

The Single Plan for Student Achievement

School: Cambria Grammar School
CDS Code: 40-75465-6042972
District: Coast Unified School District
Principal: Jill Southern
Revision Date: 11/8/17

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: Jill Southern
Position: Principal
Phone Number: (805) 927-4400
Address: 3223 Main Street
Cambria CA, 93428
E-mail Address: jsouthern@coastusd.org

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.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Planned Improvements in Student Performance	13
School Goal #1.....	13
School Goal #2.....	15
School Goal #3.....	18
School Goal #4.....	20
School Goal #5.....	22
Centralized Services for Planned Improvements in Student Performance	23
Centralized Service Goal #1	23
Centralized Service Goal #2	24
Centralized Service Goal #3.....	25
Centralized Service Goal #4	26
Centralized Service Goal #5.....	27
Summary of Expenditures in this Plan.....	28
Total Allocations and Expenditures by Funding Source	28
Total Expenditures by Object Type.....	29
Total Expenditures by Object Type and Funding Source.....	30
Total Expenditures by Goal	31
School Site Council Membership.....	32
Recommendations and Assurances.....	33

School Vision and Mission

Cambria Grammar School's Vision and Mission Statements

At Cambria Grammar School, we believe in creating a positive school climate where we have the right to be ourselves and the freedom to learn, work, and play in a safe environment. We strive to implement an academically challenging program which meets the needs of all students and develops in each child a foundation for lifelong learning and an appreciation for the value of diversity, self-esteem and respect for others.

School Profile

Cambria Grammar School is an elementary school located in rural San Luis Obispo County. There are currently 262 students enrolled from Transitional Kindergarten through Fifth Grade. The school provides a standards driven curriculum in a nurturing learning environment. Students are inspired by their teachers, family, and community to pursue excellence in academics and in their physical and social development. At Cambria Grammar School students prepare for the future by acquiring a love of learning, an appreciation for the arts and a reliance on personal competence and creativity.

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).

An annual School Site Council Parent Survey used at the end of the school year to give parents the opportunity to provide feedback for our school improvement plan. The 2016-17 Parent Survey results showed a 35% return rate. 99% of comments were pleased with core curriculum, extra programs, school safety, and approachability of staff and office personnel.

Classroom Observations

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

Every classroom was visited and observations conducted at least monthly.

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)

Assessments used to modify instruction and improve student achievement include statewide assessments California English Language Development Test, California Assessments of Student Performance and Progress (CELDT, CAASPP), school wide interim assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Star Reading Test, Accelerated Reader, adopted math curriculum, and teacher created.

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

Interim assessments are created by all teachers and are given in all courses each trimester (minimally). Results of these assessments are collected in the district's student data system (Illuminate) and are analyzed for student achievement. Instruction is modified based on these results.

Staffing and Professional Development

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

All teachers are highly qualified and are credentialed in their areas of instruction.

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

Cambria Grammar School has sufficient access to instructional materials. Both hard copy and digital materials are utilized. Early release Wednesdays are used as opportunities for professional development and teacher/staff collaboration. Other professional development opportunities are scheduled throughout the year covering a variety of topics (technology in education, common core implementation, classroom management strategies, etc.).

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

Student performance and teacher needs are assessed as the basis for professional development offerings.

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

Beyond professional development and trainings, teachers are given additional support through the Teacher Induction Program, instructional coaches, and constructive feedback from peers and administration.

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

Outside of the early release schedule for teacher collaboration. Additional dates are set aside for the Grammar School staff to meet with grade level teams and other district teaching staff in order to better articulate curriculum and instructional practices.

Teaching and Learning

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

All curriculum and instruction are aligned to the California Common Core State Standards.

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

Cambria Grammar School adheres to the recommended instructional minutes for reading/English Language Arts and mathematics

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

Intervention and support systems are built into the class schedules. English Learners and other students identified as having difficulty are given a block of structured English instruction designed to accelerate language skills. Support times for students struggling in mathematics are also an integral part of Cambria Grammar School schedules.

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

All students, including English learners and students receiving special education services are instructed using standards based 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)

All courses and materials are standards aligned, including intervention courses and materials.

