

# The Single Plan for Student Achievement 2017-18

**School:** David Lubin Elementary School  
**CDS Code:** 34-67439-6033880  
**District:** Sacramento City Unified School District  
**Principal:** Richard Dixon  
**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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The District Governing Board approved this revision of the SPSA on .

## Sacramento City Unified School District

### **School Description and Mission Statement (most recent year)**

The mission of David Lubin Elementary School is to instill a love of scientific inquiry and application and to empower students to pursue a life of choices by learning in an interdisciplinary environment that emphasizes the strong work ethic and critical thinking needed to solve problems in the real world.

Our focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future. To be effective in the 21st century, today our children must learn to create, evaluate, and effectively utilize information, media, and technology.

We recognize an unprecedented opportunity to engage and include all students in the challenge and promise made possible through a rigorous innovative STEAM program. As a designated STEAM school, we will establish science, technology, engineering, arts, and math as an integral part of learning for a future in which science belongs to all of us.

# 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	78	87	77	85	76	85	98.7	98.8
Grade 4	81	84	80	78	80	78	98.8	92.9
Grade 5	90	77	87	74	87	74	96.7	96.1
Grade 6	69	85	67	84	67	84	97.1	98.8
All Grades	318	333	311	321	310	321	97.8	96.7

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2424.2	2430.0	25	29	18	22	27	22	29	26
Grade 4	2484.9	2454.1	30	29	26	15	21	12	23	44
Grade 5	2519.6	2546.1	29	36	28	35	20	15	24	14
Grade 6	2531.5	2570.0	10	36	48	33	24	15	18	15
All Grades	N/A	N/A	24	33	29	26	23	16	23	25

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	22	39	45	38	33
Grade 4	21	23	55	36	24	41
Grade 5	29	42	47	39	24	19
Grade 6	18	29	57	50	25	21
All Grades	23	29	49	43	28	29

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	33	49	40	29	27
Grade 4	30	24	50	42	20	33
Grade 5	30	49	45	36	24	15
Grade 6	22	49	63	38	15	13
All Grades	26	39	51	39	22	22

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	21	29	58	53	21	18
Grade 4	18	17	70	60	13	23
Grade 5	26	30	56	55	17	15
Grade 6	13	30	72	63	15	7
All Grades	20	26	64	58	16	16

**Research/Inquiry**  
**Investigating, analyzing, and presenting information**

Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Grade 3</b>	30	28	36	45	34	27
<b>Grade 4</b>	39	22	45	44	16	35
<b>Grade 5</b>	40	47	47	46	13	7
<b>Grade 6</b>	19	45	63	45	18	10
<b>All Grades</b>	33	36	47	45	20	20

**Conclusions based on this data:**

- 1.

## 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	78	87	77	85	76	85	98.7	98.8
Grade 4	81	84	80	78	79	78	98.8	92.9
Grade 5	90	77	87	74	87	74	96.7	96.1
Grade 6	69	85	68	84	68	84	98.6	98.8
All Grades	318	333	312	321	310	321	98.1	96.7

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2437.9	2426.8	29	21	17	25	23	26	30	28
Grade 4	2487.6	2467.1	19	22	39	21	25	28	16	29
Grade 5	2512.6	2522.4	25	23	29	36	16	22	30	19
Grade 6	2511.5	2554.7	10	30	29	27	31	25	29	18
All Grades	N/A	N/A	21	24	29	27	23	25	26	24

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	42	28	26	40	32	32
Grade 4	34	27	38	29	28	44
Grade 5	26	32	41	42	32	26
Grade 6	18	29	41	46	41	25
All Grades	30	29	37	40	33	31

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	26	36	49	32	25
Grade 4	27	22	53	41	20	37
Grade 5	30	32	38	47	32	20
Grade 6	13	32	56	43	31	25
All Grades	26	28	45	45	29	27

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	33	46	53	26	14
Grade 4	30	28	49	41	20	31
Grade 5	30	31	41	43	29	26
Grade 6	18	37	53	49	29	14
All Grades	27	32	47	47	26	21

**Conclusions based on this data:**

- 1.





