

The Single Plan for Student Achievement

School: Del Rey Elementary School
CDS Code: 10-62414-6007116
District: Sanger Unified School District
Principal: Pete Muñoz
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:

Contact Person: Pete Muñoz
Position: Principal
Phone Number: (559) 524-6060
Address: 10620 Morro Street
Del Rey, CA 93616
E-mail Address: pete_munoz@sanger.k12.ca.us

The District Governing Board approved this revision of the SPSA on November 14, 2017.

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School Vision and Mission

Del Rey Elementary School's Vision and Mission Statements

Del Rey Vision for Instruction

Knights collaborate, think critically, and persevere, through rigorous, relevant, and engaging tasks using multiple strategies and materials.

Vision

Del Rey Elementary is a community, which promotes maximum learning and high expectations so that all students become lifelong learners.

Mission

The mission of Del Rey Elementary is to prepare each student in academic, social, and emotional development to reach their highest potential and become productive citizens.

School Profile

Del Rey School is a small, rural school located approximately 5 miles south of the city of Sanger. It serves 245 Kindergarten through sixth grade students in eleven classrooms. The staff consists of 11 teachers and 5 support staff.

Del Rey School offers a wide variety of programs that reflect the diverse needs of the students. A full-range of intervention programs for academic, emotional and physical wellness are available at the school. Academic Tiers for intervention are in place to support all students in being successful. Behavioral Tiers meet the needs of specific behaviors such as Bullying. The Special Friends and Friendship Club Programs at Del Rey allows emotional development with students who might otherwise be at risk.

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).

Parent Survey Results: A/B results

School Quality: 92.1%

Academic Growth: 86.9%

ELA Growth: 84.7%

Math Growth: 86.9%

Challenging Curriculum: 88.2%

Parent Informed of Child Progress: 89.1%

Communication: 92.1%

Safety: 91.2%

Addressing Harassment and Bullying: 89.0%

Supporting Positive Behavior and Character: 90.7%

School Maintenance and Cleanliness: 92.8%

Parent Involvement: 89.0%

Classroom Observations

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

Teachers receive a minimum of two classroom observations a week and are provided feedback regarding the following:

- effective instruction
- learning objectives and goals
- passive and active student engagement
- vocabulary and language development
- collaborative conversations
- instructional alignment to the Del Rey Vision for Instruction

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)

CELDT: We use the data to identify performance levels of our English learners and the gaps that they have that are keeping them from reclassification. Data is used to drive our English Language Development instruction. Data indicates our students scored the lowest in writing. Developing an effective writing program at our school has been identified as an area of focus.

CAASPP: We use the data from CAASPP to determine how well our students performed in the claims. This data is used to inform our initiatives to ensure our students are successful. Based on the claims, our students did best on listening and research/inquiry. They did not do as well on reading and writing. In math, Claim 3 was our strongest, whereas we must improve in claim 1 and 2.

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

All data from student assessments is reflected on the PLC minutes that are turned in each week. We also have at least 3 Know Your Knights meetings with teachers to analyze data to determine areas of need.

Staffing and Professional Development

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

All staff members meet the requirements to be highly qualified.

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

The district provides our teachers with professional learning in the areas of math, ELA, guided reading, and English language development. There are also committees and task forces that teachers can be on to do the work in pushing an initiative through.

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

All instruction is aligned to the California State Standards.

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

The Curriculum Support Provider and Literacy Specialist Teacher provide immediate support when teachers need it through professional learning, modeling, and PLC collaboration.

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

All grade levels meet a minimum of once per week for a minimum of 90 minutes to share best practices, analyze student data, and plan instruction.

Teaching and Learning

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

All curriculum that is designed and delivered is aligned to the California State Standards.

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

Instruction adheres to the recommended minutes for ELA and math.

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

All grade level PLCs have a pacing guide to inform their instruction.
The master schedule provides each grade level with an RtI and ELD block of thirty minutes each.

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

All students have access to the same instructional materials at all grade levels.

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)

Research based programs are used for our tiers of intervention.