Opportunity and Equal Educational Access

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

Services provided by the regular program that enable under-performing students to meet standards include the use of school-wide research based instructional practices (active reading strategies, structured writing format), multi-modality instruction (instruction given visually, auditory, kinesthetically, use of technology). Cambria Grammar School has one Resource Specialist teacher with four resource instructional aides, three bilingual instructional aides to support students in the kindergarten and Transitional Kindergarten Program, and within the general education setting.

14. Research-based educational practices to raise student achievement

Research based curriculum and instructional practices are implemented school-wide.

Parental Involvement

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

Families and members of the community are invaluable elements to our students' educational achievement. Their input and involvement are solicited and incorporated into school practices. Cambria Grammar School benefits from parent and community volunteers and has an active School Site Council and English Learner Advisory Committee.

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)

School staff meets monthly to discuss programs at the school. Both the School Site Council and English Learner Advisory Committee meet throughout the year to discuss school programs and services and give input in regards to school improvement.

Funding

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

Coast Unified is a basic aid school district. Cambria Grammar School does not receive categorical funding, other than Title I and Title III which helps to pay for ELD supplemental materials, reading resource teacher, and English Language Development Teacher.

18. Fiscal support (EPC)

Cambria Grammar School is supported by the District general fund.

Description of Barriers and Related School Goals

While Cambria Grammar School has been a high achieving school, there are barriers that must be addressed. 68.2% of the students enrolled at Cambria Grammar School are English Learners and 75.48% of our students are coming from socioeconomically disadvantaged households. One out of every five students are classified as homeless.

Increasing English Language arts proficiency levels and creating/scheduling integrated and designated English Language Development classes using research based curriculum have been goals for Cambria Grammar School. Increasing mathematics proficiency, student engagement levels and students' effective use of technology in learning are additional goals for Cambria Grammar School related to our school's barriers and aspirations.

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	34	52	41	33	50	40	33	50	40	97.1	96.2	97.6
Grade 4	47	32	50	47	32	50	47	32	50	100.0	100	100
Grade 5	73	48	31	73	47	31	73	47	31	100.0	95.9	100
All Grades	154	132	122	153	129	121	153	129	121	99.4	97	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	2418.3	2420.1	2370.5	12	16	17.50	30	22	5.00	33	42	17.50	24	20	60.00
Grade 4	2446.6	2488.6	2457.4	17	22	18.00	17	38	20.00	32	28	30.00	34	13	32.00
Grade 5	2479.5	2525.8	2522.4	10	26	25.81	29	34	38.71	26	30	16.13	36	11	19.35
All Grades	N/A	N/A	N/A	12	21	19.83	25	30	19.83	29	34	22.31	33	15	38.02

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	18	16	15.00	45	46	20.00	36	38	65.00
Grade 4	21	19	20.00	47	66	48.00	32	16	32.00
Grade 5	18	32	25.81	40	47	51.61	42	21	22.58
All Grades	19	22	19.83	43	51	39.67	38	26	40.50

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	9	10	17.50	61	62	30.00	30	28	52.50
Grade 4	9	16	15.56	57	72	66.67	34	13	17.78
Grade 5	11	32	35.48	48	55	51.61	41	13	12.90
All Grades	10	19	21.55	54	62	50.00	37	19	28.45

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	16	5.00	67	74	47.50	18	10	47.50
Grade 4	11	9	8.00	57	75	74.00	32	16	18.00
Grade 5	11	15	9.68	75	77	74.19	14	9	16.13
All Grades	12	14	7.44	68	75	65.29	20	11	27.27

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	15	22	22.50	67	62	32.50	18	16	45.00
Grade 4	17	28	20.00	51	56	52.00	32	16	28.00
Grade 5	25	36	54.84	59	57	32.26	16	6	12.90
All Grades	20	29	29.75	58	59	40.50	22	12	29.75

Conclusions based on this data:

1. Students need continued practice and exposure to the requirements and format of the California Assessment of Student Performance and Assessment (CAASP assessment).
2. Reading, demonstrating understanding of literary and non-fictional texts, needs to be an area of focus across the content areas.
3. Professional Development in the area of ELA/ELD with a focus on writing and training in the newly adopted ELA/ELD curriculum will be a priority