## School and Student Performance Data

### 2016 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status

### 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							14	29			43		86	29	
1		9		36	18		55	18		9	18			36	
2				25	50		50	50		25					
3	6			18			47	43		12	14		18	43	
4	43	6		43	6			69			6		14	13	
5	22			44	60		22	20					11	20	
6	***			***				75			25				
<b>Total</b>	13	4		27	15		34	44		8	15		18	22	

## School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

### Title III

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	50	47	40
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	50	47	40
Number Met	30	28	20
Percent Met	60.0%	59.6%	50.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	48	11	47	10	39	11
Number Met	11	--	14	--	6	3
Percent Met	22.9%	--	29.8%	--	15.4%	27.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	No	No

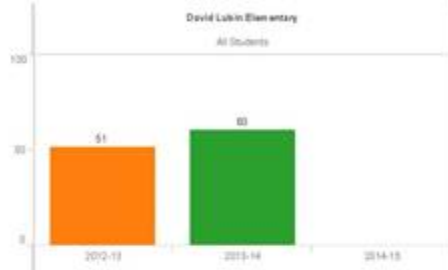
AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

# School and Student Performance Data

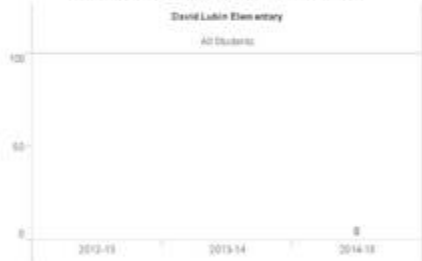
## LCFF State Priorities Snapshot

### Local Control Funding Formula (LCFF) State Priorities Snapshot Sacramento City Unified School District

Percent of English Learner (EL) Students Who Made Progress Towards English Proficiency



Percent of EL Students Who Were Reclassified



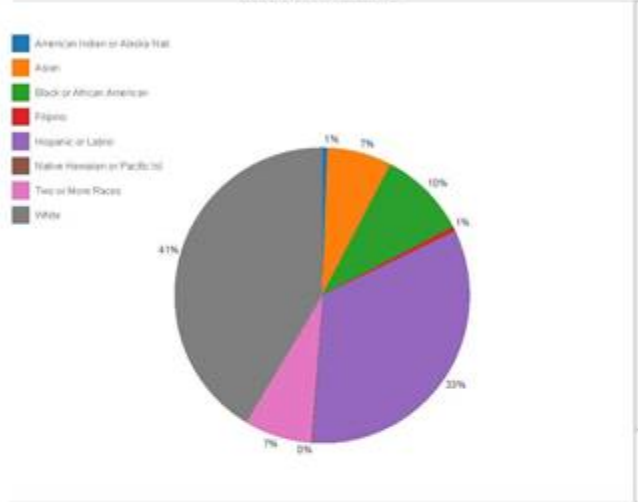
Number and Percent of Students Suspended

David Lubin Elementary	All Students		
	2012-13	2013-14	2014-15
	27 4.5	38 2.8	13 1.9

Number and Percent of Students Expelled

David Lubin Elementary	All Students		
	2012-13	2013-14	2014-15
	0 0.0%	0 0.0%	0 0.0%

Enrollment by Race/Ethnicity  
David Lubin Elementary



Enrollment by Program Eligibility

	2012-13	2013-14	2014-15
	David Lubin Elementary	David Lubin Elementary	David Lubin Elementary
English Learners	63	68	
Foster Youth		2	
Socioeconomically Disadvantaged	282	323	
Students with Disabilities	38	73	



## District LCAP Goals and Actions

<b>Goal 1: Increase percent of students who are on track to graduate college and career ready.</b>
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
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Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
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<b>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</b>
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Action 2.1: Students will be provided cleaner, better maintained learning environments.
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Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
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Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
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<b>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</b>
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Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
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Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.
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## **LEA Plan Performance Goals**

- 1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.**
- 2. All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.**
- 3. All students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- 5. All students will graduate from high school.**

