

The Single Plan for Student Achievement

School: Centerville Elementary School
CDS Code: 10-62414-6007108
District: Sanger Unified School District
Principal: Cristina Hernandez
Revision Date:

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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School Vision and Mission

Centerville Elementary School's Vision and Mission Statements

Centerville's Vision is that Chargers will be compassionate, life-long learners by: communicating effectively, taking risks, and thinking critically to be prepared toward achieving college and career readiness. Teachers will support them by ensuring that Teachers will work collaboratively, set high expectations, and employ instructional practices that ensure student success.

School Profile

Centerville (CV) is located 16 miles east of Fresno, CA. It is a small town east of Sanger with a population of about 400. Centerville Elementary serves 261 students in a K-6 setting. One hundred percent of our students participate in the Free or Reduced-Priced Lunch Program. Approximately 20% of students are considered English Language Learners. The percent of Hispanic or Latino students is 58%, 2.8% Asian, 32.8% White, and 2.4 Multiple. We service 6% students with disabilities and 1% migrant.

We set high standards for our staff, students and community that go beyond academic success, standards which require everyone involved to set examples that the community can observe and respect. We are a community of caring! With the loving guidance of dedicated staff, our children make cross-curricular connections, while developing persistence and personal responsibility, qualities that are the foundation of academic excellence. This is evidenced in the classrooms where the Community of Caring (CoC) values are proudly displayed alongside the State content standards. While this application explains aspects of our school that deal with personal/social development and academic achievement, we further recognize that it is the commitment of caring people that provides is the cement that binds all else together.

Parents are actively involved and serve in leadership capacities through the School Site Council (SSC) and the Parent Teacher Association (PTA). Parent volunteers are visible daily, providing support and assistance throughout the school. We have at least ten volunteers a day!

Being committed to academic excellence, we offer no excuses for failure to achieve. While acknowledging problems and obstacles, our focus is on finding solutions through our Response to Intervention (RtI) services. Regular Professional Learning Committee (PLC) meetings and articulation across and amongst the grade levels allow us to plan and pursue academic goals, as we are constantly mindful of the fact that achievement is limited only by the size of our dreams and the amount of effort we are willing to put forth in pursuit of our goals. Collaboration, dialogue, reflection and accountability are the norm. In partnership with our Board and district administration, we regularly monitor the needs of our students, staff and parents through surveys and group meetings. Our Single Plan for Student Achievement guides our path and helps us monitor achievement data. Our methods and results are routinely evaluated through site and district assessments. We have created a culture of success and an environment instilled with the standards of excellence necessary to provide students with a meaningful education, one that promotes academic achievement and social development and extends to a successful transition to middle school and beyond.

The entire School Based Coordinated Program is managed between our supplemental Title I and Local Control Funding Formula Targeted Funds budgets and is monitored by the principal, and SSC/ELAC. The principal regularly monitors and coordinates budgets, programs, and implementation in the areas of the instructional program, academic support, professional development and parent and community involvement. This assures that all of Centerville School's students are able to receive additional services to help them experience success in the core program. To guarantee student participation in all coordinated programs, the principal oversees a plan to involve staff and community in an effort to increase student attendance.

As the hub of the community, CV is a place where families and community members gather regularly to support, celebrate and honor the diverse achievements of all our children. Partnerships with local businesses such as Vulcan Building Materials make many activities possible. CV is unique because parents, teachers and business leaders work together to inspire and promote academic excellence while honoring the hopes, abilities and talents of our children. Our school is a family, bound together through affection and shared goals, our history and a firm commitment to building a strong future.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

There are a few surveys used through out the year to monitor our work. We have surveys available during parent teacher conferences so that parents can identify needs of support for students. We also have Parent Surveys at the end of the year that survey parents in many different aspects such as school environment and academic achievement of their child. We have a small group of students who work with PBIS and give us input as to needs for the school and we have a Leadership/Peer Mediators Class in grades 4th-6th that bring up concerns to the teacher and take on community outreach projects. Some findings from the most recent parent survey include items such as a concern for cafeteria food, enrichment opportunities, and intervention support.