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	34	52	41	33	50	40	33	50	40	97.1	96.2	97.6
Grade 4	47	32	50	47	32	50	47	32	50	100.0	100	100
Grade 5	73	48	31	73	47	31	73	47	31	100.0	95.9	100
All Grades	154	132	122	153	129	121	153	129	121	99.4	97	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	2443.4	2440.8	2391.0	24	16	2.50	24	28	27.50	36	38	30.00	15	18	40.00
Grade 4	2459.1	2505.0	2469.4	4	34	12.00	30	31	16.00	43	28	60.00	23	6	12.00
Grade 5	2483.4	2535.8	2546.0	7	40	35.48	18	6	29.03	40	38	19.35	36	15	16.13
All Grades	N/A	N/A	N/A	10	29	14.88	23	21	23.14	40	36	39.67	27	14	22.31

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	30	28	7.50	48	44	50.00	21	28	42.50	
Grade 4	15	44	20.00	40	44	42.00	45	13	38.00	
Grade 5	12	43	48.39	42	34	25.81	45	23	25.81	
All Grades	17	37	23.14	43	40	40.50	40	22	36.36	

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	33	24	7.50	55	58	50.00	12	18	42.50
Grade 4	4	41	10.00	60	44	56.00	36	16	34.00
Grade 5	5	32	41.94	47	40	41.94	48	28	16.13
All Grades	11	31	17.36	52	48	50.41	37	21	32.23

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	30	28	10.00	55	56	55.00	15	16	35.00
Grade 4	15	28	20.00	60	59	56.00	26	13	24.00
Grade 5	10	23	32.26	48	43	48.39	42	34	19.35
All Grades	16	26	19.83	53	52	53.72	31	22	26.45

Conclusions based on this data:

1. Students need continued exposure and practice to the requirements and format of the CAASP assessment.
2. Cambria Grammar School needs to supplement and refine instruction around mathematical concepts and procedures in order to increase student performance.
3. Professional development and the adoption of the new math curriculum should increase student performance. Increased rigor in grades four and five and professional development should improve performance to match the success of the third grade cohort. Adoption of ILearn on line math program and a grant funded Relex math should help to improve math fluency in grades 3-5. A math support teacher is providing daily math support for fourth and fifth grade teachers.

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	9			36		8	18	50	38	27	30	15	9	20	38
1	30	11	4	30	37	39	27	30	43	12	19	11		4	4
2	17		7	36	23	28	42	47	41	6	20	24		10	
3	21	9		42	27	10	32	45	42		15	35	5	3	13
4	31	37	29	27	42	44	38	16	21	4				5	6
5	29	10	60	52	60	27	16	30	7	3		7			
Total	24	11	15	37	33	28	30	37	33	7	14	16	1	6	8

Conclusions based on this data:

1. English Language Develop Instruction and ELA instruction needs to be continually focused on the 37% of students at the intermediate and early intermediate levels.
2. Professional development on the new ELD standards and implementation of new ELA/ELD curriculum needs to be a priority.
3. Integrated and designated ELD instruction needs to be emphasized in the regular education classroom.

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	2			10		3	10	19	26	34	30	29	44	51	42
1	29	11	3	29	37	38	26	30	41	12	19	10	3	4	7
2	17		7	36	23	28	42	45	41	6	19	24		13	
3	21	9		42	27	9	32	45	41		15	34	5	3	16
4	31	37	29	27	42	44	38	16	21	4				5	6
5	29	10	60	52	57	27	16	29	7	3		7		5	
Total	20	9	12	31	26	24	26	31	31	12	17	19	11	17	14

Conclusions based on this data:

1. Students in the upper grades are advancing to the Early Advanced and Advanced levels, based on integrated and designated English Language Development.