**2017-18 Allocations of Funds**

**Allocations of Funds**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I Part A	\$48,419	0.00
LCFF S/C	\$85,349	0.00



## Planned Improvements in Student Performance

### School Goal #1

<b>SCHOOL GOAL #1:</b>
In order to increase student academic achievement, we will implement differentiated language arts intervention and enrichment instruction daily, utilizing the Language Arts Exchange (LAX) model. Using student achievement data to formulate small groups based on specific student instructional needs, every student will receive targeted instruction in small group for a 30-45 minute period of the instructional day, utilizing a committed team composed of certificated teaching staff and high quality instructional aides.
<b>District/LCAP GOAL:</b>
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
<b>LEA Plan Goal Alignment</b>
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
<b>Data Used to Form this Goal:</b>
Individual student grade level assessment data, student work/task samples, parent surveys, feedback from School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Group (PTG), and staff on school needs, Student Study Team (SST) and Individualized Educational Plan (IEP) meetings, disciplinary data and suspension records. In order to ensure student groupings remain effective, we will collaborate as a committed team of professionals to analyze student work and assessment data on an ongoing basis, using our findings to drive instruction and accelerative academic achievement.
<b>Findings from the Analysis of this Data:</b>
All students need rigorous, differentiated instruction to meet Common Core State Standards (CCSS) and to become college and career ready.
<b>How the School will Evaluate the Progress of this Goal:</b>
The opportunity to consistently work with students in small groups allows the instructional team to differentiate learning and improve student outcomes. Individual student assessments based on LAX focus areas, parent surveys and feedback, SSC, PTG and staff feedback on school needs, SST and IEP meetings, disciplinary data and suspension records will provide information we can use to evaluate our progress and modify instruction.
<b>Parent Engagement Activities Related to this Goal:</b>
PTG, SSC meetings, parent surveys, PTG, report cards, Parent Teacher Home Visit Project, notices home to parents
<b>For Schools in Program Improvement, please indicate year 1 2 3 4 5</b>
<b>For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).</b>
Not applicable.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Provide daily differentiated language arts instruction in all grades.	Principal, staff, instructional aides	Substitutes	LCFF S/C	2000	Establishment of school wide LAX master schedule and implementation of diagnostic testing of all students to determine learning needs. Ongoing monitoring through principal observation, collaborative planning agendas and notes, and student assessment data.
		Instructional Aide	LCFF S/C	11,628	
		Instructional Aide	LCFF S/C	21,223	
		Instructional Aide	LCFF S/C	7,354	
Schedule weekly LAX planning meetings to review student progress and to realign student placements and/or instructional focus as necessary.	Principal, Teachers, instructional aides	Parent Teacher Group			Collaborative meeting agendas and notes, analysis of student assessment data, writing assignments and other student produced work.
To support reading throughout the school, provide Library Media Tech to oversee library program and access to reading materials.	Library Media Tech	Library Media Tech	LCFF S/C	33,268	Principal observation, collaborative meetings with library media tech, parent and teacher feedback.
To support positive student interactions with text, maintenance and use of the reading room.	Principal, Library Media Tech, Community Volunteers	No Budget			
Continue collaboration with PTG to support	Principal, PTG	Parent Training	Title I Part A	700	Principal's report at

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
LAX deployment, providing small group differentiated instruction for every student at David Lubin.	Board, Instructional Aides	Child Care	Title I Part A	719	monthly PTG board meetings; teacher attendance and input at PTG board meetings.