Based on our last year's parent survey, we received feedback with a 94.5% return rate. We had an overall 80% A and B responses. The parents highlighted the following:

Top 3 positive areas mentioned within comments

Area of Comment	Number of comments in area
Friendly Staff and Caring Teachers	51
Small School and Family Feeling	19
Communication	14
Dual Language	13

Top 3 Areas for Improvement

Area of Comment	Number of Comments in Area
Build MPR	26
Improve quality of food	18
Music and Art	8

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 happen frequently both formally and informally. Informal classroom observations happen at least once a day with feedback provided to the teacher at least once a week. Formal observations happen twice a year for tenured teachers and three times a year for new teachers. During formal observations, the teacher and Principal have a pre-observation meeting to discuss the lesson that will be taught, the lesson is observed, and then a post-lesson meeting between the teacher and principal allows for debriefing and reflecting on the lesson. Through out the year it is common to see high levels of engagement, frequent checking for understanding (CFU), direct instruction, collaborative groups, Guided Reading in Kinder-3rd grade, close attention to text, justification for answers, and manipulative for math. Some findings include attention to text selection and deeper understanding of text complexity, refining Guided Reading since it is a new practice, and encouraging students to solve math in different ways and explain their thinking both in writing and orally.

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)

Based on State Data (SBAC) we have identified some areas of need. We have identified English Language Learners, RFEPs, Socioeconomically Disadvantaged Students, and Students with Disabilities as our focus groups. There was an evident achievement gap between these students. Through our Professional Learning communities (PIC's) teachers work together to impact instructional practices. Teachers use data, formative assessments, and a variety of tools to make instructional decisions that continue to positively impact students. While both our gains in ELA and Math were positive, there was only a 1% gain in Math. We will make this work a focus and look at the rigor of our assessments and instruction.

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

Student progress is monitored frequently through various methods of data. We use Benchmark assessments, Monthly STAR Scores, Common Grade Level assessments and formative assessments.

Staffing and Professional Development

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

Centerville Elementary is staffed with highly qualified teachers. All staff meet requirements for Highly Qualified.

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

Teachers have access to instructional materials and have continued training on SBE-adopted instructional materials.

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

Sanger Unified aligns professional development to state standards and best practices to maximize student achievement. Professional Development such as math standards, number talks, word problems, guided reading, etc. are identified high leverage instructional practices that address student needs.

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

Teachers receive instructional support through district and site professional development, site instructional planning support such as Curriculum Support Provider, and frequent feedback through classroom visitations and formal observations.

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

Teachers collaborate weekly through Professional Learning Communities (PLC) that exist by grade level, but also vertical PLCs.

Teaching and Learning

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

Through site and district professional development and PLC meetings, teachers have multiple opportunities to align their instruction to state standards and create measures for such standards.

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

Teachers have set blocks of time to devote to reading/language arts and mathematics that are within appropriate time blocks.

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

Teachers create pacing schedules through scope and sequence instructional maps, but are flexible within those instructional maps to create instructional time to intervention. We have reading intervention and math intervention is provided in small group setting in the classroom per concept.

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

Teachers have access to different sources of instructional materials. We have our state-adopted curriculum, unit planning resources digitally, and intervention materials and curriculum. Teachers use their professional judgement to identify the appropriate materials that matches their intended outcome.

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)

Teachers have access to SBE adopted materials and standards-aligned instructional materials including intervention materials and use to meet the needs of students.

Opportunity and Equal Educational Access

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

Students who are underperforming have access to interventions both in Language Arts and Math. Students who are not reading have access to a very systematic RTI program. Students who are identified as having problems with math are supported through small group instruction and reteaching.

14. Research-based educational practices to raise student achievement

The district is dedicated to research-based instructional practices and include such practices in professional development trainings. Teachers also use data from common assessments to find the best instructional practice.

Parental Involvement

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

Students who are underachieving have access to RTI, after school support, and small group instruction.

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)

Centerville Elementary has a school site council which meets to plan, implement and evaluate all Conn App programs.