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 student performance 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: Strategic Priority #1
LEA GOAL:
To expand students' communication and critical thinking in literacy
SCHOOL GOAL #1:
Maximize the number of students scoring "met" or "exceeds" standards on the CAASPP in English Language Arts.
Data Used to Form this Goal:
Past performance on 16/17 CAASPP ELA. Trimester Interim Assessments
Findings from the Analysis of this Data:
Approximately 39.66% of current students met or exceeded achievement standards in ELA
How the School will Evaluate the Progress of this Goal:
Percent of students meeting the new proficient standards on the Annual CAASPP in ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student standardized tests, Star reading, DIBELS, interim assessments, and multiple assessments to monitor student progress and provide interventions.	2017-18 school year	Site Principal, RtI Coordinator, Dir. Spec. Ed., RPS Teacher, classroom teachers	RtI Coordinator	1000-1999: Certificated Personnel Salaries	General Fund	2,500
Utilize teachers and support staff to provide ELA interventions (RtI) 30-45 minutes 4 days a week	2017-18 school year	Site Principal, RtI Coordinator, Dir. Spec. Ed., RPS Teacher, classroom teachers	Response to Intervention	1000-1999: Certificated Personnel Salaries	General Fund	79,684
Provide extended day/ extended year interventions (After School Program) and homework club	2017-18 school year	Site Principal/After School Program Coordinator	After school Program	5000-5999: Services And Other Operating Expenditures	In Kind	32,920

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support in school and at home supplemental reading programs (AR, School Library)	2017-18 school year	AR Coordinator/Library Tech.	AR	1000-1999: Certificated Personnel Salaries	General Fund	700
			Library Tech (salary plus benefits)	2000-2999: Classified Personnel Salaries	General Fund	29,020
Provide parent education with childcare/parent communication through newsletters, e-mails, phone calls, conferences, SSTs, website resources, notes home in Spanish and English	2017-18 school year	Site Principal, site clerk, CUSD Family Advocate	Provide parent education with childcare/parent communication	5800: Professional/Consulting Services And Operating Expenditures	General Fund	8,333
Implement ELA benchmark assessments from ELA/ELD newly adopted curriculum, NWEA MAP, ESGI, and teacher created materials aligned with the California Common Core State Standards. Staff collaboration time is dedicated to analyzing student data/performance on these assessments.	2017-18 school year	Site principal, classroom teachers, TOSA, CUSD Testing Coordinator	Develop/implement ELA trimester benchmark assessments	5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,000
Provide professional learning in the implementation of the ELA Common Core State Standards with an emphasis on “close” reading strategies, technical writing, and ELD strategies.	2017-18 school year	Site principal, District Superintendent, TOSA	Professional development in the implementation of Common Core State Standards ELA	5800: Professional/Consulting Services And Operating Expenditures	General Fund	15,944
Provide regular (approximately every 10 weeks) planning time for ELA RtI teams to analyze student data and plan curriculum.	2017-18 school year	Site principal, classroom teachers, classroom aides, TOSA	Response to Intervention			

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 student performance 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: Strategic Priority #2
LEA GOAL:
To accelerate students' academic outcomes in mathematics
SCHOOL GOAL #2:
Maximize the number of students scoring proficient or above on the CAASPP in mathematics
Data Used to Form this Goal:
Past performance on CAASPP mathematics. Trimester Interim Assessments
Findings from the Analysis of this Data:
approximately 38% of students "met" or "exceeded" on 2016/17 CAASPP mathematics
How the School will Evaluate the Progress of this Goal:
CGS will analyze grade level interim assessments and the CAASPP to evaluate progress towards this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student standardized test results, interim assessments, multiple assessments (including NWEA MAP and ESGI) to monitor student progress and provide interventions as needed	2017-18 school year	Site principal, classroom teachers	Analyze student standardized test results, benchmark tests, multiple assessments to monitor student progress and provide interventions as needed	1000-1999: Certificated Personnel Salaries	General Fund	12,987

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement math software to support math skills to be used in the classroom or computer lab (I-Learn math intervention program and Reflex Math)	2017-18 school year	Site principal, Dir. Sp. Ed., computer instructor, classroom teachers	Continue to implement math software and or equipment to support math skills to be used in the classroom or computer lab (I-Learn math intervention program and Reflex Math)	5000-5999: Services And Other Operating Expenditures	General Fund	4,860
Provide after school math support for 5th graders two days a week and Homework math support for students attending the After School Program in grades K – 5	2017-18 school year	Site Principal, Homework club teacher, Dir. After School Program	Provide after school math support for 5th graders two days a week and Homework math support for students attending the After school Program in grades K – 5	1000-1999: Certificated Personnel Salaries	General Fund	1,000
Implement regular math assessments (trimester or twice a year). Data to be analyzed by grade level teams. Assessments include NWEA MAP, Illuminate assessments, and ESGI	2017-18 school year	Site principal, classroom teachers	Implement regular math assessments (trimester or twice a year). Data to be analyzed by grade level teams. Assessments include NWEA MAP, Illuminate assessments, and ESGI	0000: Unrestricted	General Fund	6,493
Provide professional learning in the Common Core mathematical standards with emphasis on the eight mathematical practices and word problems	2017-18 school year	Site principal, District Superintendent, TOSA	Provide professional development in the Common Core mathematical standards with emphasis on the eight mathematical practices and word problems	0000: Unrestricted	General Fund	3,825