## Planned Improvements in Student Performance

### School Goal #2

<b>SCHOOL GOAL #2:</b>
To support students to be ready for tomorrow's opportunities, the school will implement a program of integrated learning to develop the capacity of students to explore the world around them, create innovative solutions to problems, and communicate their results through learning Science, Technology, Engineering, Art and Math (STEAM). STEAM is more than the individual subject matter: it is the intentional integration of core content with art, inspiring all students to think deeply, develop creative solutions, and aspire to develop of a love of STEAM learning and a greater future.
<b>District/LCAP GOAL:</b>
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
<b>LEA Plan Goal Alignment</b>
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
<b>Data Used to Form this Goal:</b>
Data was collected from staff and parents at monthly meetings with the principal, monthly leadership meetings, community forums, stakeholder surveys and input from School Site Council meetings.
<b>Findings from the Analysis of this Data:</b>
In the 21st century students live in a technology and media-suffused environment, marked by characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools and, 3) the ability to collaborate and make individual contributions on an unprecedented scale. Students typically arrive at school with considerable technology intuition, but they need to be explicitly taught information and media literacy. To support this and for them to be able to create learning activities that are transformed by their use of technology, teachers need access to the upgraded infrastructure and machines.
<b>How the School will Evaluate the Progress of this Goal:</b>
Scheduling and implementing professional learning for staff at school. Monitoring of the use of technology in the classroom; feedback collected through SSC, monthly principal meetings, and staff collaborations.
<b>Parent Engagement Activities Related to this Goal:</b>
Monthly CCSS Parent Workshops held on campus, monthly PTG board meetings, monthly principal meetings on campus, Back To School Night, STEAM Open House, student-led parent teacher conferences including performance tasks using technology, and academic celebrations.
<b>For Schools in Program Improvement, please indicate year 1 2 3 4 5</b>
<b>For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).</b>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
To support the implementation of the school's STEAM vision students will learn to apply technology effectively as a tool to research, organize, evaluate, and communicate information. To increase student access to this technology, the school will purchase additional Macbook machines and Ipads, with the goal of providing every teacher with a Macbook and each grade level (including kindergarten) with a class set of machines within one year.	Principal, School Site Council, Teachers, Parents	Equipment	Title I Part A LCFF S/C	1000 1000	Review student work and instructional practices. Classroom observations, Benchmark data, curriculum embedded assessments.
To build and develop the capacity of staff to deliver integrated STEAM learning activities teachers and para professionals will attend professional development opportunities that support a process of leading students through district levels of research, planning, creation, and reflection.	Teachers, Instructional Support Staff, Principal, Parents	Professional Learning Travel/Conference	Title I Part A Title I Part A	2000 1000	Staff will attend professional learning integrating instructional technology. Lesson plans, student projects and classroom observations to be used as evidence.
Principal and 6 teachers will continue to participate in Project TEAMS (Triangulating Educational Access via Mathematics and Science) in partnership with CSUS Sacramento. Project TEAMS is a two-year project funded by the California Department of Education designed to explore strategies for implementing the new Next Generation Science Standards (NGSS) in K-6 classrooms.  The commitment will include five days of summer institute participation in summer 2017, eight monthly meetings at Sacramento State, as well as eight monthly meetings at the school site, and	Teachers, Principal	No Budget			Teacher unit/lesson plans, review student work and instructional practices. Classroom observations, Benchmark data, curriculum embedded assessments.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>professional development to support the design and implementation of new lessons.</p> <p>To support consistent implementation of NGSS in all classrooms and ensure all students have equal access to mastering content standards, continuous vertical articulation will occur through grade level team meetings and Curriculum Thursday Common Planning Time. Additionally, the Project TEAMS staff will continue to lead NGSS-focused professional learning with the faculty every third Thursday during early release collaborative time.</p>					
<p>Staff to attend FOSS professional development for all students in grades Kindergarten-6 to support full implementation of the FOSS curriculum and utilization of kits to introduce student to phenomena and facilitate critical thinking learning that advances the school's STEAM vision.</p> <p>FOSS modules and curriculum and will provide all students, Kinder through 6th grade, with science experiences that are appropriate to students' cognitive development and prior experiences. It provides a foundation for more advanced understanding of core science ideas organized in thoughtfully designed learning progressions in order to prepare students for life in an increasingly complex scientific and technological world.</p> <p>Staff to develop and agree on a vision for STEAM learning that will be implemented consistently throughout all grades. Use of</p>	Teachers, Principal	No Budget			<p>Student learning opportunities incorporate conceptual learning in Science and investigative opportunities. Increased student learning outcomes and increased access to core instruction as evidenced by student work and assessment data</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>instructional technology, strategies to support ELs, use of library to support STEAM literacy, CPT, CLT, Academic conferencing and vertical articulation to support these goals.</p>						
<p>To further support the advancement of David Lubin's STEAM vision staff will continue to utilize the lesson study professional development process in both math and science.</p> <p>Lesson study is a form of long-term professional development in which teams of teachers collaboratively plan, research, and study their lesson instruction as a way to determine how students learn best.</p> <p>It is a process that deepens the interaction of a school's professional learning community by developing the habits of self-reflection and critical thinking through very personal collaboration with their colleagues and structured observation of their students.</p> <p>To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons.</p>	<p>Principal, Teachers, SCUSD instructional coach (math)</p>	<p>No Budget</p>			<p>Revised lessons, student work, lesson debrief discussions, teacher reports of what lesson study has taught them, particularly with respect to a research question.</p>	