Funding

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

Centerville Elementary uses its funds to provide direct services to students who are underperforming. Centerville Elementary has two intervention teachers and a Curriculum Support Provider who provide these direct services.

18. Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement.

Description of Barriers and Related School Goals

Centerville has identified a few areas for improvement this year.

1. Instructional support of English Language Learners during core instruction and lesson planning during ELD instruction.
2. Support and interventions for Socioeconomically Disadvantaged students during core instruction and interventions.
3. Support and monitoring of Students with Disabilities

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	38	43	43	38	43	42	38	43	42	100.0	100	97.7
Grade 4	48	33	35	47	33	35	47	33	35	97.9	100	100
Grade 5	33	45	35	32	43	35	32	43	35	97.0	95.6	100
Grade 6	32	31	34	31	30	34	31	30	34	96.9	96.8	100
All Grades	151	152	147	148	149	146	148	149	146	98.0	98	99.3

* 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	2379.9	2377.7	2407.0	11	9	21.43	5	12	21.43	29	28	11.90	55	51	45.24
Grade 4	2423.1	2436.1	2455.8	9	15	20.00	15	18	20.00	32	24	20.00	45	42	40.00
Grade 5	2489.6	2468.3	2476.3	16	9	14.29	31	30	25.71	16	23	22.86	38	37	37.14
Grade 6	2513.5	2520.7	2477.6	10	7	2.94	39	37	26.47	16	33	26.47	35	23	44.12
All Grades	N/A	N/A	N/A	11	10	15.07	21	23	23.29	24	27	19.86	44	40	41.78

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	5	7	16.67	26	40	35.71	68	53	47.62	
Grade 4	4	9	20.00	38	52	45.71	57	39	34.29	
Grade 5	19	16	17.14	44	47	31.43	38	37	51.43	
Grade 6	16	13	5.88	45	60	50.00	39	27	44.12	
All Grades	10	11	15.07	38	48	40.41	52	40	44.52	

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	8	9	19.05	50	42	47.62	42	49	33.33
Grade 4	6	12	22.86	55	52	45.71	38	36	31.43
Grade 5	22	16	25.71	47	42	42.86	31	42	31.43
Grade 6	19	10	8.82	42	57	38.24	39	33	52.94
All Grades	13	12	19.18	49	47	43.84	38	41	36.99

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	3	7	23.81	63	65	50.00	34	28	26.19
Grade 4	13	12	14.29	60	67	68.57	28	21	17.14
Grade 5	19	12	17.14	47	67	51.43	34	21	31.43
Grade 6	3	13	0.00	87	77	76.47	10	10	23.53
All Grades	9	11	14.38	64	68	60.96	27	21	24.66

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	8	12	28.57	66	47	45.24	26	42	26.19
Grade 4	13	21	20.00	47	48	57.14	40	30	22.86
Grade 5	19	9	31.43	66	58	40.00	16	33	28.57
Grade 6	26	27	17.65	61	57	52.94	13	17	29.41
All Grades	16	16	24.66	59	52	48.63	26	32	26.71

Conclusions based on this data:

1. School wide 58% of our students met the standard or nearly met the standard in ELA. 38% Met or Exceed the Standard.
2. School wide 42% of our students did not meet the standard.
3. School wide, Listening was our lowest strand with 25% of students below standard.

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	38	43	43	38	43	43	38	43	43	100.0	100	100
Grade 4	48	33	35	46	33	35	46	33	35	95.8	100	100
Grade 5	33	45	35	32	44	35	32	44	35	97.0	97.8	100
Grade 6	32	31	34	31	30	34	31	30	34	96.9	96.8	100
All Grades	151	152	147	147	150	147	147	150	147	97.4	98.7	100

* 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	2415.4	2407.5	2404.3	16	5	13.95	29	28	25.58	18	33	18.60	37	35	41.86
Grade 4	2445.4	2454.1	2467.8	9	9	11.43	15	30	22.86	41	30	48.57	35	30	17.14
Grade 5	2442.0	2463.2	2464.3	3	7	8.57	9	11	14.29	25	41	28.57	63	41	48.57
Grade 6	2491.5	2499.8	2487.6	3	10	5.88	19	13	17.65	42	40	38.24	35	37	38.24
All Grades	N/A	N/A	N/A	8	7	10.20	18	21	20.41	32	36	32.65	41	36	36.73