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement Houghton/Mifflin Mathematics curriculum (Math Expressions). All grade levels deliver Math Expressions unit tests. Results from these tests guide instruction and are used for grading purposes.	2017-18 school year	Site principal, classroom teachers	Continue to implement Houghton/Mifflin Mathematics curriculum (Math Expressions). All grade levels deliver Math Expressions unit tests. Results from these tests guide instruction and are used for grading purposes.			

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 student performance 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: Strategic Goal #3
LEA GOAL:
To advance students' college and career readiness
SCHOOL GOAL #3:
To advance students' college and career readiness through engaging, rigorous, and well-rounded real world experiences
Data Used to Form this Goal:
Minutes for fine arts, computer, and outdoor education instruction provided to students; CAASPP performance growth
Findings from the Analysis of this Data:
Increasing minutes of instruction in these areas for all
How the School will Evaluate the Progress of this Goal:
Frequency and quality of fine arts performances; improvements to our school garden (frequency of student participation there); CAASPP performance growth

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase music offerings for all students K-3 by doing two full sessions of 11 weeks each (increase from one from last year) This is through a partnership with Children's Creative Project. This includes two music performances.	2017-18 school year	Site Principal, Children's Creative Project	Increase music offerings for all students K-3 by doing two full sessions of 11 weeks each (increase from one from last year) This is through a partnership with Children's Creative Project. This includes two music performances.	5000-5999: Services And Other Operating Expenditures	General Fund	12,538

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase music offerings for grades 4-5 by including recorders, band, and ukulele. This includes music performances.	2017-18 school year	CGS music teacher	Increase music offerings for grades 4-5 by including recorders, band, and ukulele. This includes music performances. Salary plus benefits - 17% of total contract.	1000-1999: Certificated Personnel Salaries	General Fund	14,056
Work with One Cool Earth to add more NGSS, hands-on experiences for students K-5 in our garden on a regular basis.	2017-18 school year	CGS Staff, One Cool Earth, CUSD Grounds Staff	Work with One Cool Earth to add more NGSS, hands-on experiences for students K-5 in our garden on a regular basis.	5000-5999: Services And Other Operating Expenditures	Other	5,000
Utilize the computer lab rigorously. We will add more use of Google Apps for Education, Reflex Math, Digital Citizenship, Word Processing, CAASPP Skills, Research Skills, Presentation Skills, and Typing Skills in the computer lab.	2017-18 school year	CGS computer staff; CGS classroom teachers	Utilize the computer lab rigorously. We will add more use of Google Apps for Education, Reflex Math, Digital Citizenship, Word Processing, CAASPP Skills, Research Skills, Presentation Skills, and Typing Skills in the computer lab.			

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 student performance 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: Social/Emotional
LEA GOAL:
Developing People
SCHOOL GOAL #4:
Promote student leadership, personal, social, and academic responsibility
Data Used to Form this Goal:
Parent/Staff Surveys
Findings from the Analysis of this Data:
Parent, student and staff recognize the importance of social emotional growth to improve student achievement
How the School will Evaluate the Progress of this Goal:
School Site Council Parent Survey, Healthy Kid's Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct, tabulate, analyze annual parent survey	2017-18 school year	CGS School Site Council	Conduct, tabulate, analyze annual parent survey	0000: Unrestricted	General Fund	
Recognize student citizenship, leadership, academic achievements through weekly Peace Rallies, monthly assemblies, positive notes and phone calls home	2017-18 school year	CGS Staff, Peace Leader Coordinator	Recognize student citizenship, leadership, academic achievements through weekly Peace Rallies, monthly assemblies, positive notes, phone calls home	1000-1999: Certificated Personnel Salaries	General Fund	1,050