## Planned Improvements in Student Performance

### School Goal #3

<b>SCHOOL GOAL #3:</b>
Increase student achievement through the implementation of differentiated instruction through the GATE Cluster model, social-emotional supports, and common planning time and professional development for staff. Staff will continue to build their capacity to support the cluster model by attending district classes, conferences, and collaborations, and by also designing a differentiated unit of study to be taught in classrooms. By utilizing GATE aligned English Language Arts curriculum and differentiation strategies consistently during instruction we will provide access for all students to high-rigor learning activities, and meet the academic needs of individual students and maximize their achievement.
<b>District/LCAP GOAL:</b>
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.  Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
<b>LEA Plan Goal Alignment</b>
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
<b>Data Used to Form this Goal:</b>
Formal, and informal interaction with staff, students, and parents gathered during an extended analysis of the previous GATE Program model, as well as community meeting feedback and GATE Department survey data on the needs of GATE students and their families.
<b>Findings from the Analysis of this Data:</b>
David Lubin's previous GATE program model led to classes that did not represent the racial and economic demographics of the general student population, compromising the inclusive and equitable philosophy of the school. To meet the needs of GATE students, as well as support universal access to the rigorous GATE curriculum, that school adopted the cluster model. To support the meeting of GATE student needs within multi-ability classes the staff committed to earn the GATE certificate over the next two years.
<b>How the School will Evaluate the Progress of this Goal:</b>
Staff will be observed and coached by the principal, as well as the GATE resource teacher, including the implementation of a differentiated unit of study to their students. Staff will attend GATE certificate professional learning at the district, and at school.
<b>Parent Engagement Activities Related to this Goal:</b>
Through continued parent engagement sessions at the school site, School Site Council, and PTG the school will actively engage the community in learning the Common Core State Standards and GATE instructional foci, and how to support their students at home.
<b>For Schools in Program Improvement, please indicate year 1 2 3 4 5</b>
<b>For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).</b>



Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Teachers and Instructional Aides to attend GATE certification training and William and Mary ELA curriculum for all students in grades 2-6 to support differentiation practices as well as full implementation of the WM curriculum. Staff to develop and agree on common methods for differentiation expectations are applicable to all classes and GATE services to GATE cluster classes. Staff to continue to study and utilize revised Bloom's taxonomy and CCSS in lesson and unit planning. Use of technology (including staff training), LAX, CPT, and academic conferencing to support the objective of delivering rigorous academic curriculum through consistent differentiation practice.	Instructional staff, Principal, District GATE Department Resource Specialist, District instructional coaches	Professional Learning/Travel/Conference	LCFF S/C	1000	Principal Observation, Teacher Observation, Agendas/Notes from Teacher Collaboration Meetings, Lesson Plans, Published student work, assessment data, Parent/Community feedback and survey data.
The Data Inquiry Process will drive the focus of CPT. Staff will collaborate around student work, particularly written responses to high-rigor prompts, to complete the steps of the Data Inquiry Process; developing a Learning Centered Problem (LCP), Problems of Practice (POP), as well as a formal action plan to address student learning needs in both ELA and Mathematics.	Instructional staff, Principal, District GATE Department Resource Specialist, District instructional coaches	Substitutes to support academic conferences	LCFF S/C	1000	Meeting Agendas and notes, Academic conferences with administration, observation of classroom instructional practice, formal and informal assessment data.
Teachers will develop and implement units of study for their grade level in ELA and Math.	Teacher, Principal, Instructional Support Staff, Parents	No Budget			Staff will attend professional learning and site-based collaborative opportunities to support them in implementing high-rigor, unit-based instruction.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Establish a Student Support Center (SSC) and through individual student mentoring, social skills groups, attendance at Student Study Team (SST) meetings etc. address factors that impact student learning.	Principal, social worker, school site council	Social Worker	Title I Part A	43000	Quarterly report (detailing how many students have been referred; Tier 1, 2, or 3 services provided; and attendance and suspension data for students referred), SST meeting notes, notes from principal/SSC coordinator meetings.
			LCFF S/C	6876	