Opportunity and Equal Educational Access

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

- English language development
- Response to Intervention
- Intervention before school
- Guided Reading

14. Research-based educational practices to raise student achievement

- SDAIE strategies
- English Language Development
- Response to Intervention
- Effective Instruction
- Passive and Active student engagement
- formative feedback and assessment

Parental Involvement

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

- ESL classes for parents every week from Monday to Thursday
- Parent University classes once per month
- Coffee Hour once per month
- Literacy Night
- California State Standards and the instructional shifts training for families

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 Site Council
- English Language Advisory Committee

Funding

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

Instructional materials, intervention teachers, and the Curriculum Support Provider to ensure that we are modeling best practices and that they are implemented in the classroom. This is followed up with classroom observations to provide feedback as to the effectiveness of classroom instruction.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School Goals:

Guided Reading five times per week in grades TK-3rd

Passive and Active engagement in all classrooms

Making checking for understanding formative to keep the learning moving forward

Writing instruction

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	35	37	41	34	36	39	34	36	39	97.1	97.3	95.1
Grade 4	36	35	36	36	33	36	36	33	36	100.0	94.3	100
Grade 5	34	35	36	34	35	36	34	35	36	100.0	100	100
Grade 6	30	32	38	29	31	38	29	31	38	96.7	96.9	100
All Grades	135	139	151	133	135	149	133	135	149	98.5	97.1	98.7

* 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		
	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	2400.5	2383.8	2404.6	6	11	17.95	24	8	28.21	41	33	20.51	29	47	33.33
Grade 4	2431.1	2427.1	2411.9	17	9	5.56	17	12	16.67	31	33	22.22	36	45	55.56
Grade 5	2431.5	2482.5	2447.7	6	9	5.56	12	40	19.44	15	11	25.00	68	40	50.00
Grade 6	2448.3	2485.8	2500.9	0	3	5.26	10	29	39.47	24	39	26.32	66	29	28.95
All Grades	N/A	N/A	N/A	8	8	8.72	16	22	26.17	28	29	23.49	49	41	41.61

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	3	14	17.95	71	31	41.03	26	56	41.03	
Grade 4	17	9	8.33	39	52	47.22	44	39	44.44	
Grade 5	6	11	2.78	21	54	52.78	74	34	44.44	
Grade 6	0	6	5.26	41	48	63.16	59	45	31.58	
All Grades	7	10	8.72	43	46	51.01	50	44	40.27	

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	3	12.82	47	42	41.03	44	56	46.15
Grade 4	17	6	5.56	39	36	52.78	44	58	41.67
Grade 5	3	11	8.33	38	46	50.00	59	43	41.67
Grade 6	3	3	7.89	24	58	55.26	72	39	36.84
All Grades	8	6	8.72	38	45	49.66	54	49	41.61

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	12	6	20.51	74	64	51.28	15	31	28.21
Grade 4	3	9	5.56	67	64	55.56	31	27	38.89
Grade 5	12	11	2.78	47	74	69.44	41	14	27.78
Grade 6	0	3	7.89	83	68	71.05	17	29	21.05
All Grades	7	7	9.40	67	67	61.74	26	25	28.86

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	14	20.51	56	61	58.97	29	25	20.51
Grade 4	17	9	8.33	39	70	47.22	25	21	44.44
Grade 5	9	31	11.11	50	46	41.67	41	23	47.22
Grade 6	7	6	34.21	62	77	47.37	31	16	18.42
All Grades	12	16	18.79	51	63	48.99	32	21	32.21

Conclusions based on this data:

1. We had a 6% increase in ELA (29% to 35% of students meeting or exceeding standards). We will have a strong emphasis on early and balanced literacy. Guided reading will take place on a daily basis in kindergarten through 3rd grade. Literacy Specialist Teacher will provide support through modeling and providing feedback.
2. We performed best in claim 4 in ELA (77%, which is up 15% from the previous year). We will continue to expect our students to justify their responses and use textual evidence to support their answers.
3. We will focus on High Leverage Team Actions 2 and 6 to ensure that we are pre-planning rigorous tasks for our students and monitor their effectiveness. In addition, we will add HLTA 3, developing the assessment prior to the lesson to guide instruction.

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	35	37	41	35	36	40	35	36	40	100.0	97.3	97.6
Grade 4	36	35	36	36	34	36	36	34	36	100.0	97.1	100
Grade 5	34	35	36	34	35	36	34	35	36	100.0	100	100
Grade 6	30	32	38	30	32	38	30	32	38	100.0	100	100
All Grades	135	139	151	135	137	150	135	137	150	100.0	98.6	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	2402.0	2405.4	2414.2	3	3	5.00	23	25	45.00	40	47	20.00	34	25	30.00
Grade 4	2448.2	2431.4	2445.8	8	3	0.00	25	15	33.33	36	47	33.33	31	35	33.33
Grade 5	2427.8	2484.0	2421.9	0	11	2.78	9	17	5.56	21	34	22.22	71	37	69.44
Grade 6	2452.1	2437.7	2483.1	0	0	5.26	7	3	18.42	30	28	39.47	63	69	36.84
All Grades	N/A	N/A	N/A	3	4	3.33	16	15	26.00	32	39	28.67	49	41	42.00