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	24	14	27.91	34	47	30.23	42	40	41.86
Grade 4	15	12	25.71	30	42	40.00	54	45	34.29
Grade 5	6	9	14.29	13	25	25.71	81	66	60.00
Grade 6	10	10	8.82	42	43	44.12	48	47	47.06
All Grades	14	11	19.73	30	39	34.69	56	50	45.58

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	29	14	11.63	29	51	48.84	42	35	39.53
Grade 4	7	12	14.29	63	58	51.43	30	30	34.29
Grade 5	3	7	11.43	38	41	28.57	59	52	60.00
Grade 6	0	10	8.82	52	43	50.00	48	47	41.18
All Grades	10	11	11.56	46	48	44.90	44	41	43.54

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	16	14	20.93	63	58	39.53	21	28	39.53
Grade 4	13	15	20.00	48	52	57.14	39	33	22.86
Grade 5	0	7	5.71	56	48	45.71	44	45	48.57
Grade 6	6	10	2.94	55	53	44.12	39	37	52.94
All Grades	10	11	12.93	55	53	46.26	35	36	40.82

Conclusions based on this data:

1. School wide 63% of our students met or nearly met the standard in Math. 31% Met or Exceed Standard.
2. School wide 37% of our students did not meet the standard.
3. School wide our lowest strand was Communicating Reasoning with 50% of students not meeting the standard.

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					***	20	***		20			50			10
1		***		50	***	24			30	25		47	25		
2				33		66	56	***		11				***	33
3	11		29		18	14	44	45	14	22	27		22	9	43
4					29	71	100	43	29		14			14	
5			25	25	20	25	50	80	25			25	25		
6			11	***	25	44	***	50	33		25	11			
Total	3	3	8	23	24	20	51	48	17	11	15	7	11	9	5

Conclusions based on this data:

1. There is a high number of students, 72%, at the intermediate and early advanced level. This means that students are moving in the right direction, but potentially getting stuck at 25%.
2. There is a high number of students, 50%, at Intermediate Level in 6th Grade. These students need strong support and possible Individualized Language Plans.
3. We need to focus on Reclassifying of the Early and Early Advanced students and find extra supports and monitoring for the Beginners.

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					13		***	33			27			27	
1		***		40	***		20			20			20		
2				33			56	50		11	25			25	
3	11				18		44	45		22	27		22	9	
4					29		78	43		11	14		11	14	
5				20	13		60	63			13		20	13	
6				50	25		50	50			25				
Total	2	2		19	18		56	43		12	22		12	16	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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: Academic Achievement for All
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
The school will provide a high quality Tier 1 instruction to raise the academic achievement of ALL students.
Data Used to Form this Goal:
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments. Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Findings from the Analysis of this Data:
Based on the data, we have an achievement gap based on the performance of our English Language Learners and Socioeconomically Disadvantaged Students. We need to ensure that they have access and the needed materials.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)						
			Description	Type	Funding Source	Amount			
CAASP ELA <ul style="list-style-type: none"> Analyze and support writing blocks Text Analysis PD Reinforce Academic Vocabulary Deconstruct Text Use PVLEGS Peer Observations Shift in PD - Teachers Leading it Work on Common Assessments Strengthening 3rd-6th PLC CAASP Math <ul style="list-style-type: none"> Develop Capacity of Leadership Team Clarity between Leadership Team UDL Focus - Representation - Math Lesson Professional Development Feedback - Specific Work on Common Assessments Strengthening 3rd - 6th Grade Student Goal Setting and communication home 	<ul style="list-style-type: none"> Daily Observations Weekly Analysis and support of Lesson Planning Planning Days twice a year Bring Student Work to weekly PLCs Weekly 	<ul style="list-style-type: none"> Hernandez Wolfe Heryford Classroom Teachers 3rd - 6th 	CSP Salary	1000-1999: Certificated Personnel Salaries	Title I	48939			
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48939			
			Professional Development ADTLE	5000-5999: Services And Other Operating Expenditures	Title I	7000			
			Technology to support visual delivery of instruction	5000-5999: Services And Other Operating Expenditures	Title I	8,076			
			Books and Supplies	5000-5999: Services And Other Operating Expenditures	Title I	3,000			
			Planning Days	1000-1999: Certificated Personnel Salaries	Title I	1,500			
			Technology to support visual delivery of instruction in the library and classrooms	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4934			
			Planners for Student's Goal and Parent Communication	4000-4999: Books And Supplies	LCFF - Supplemental	420			
			Library <ul style="list-style-type: none"> Provide up to date library books for students to check out Increase Dual Language book inventory 	Daily	<ul style="list-style-type: none"> Hernandez Gallardo 	Books for students	4000-4999: Books And Supplies	LCFF - Supplemental	4869
						Labels to identify books and classify correctly.	4000-4999: Books And Supplies	LCFF - Supplemental	450
	None Specified	None Specified							