**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF S/C	85,349.00
Title I Part A	48,419.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

Goal Number	Total Expenditures
Goal 1	76,892.00
Goal 2	5,000.00
Goal 3	51,876.00

## 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
Becky Petrie			X		
Deborah Moskovitz				X	
David Garcia				X	
Kimberly Bolanos				X	
Libby Augusta				X	
Chloe Williams		X			
Carolyn McDonnell		X			
Richard Dixon	X				

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:

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- X 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.
- X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

- X 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
- X 5. 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.
- X 6. 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.
- X 7. This SPSA was adopted by the SSC at a public meeting on April 18, 2017.

Attested:

Richard Dixon  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Libby Augusta  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Annual Evaluation – REQUIRED Spring 2018

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

### Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Effective strategies included: 1) Building the capacity of staff to provide differentiated instruction by having them attend GATE certification training to support the continued implementation of the GATE cluster model. This was evidenced in classroom instructional plans, differentiated units of study delivered in the classroom, and Benchmark and CAASPP testing data. 2) The use of the Language Arts Exchange (LAX) model to facilitate small group instruction to meet individual student increased student achievement, particularly in primary grades. This was evidenced by pre and post-test data in fluency and comprehension, Benchmark and CAASPP testing data, as well as Student Study Team (SST) data. 3) Implementation of FOSS curriculum and kits, supported by pre-service professional learning and Project TEAMS, to engage students in phenomena-based active Science learning including active investigation and progress monitoring pedagogies has led to increased student engagement in learning.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

The efficacy of the LAX model in intermediate grades needs further analysis. During the 2015-16 school year, intermediate grades adopted an elective model, providing students with choices from Readers Theater, Technology, and Newspaper classes. Anecdotal and observational evidence suggests this model was well received, but student achievement data is needed to support this analysis.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- X Other: Lack of pre and post assessment/student survey data to measure achievement growth due to Language Arts Exchange

Based on the analysis of this practice, would you recommend:

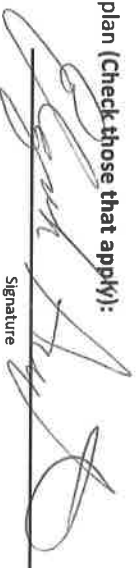
- Eliminating it from next year's plan
- X Continuing it with the following modifications:
  - Creating pre and post assessments and student surveys to measure growth directly attributable to LAX.

**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**):

English Learner Advisory Committee



Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

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

\_\_\_\_\_

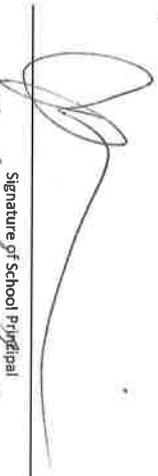
Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
5. 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.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Richard Dixon

Typed Name of School Principal



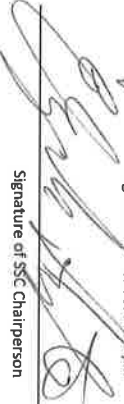
Signature of School Principal

5/16/2017

Date

Libby Augusta

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5-6-17

Date