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	9	6	22.50	51	61	45.00	40	33	32.50
Grade 4	11	12	11.11	44	35	47.22	44	53	41.67
Grade 5	0	11	2.78	18	46	22.22	82	43	75.00
Grade 6	3	0	13.16	37	19	21.05	60	81	65.79
All Grades	6	7	12.67	38	41	34.00	56	52	53.33

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	3	6	17.50	46	61	50.00	51	33	32.50
Grade 4	17	3	2.78	44	44	50.00	39	53	47.22
Grade 5	3	11	5.56	24	40	33.33	74	49	61.11
Grade 6	0	0	7.89	20	25	47.37	80	75	44.74
All Grades	6	5	8.67	34	43	45.33	60	52	46.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	6	22.50	51	69	55.00	31	25	22.50
Grade 4	14	3	13.89	47	56	52.78	39	41	33.33
Grade 5	0	14	2.78	38	37	30.56	62	49	66.67
Grade 6	0	0	10.53	37	66	44.74	63	34	44.74
All Grades	8	6	12.67	44	57	46.00	48	37	41.33

Conclusions based on this data:

1. We had an 10% increase in students meeting or exceeding standards. This was a result of our focus on increasing the rigor of our math instruction.
2. We will continue to refine our math instruction to ensure students are able to effectively use the procedures to solve their math problems. We will ensure that students have an opportunity to demonstrate their learning through independent and collaborative practice. We will expose our students to the technology to allow them to be successful in their math assessments.
3. We will expose our students to more multi-step problems, as well as illustrative and performance task-type problems. Our students must improve in the area of multi-step problems. This will be done through our Tournament of Champions and Student Learning Communities.

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		17	0	20	17	1	60	17	0	20		1		50	0
1	6	13	1	28	40	8	44	27	5	17	13	1	6	7	2
2		6	1	42	41	9	38	35	7	15	18	0	4		2
3	10	4	1	40	16	6	35	60	6	15	12	2		8	2
4	13	7	1	33	36	9	47	50	9	7	7	1			1
5	11	8	0	33	25	4	33	50	5	11	8	1	11	8	2
6			0		40	4		40	2	***	20	2			2
Total	6	7		34	30		40	44		17	12		3	7	

Conclusions based on this data:

1. 45 of our students scored EA or A on the CELDT. We will look at other reclassification criteria for these students and place students who are close on an Individualized Language Plan (ILP) to support them in their reclassification goals.
2. 36 of our students scored in the intermediate range. We will continue to provide them with daily designated and integrated ELD instruction. Designated ELD instruction will focus on language and support the ELA standards to allow them access to learning.
3. We have a significant number of students in intermediate that we need to move towards proficiency. We will focus on the new ELD standards and align them to the ELA standards. Our goal is provide our students with the language demands needed to be successful in the core.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		4		6	4		32	30		16	26		45	37	
1	5	11		32	39		42	22		16	11		5	17	
2		5		41	42		41	32		15	16		4	5	
3	10	4		38	15		33	62		14	12		5	8	
4	13	6		33	38		47	44		7	6			6	
5	11	8		33	25		33	50		11	8		11	8	
6					25			25		75	25		25	25	
Total	5	6		28	25		37	39		16	15		15	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: Student Achievement
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
We will increase by 5% on the CAASPP in ELA and Math.
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:
We had a 6% increase in ELA and we remained stagnant math (19% exceeded/met) on the CAASPP.
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
<p>Initiate Primary Literacy Support Specialist</p> <p>Provide reading support for upper grade students not meeting grade level proficiency.</p>	September 1, 2014.	Principal	<p>Advertise, interview, hire highly-qualified candidate.</p> <p>Provide professional development in district/site literacy materials.</p> <p>Schedule classroom coaching and support sessions.</p> <p>Review and identify high-quality products.</p> <p>Identify any infrastructure needs to use materials.</p> <p>Identify students who are more than one grade level below proficiency in reading.</p> <p>Provide training for teachers in supplemental materials.</p>	1000-1999: Certificated Personnel Salaries		
<p>Teachers in grades K-3 will provide daily guided reading instruction. They will attend guided reading training provided by the district. Literacy Specialist Teacher will provide support by modeling and providing feedback.</p>	September 2016 to June 2017	Principal Literacy Specialist Teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curriculum Support Provider	August 2015 to June 2016	Principal	Model effective instruction for teachers Provide professional learning to staff Responsible for all curriculum Classroom walk-throughs and providing formative feedback Tier 2 RtI coordinator 504 Coordinator	1000-1999: Certificated Personnel Salaries	Title I	47,276
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	47,276
<ul style="list-style-type: none"> Focus on increasing the rigor of tasks in ELA and Math (HLTA 2 and 6) 	September 2016 to June 2017	Principal Teachers CSP	Emphasis on pre-planning rigorous questions/activities and monitoring to ensure that they are being effective.			
<ul style="list-style-type: none"> Number Talks Students engaging in Math Talks during math instruction 	September 2016 to June 2017	Principal CSP Teachers	Providing students with opportunities to make connections to mathematical practices and expect them to engage in mathematical discourse.			