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Field Trips, assemblies, and special activities to enhance student leadership and responsibility	2017-18 School Year	CGS Staff, CGS PTA, CGS SSC	Provide Field Trips, assemblies, and special activities to enhance student leadership and responsibility	5800: Professional/Consulting Services And Operating Expenditures	General Fund	2,000
Provide counseling	2017-18 school year	Contracted MFT	Provide counseling	5800: Professional/Consulting Services And Operating Expenditures	General Fund	12,800
Support parent and community volunteers	2017-18 school year	CGS staff	Support parent and community volunteers			
Increased multicultural and world awareness activities (penpals, songs, art, literature, presentations, writing, etc.)	2017-18 school year	CGS Staff	Increased multicultural and world awareness activities (penpals, songs, art, literature, presentations, writing, etc.)			

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 student performance 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 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 (ELA)
SCHOOL GOAL #1:
Increase literacy skills of all students. For the 2017-18 school year, the "meet or exceeds" levels on the Common Core State Standards (CCSS) assessment for ELA will be monitored by regular interim assessments, including NWEA MAP, ESGI, Illuminate assessments, and performance tasks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional learning on October 9, 2017 includes technical writing, journaling (Lucia Capacchione), ELD strategies, and cross-curricular connections (NGSS to ELA)	October 2017	Principal, TOSA, Classroom teachers, ELA/ELD teachers, Lucia Capacchione				
Staff meet regularly to analyze data and plan curriculum for their RtI ELA delivery	August 2017 - June 2018	Site Principal, classroom teachers, support staff, ELA/ELD teacher, Resource teacher, TOSA				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For the 2017-18 school year, the "meet or exceeds" levels on the Common Core State Standards (CCSS) assessment for Mathematics will be monitored, by unit assessments (Math Expressions), iLearn progress, Reflex Math progress, interim assessment results, and performance tasks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math teachers will be trained in implementing CCSS around mathematics, through professional development, emphasizing the Eight Mathematical Practices and word problem strategies	December, 2017 - February, 2018	Classroom Teachers, site principal, TOSA				
Math data is regularly shared and analyzed. Reflex Math data will be shared at each staff meeting. iLearn data will be discussed to determine math intervention and services. CAASPP data will be shared and analyze to identify trends and areas of need.	September, 2017 - June, 2018	Classroom Teachers, site principal, TOSA				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in College and Career Readiness
SCHOOL GOAL #3:
To advance students' college and career readiness through engaging, rigorous, and well-rounded real world experiences

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be trained in implementing technology / computer programs. Training will be provided for Reflex Math, Learning Ally, NWEA MAP, and Google Apps for Education	Sept. 2017-June 2018	Classroom teachers, site principal				

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:

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

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
General Fund	208,790.00
In Kind	32,920.00
Other	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	10,318.00
1000-1999: Certificated Personnel Salaries	111,977.00
2000-2999: Classified Personnel Salaries	29,020.00
5000-5999: Services And Other Operating Expenditures	55,318.00
5800: Professional/Consulting Services And Operating	40,077.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	10,318.00
1000-1999: Certificated Personnel Salaries	General Fund	111,977.00
2000-2999: Classified Personnel Salaries	General Fund	29,020.00
5000-5999: Services And Other Operating	General Fund	17,398.00
5800: Professional/Consulting Services And	General Fund	40,077.00
5000-5999: Services And Other Operating	In Kind	32,920.00
5000-5999: Services And Other Operating	Other	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	170,101.00
Goal 2	29,165.00
Goal 3	31,594.00
Goal 4	15,850.00

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
Jill Southern	X				
Julie Castle		X			
Megan Dedic		X			
Christy Lynch		X			
Kim Gray		X			
Bonnie Duston			X		
Monica Melendrez				X	
Shelly Triggs				X	
Nancy Melendrez				X	
Numbers of members of each category:	1	4	1	3	

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:

Jill Southern

Typed Name of School Principal

Signature of School Principal

Date

Julie Castle

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date