronic Absenteeism Rate
Findings from the Analysis of this Data:
The findings of the data analysis conclude that Orr met all goals. 79% of parents participated in the Parent Satisfaction Survey and 97% agrees that they are overall satisfied with William Orr. The results of the Parent Engagement Survey indicate that parents highly to moderately engaged in communicating with the school and attending school events. The results of this survey also indicated that these two areas were of a high priority to parents. Healthy Kids Survey results show that 83% of students feel connected to an adult at school. In 2016-2017, William Orr's Actual Daily Attendance (ADA) rate was 96.63% an increase from the previous year.
How the School will Evaluate the Progress of this Goal:
Attendance rates will be monitored by the site administrator, teachers, and district staff on an ongoing basis. All other parts of the goal will be monitored yearly through our parent and student surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Opportunities will be provided to maximize student engagement, motivation, and connectedness to school.	August 2017 through June 2018	Principal Teachers Counselor	Students will have access to an elementary counselor.	1000-1999: Certificated Personnel Salaries	District Funded	
			Assemblies will be scheduled throughout the year to help increase school connectedness and lead to improved student behavior.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1500.00
			Incentives will be purchased to promote student achievement and positive behavior.	None Specified	LCFF - Supplemental	1000.00
			Opportunities for extra-curricular activities will be available to students.	None Specified	LCFF - Supplemental	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.2 An attendance program will be implemented to support increased student attendance.</p> <ul style="list-style-type: none"> Parents will be notified of their students' attendance through report cards, written communication, and/or phone calls. Students with excessive absences will be referred to ACT and/or SART. 	August 2017 through June 2018	Principal Teachers District Attendance	Incentives will be purchased to support improved attendance.	None Specified	LCFF - Supplemental	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.3 Parents will be encouraged to participate in school activities and will be provided information and strategies to support student achievement at home.</p> <ul style="list-style-type: none"> • Parent informational material will be translated into Spanish to increase parent communication. • Staff members will present information to parents on state assessments, state standards, and student progress throughout the year at various school events (i.e. Back to School Night, parent conferences, etc.) • A tiered plan will be reviewed, revised, and implemented to increase parent involvement, participation, and leadership. • Parents will be invited to attend and participate in parent leadership groups (i.e. SSC, ELAC, PTA). 	August 2017 thorough June 2018	Principal Teachers	Parent information folders will be purchased to maintain parent communication.	4000-4999: Books And Supplies	General Fund	
			Staff will facilitate parent education events to support student achievement at home. (At least 2 per year)	None Specified	LCFF - Supplemental	500.00
				None Specified	Title I Part A: Allocation	600.00
			Staff will facilitate community events to encourage and increase parent involvement. (At least 2 per year)	None Specified	LCFF - Supplemental	1166.00
3.4 Parents and students will participate in annual surveys that will assess school connectedness, overall satisfaction rate, and parent engagement.	February 2018 and April 2018	Principal Teachers District				

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:
1. Suspension Rate 2. Expulsion Rate 3. Healthy Kids Survey (Grade 5) 4. Parent Safety Survey Rate
Findings from the Analysis of this Data:
The findings of the data analysis conclude that Orr met all goals and is providing a safe environment for students to learn. Orr had 1 suspension and 0 expulsions in 2016-2017. Healthy Kids Survey results show that 92% of students felt safe at school. The Parent Safety Survey indicated that 99% of parents felt the school provided a safe environment for students.

How the School will Evaluate the Progress of this Goal:

This goal will continue to be monitored by the site administrator and teachers through PBIS data and the number of suspensions/expulsions in addition to yearly parent and student surveys. Community stakeholders will be presented with data on a yearly basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.1 PBIS will be implemented to support student behavior and to help maintain a positive school climate.</p> <ul style="list-style-type: none"> • Staff will continue to receive professional development centered on the PBIS framework. • Student led CARE squad will convene regularly to provide input to support a positive school climate. 	August 2017 through June 2018	Principal All staff	<p>PBIS Team will continue to participate in LACOE training.</p> <p>Materials and incentives will be purchased to support PBIS implementation.</p>	<p>None Specified</p> <p>None Specified</p>	<p>District Funded</p> <p>LCFF - Supplemental</p>	<p></p> <p>2000.00</p>
<p>4.2 Staff will continue to implement the No Bully Program to increase student safety and support students' needs.</p>	August 2017 through June 2018	Principal All staff	<p>No Bully trainings will be provided by the district as needed.</p> <p>No Bully refresher training will be conducted at site staff meeting.</p>	<p>None Specified</p> <p>None Specified</p>	<p>District Funded</p> <p>None Specified</p>	
<p>4.3 Parents and students will participate in annual surveys that will assess student safety and school climate.</p>	February 2018 and April 2018	Principal Teachers District				

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. Redesignation 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"> 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) Student transportation, as required by IEPs and safety criteria (allocated funds) 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	LCFF - Base	17,236,491.
				2000-2999: Classified Personnel Salaries	LCFF - Base	4,426,994.
				3000-3999: Employee Benefits	LCFF - Base	8,448,844.
				5000-5999: Services And Other Operating Expenditures	LCFF - Base	
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	General Fund	396,551.
				5000-5999: Services And Other Operating Expenditures	General Fund	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)
LCFF - Supplemental	39,307	

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	95,565.00
Title I Part A: Allocation	47,018.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	115,969.00
4000-4999: Books And Supplies	12,597.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating	5,000.00
None Specified	7,517.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	69,551.00
4000-4999: Books And Supplies	LCFF - Supplemental	12,597.00
5000-5999: Services And Other Operating	LCFF - Supplemental	1,500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	5,000.00
None Specified	LCFF - Supplemental	6,917.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	46,418.00
None Specified	Title I Part A: Allocation	600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	134,317.00
Goal 3	6,266.00
Goal 4	2,000.00

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
Rebecca Casillas	X				
Reyes Rodriguez		X			
Araceli Reyes		X			
Maria Peterson		X			
Arlene Martinez			X		
Elizabeth De Leon				X	
Joanna Gutierrez				X	
Valerie Jaime				X	
Jennifer Almeyda- Gray				X	
Long Tran				X	
Numbers of members of each category:	1	3	1	5	0

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 09/21/17.

Attested:

Rebecca Casillas

Typed Name of School Principal

Signature of School Principal

Date

Joanna Gutierrez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date