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: MTSS
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
Develop solid Tier II and Tier III services for students who have the need.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics.
Findings from the Analysis of this Data:
Based on our data, we have students that are struggling to read and we are committed to ensuring that all 3rd graders exit 3rd grade as readers. Therefore, we ensure reading intervention from Kinder - 6th grade and after school tutoring opportunities.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Intervention Supports - Intervention Teacher to meet with students daily - Problem Solving Meetings - Identify high quality materials to carry out the task	Daily 3x a year On going	<ul style="list-style-type: none"> Hernandez Heryford 	Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17,000
			Intervention Materials	4000-4999: Books And Supplies None Specified None Specified	LCFF - Supplemental	2607
After school tutoring	Weekly	<ul style="list-style-type: none"> Hernandez 	Provide necessary instructional support.	1000-1999: Certificated Personnel Salaries None Specified	LCFF - Supplemental None Specified	1,621.89

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: Safe Environment
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
Provide a safe environment for all students so that students feel a safe learning environment.
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce or maintain chronic absenteeism at 5.0%. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS <ul style="list-style-type: none"> • Create a safe environment for students • Establish expectations • Provide incentives for The Charger Store • Provide individual incentives for students in Tier 2 & Tier 3. 	Daily Daily Every Thursday Daily	<ul style="list-style-type: none"> • Hernandez • Ortiz 	Incentives for studentes	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
Provide enrichment opportunities for students to feel connected to Centerville <ul style="list-style-type: none"> • Establish Folklorico Club • Establish Art Club • Establish Photography Club • Students will perform at school events 	Clubs meet 1- 2x a week	- Hernandez	Folklorico Coach	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,600
			Art Club Coach	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000
			Folklorico Outfits	4000-4999: Books And Supplies	LCFF - Supplemental	767.00
			Art Club Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Photo Club Coach	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
			Equipment for Events	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,450

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
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	88,157.89
Title I	68,515.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	118,999.89
2000-2999: Classified Personnel Salaries	2,600.00
4000-4999: Books And Supplies	10,613.00
5000-5999: Services And Other Operating Expenditures	24,460.00

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	68,560.89
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,600.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,613.00
5000-5999: Services And Other Operating	LCFF - Supplemental	6,384.00
1000-1999: Certificated Personnel Salaries	Title I	50,439.00
5000-5999: Services And Other Operating	Title I	18,076.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	128,127.00
Goal 2	21,228.89
Goal 3	7,317.00

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
Cristina Hernandez	X				
Laura Wolfe			X		
Erin Heryford			X		
Jennifer Cawelti		X			
Carla Sexier		X			
Ashley Martinez		X			
Martha Sanchez		X			
Liliana Gomez		X			
Jennifer Anderson				X	
Andrea Valera				X	
Angie Mendez				X	
Aleida Flores				X	
Maria Lizarraga				X	
Araceli Negrete					
Yolanda Macias					
Numbers of members of each category:	1	3	1	5	

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:

Cristina Hernandez

Typed Name of School Principal

Signature of School Principal

Date

Laura Wolfe

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date