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: Close the Achievement Gap
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:
There will be a 5% increase in CAASPP scores in ELA and Math for our English learners.
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:
We did not meet our AMAO 1 and 2, however we are moving more students into proficiency. We will continue to refine our ELD instruction utilizing the new ELD standards. We will use multiple measures to monitor our students in the RtI process and have problem solving meetings for students not making progress. The team will decide an appropriate intervention for students.
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
<p>Intervention Teacher/English Learner Site Coordinator</p> <p>ELSC will be a part of grade-level planning days to support grade-level PLC in ELD practices/lesson design and delivery</p>	August 2015 to June 2016	<p>Principal</p> <p>English learner site coordinator</p> <p>Teacher</p>	<p>Provide professional learning for English Language Development Organize training and logistics for CELDT test Utilize CELDT data to group students for ELD English learner reclassification Individualized Language Plans</p> <p>Provide Tier 2 intervention to support our students to meet their literacy goals Communication to teachers with regards to intervention and student progress DIBELS administration Collection of data points for Tier 2 students Problem solving meetings for non-responders</p>	1000-1999:	Certificated Personnel Salaries	
School-wide focus on PVLEGS (poise, voice, life, eye contact, gestures, speed)	January 2016 to June 2017	Principal Teachers	Strong focus on PVLEGS to ensure students are focusing on how to speak with poise, voice, life, eye contact, gestures, speed).			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CELDT domains are analyzed to inform ELD instruction prior to CELDT. Afterwards the plan is to focus on the new ELD standards	August 2016 and June 2017	Principal EL site coordinator Teachers	Utilizing the CELDT data to group students accordingly for designated ELD instruction. Aligning ELD and ELA standards to ensure students are taught the language demands to be successful in the core.			

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: Ensure a 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:
Del Rey Elementary will decrease the number of suspensions for the 2016-17 school year by utilizing restorative justice and providing character education lessons each week. We will maintain an attendance rate higher than 96% through our incentives program.
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. 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:
We had 7 suspensions this year. Our goal is to decrease the number of suspensions through weekly character education lessons and restorative justice opportunities for students who do not meet the behavioral expectations of the school.
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
<p>We will continue to build on our positive culture through PBIS and our SHINE program.</p> <ul style="list-style-type: none"> -We will utilize the clip system in the classroom and have students track their daily behavior on their calendars. Points will be given (5 for purple, 3 for blue, and 1 for green) and students will use these points to make purchases at the Knights R Us Store. -Bright Knight Celebration windows where students can not get more than 3 yellows to qualify. -The Oasis Game Room for lunch time activities, such as board games, play stations, ping-pong, Maker Space, and art. -Bright Knight and Community of Caring Awards each month. -Second Step character education program -Caught with Character and SHINE tickets where students are entered into a drawing for a prize. -Lunch with the Principal -Calibration of the expectations with all stakeholders -PBIS team meetings -Check in Check Out 	August 2016 to June 2017	Principal CSP PBIS Team Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
-Daily monitoring of attendance -The importance of regular attendance at every morning announcement – “If you’re not here, you’re NOT learning!” -Calls made when students are absent -Counselor makes calls to students who are on the At Risk Report form from SI & A before SARB II -Monthly awards assembly: one student per class (K-3) and 2 students per class (4-6) are recognized and their names are put into a drawing for a prize. -30 day perfect attendance for students to earn an incentive	August 2016 to June 2017	Principal CSP Counselor Teachers				

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	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	47,276.00
Title I	47,276.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	94,552.00

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	47,276.00
1000-1999: Certificated Personnel Salaries	Title I	47,276.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	94,552.00

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
Pete Muñoz	X				
Trini Bravo			X		
Bernadette Gomez*					
Ana Cuaron		X			
Victoria Rios				X	
Araceli Lopez				X	
Sara Cordova				X	
Martha Martinez				X	
Socorro Arrreola				X	
Yohanna Villalobos				X	
Gloria Robles		X			
Arcelia Monjaras		X			
Andrew Campama		X			
Numbers of members of each category:	1	4	1	6	

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 November 17, 2015.

Attested:

Pete Muñoz

Typed Name of School Principal

Signature of School Principal

Date

Bernadette Gomez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date