The Single Plan for Student Achievement

School: Donald E. Suburu School

CDS Code: 15635526115042

District: Lakeside Union School District

Principal: Sandy Ramay

Revision Date: February 11, 2015

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

Donald E. Suburu School's Vision and Mission Statements

School Vision
A place where students of the Suburu Community become college and career ready and independent lifelong learners.

School Mission
Donald E. Suburu School is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, Suburu School prepares all students to achieve to their fullest potential. Our goal is to produce students who are independent thinkers and who make informed decisions as they become responsible citizens and productive members of society.

School Profile

The Lakeside Union School District serves over 1,300 students and is comprised of one TK-5 elementary school and one K-8 elementary school. The district and its schools are located in the southwest part of Bakersfield, situated in a rich agricultural region. Residential developers are planning new projects within the district's boundaries. A progressive leadership team along with a professional, dedicated teaching staff has enabled the district's state test scores to increase over the years. Lakeside Union School District offers the local community an exceptional educational program emphasizing student achievement academically, as well as socially. Using research based, innovative instructional methods and taking advantage of generous parent volunteers, students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

Donald E. Suburu School currently services 725 students in Transitional Kindergarten through fifth grades. Located in a suburban area of the Castle and Cooke development of Silver Creek, Suburu School (built in 1997), is a small friendly community school. All staff members are committed to providing a quality educational program, responsive to the needs of its students within a safe, nurturing environment. Suburu School serves a diverse population. The student body includes 10.5 percent receiving special education services, 16.4 percent qualifying for English Learner support, and 68 percent receiving free or reduced-price lunch. The socio-economic level of the school community is drawn from a wide variety of economic and ethnic backgrounds. The numerically significant subgroups as defined by No Child Left Behind (NCLB) - AYP are: English Language Learners, Hispanic, White (non Hispanic), and Socioeconomically Disadvantaged.

The staff of teachers is comprised of:
- 29 General Education Classroom Teachers teaching Transitional Kindergarten through fifth grade
- One full-time Physical Education Teacher
- One full-time and one part-time Special Education/Learning Center Teacher
- One full-time Speech Therapist

Shared support personnel include:
- One District Special Education Director
- One District Psychologist
- One District English Language Development (ELD) Coordinator
- One District Technology Coordinator
- One part-time Speech therapist
- One District Band/Choir instructor

Suburu School is made-up of an effective Professional Learning Community of both certificated and classified employees whose main focus each day is to increase student achievement. Our teachers collaborate a minimum of one time weekly to review data generated by students, discuss researched based best practices to improve and increase their students' learning, and plan highly effective, highly engaging, rigorous lessons to teach our students. Our staff is extremely dedicated to ensure all of our students' needs are met in a caring and nurturing environment.

The School Site Council is that of an elementary school composition. The Single Plan for Student Achievement (SPSA) is reviewed annually and aligns to the Local Education Agency Plan and Local Control Accountability Plan.

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).

Each year our School Site Council revises the parent/guardian survey and the school then distributes it to parents. A total of 165 parents/guardians responded at the time the surveys were counted and the findings are as follows: Ninety six percent of parents/guardians feel welcome at our school, 97% feel their child is safe while at school and feel the facilities are adequate at school; over 94 percent of parents and guardians agree with the discipline policies at our school and have an easy time communicating with our school; over 96% of our parents/guardians can receive e-mails and 87% of our students have regular access to a computer with internet access. Most parents completing the survey are interested in attending workshops or being a classroom volunteer.

Our School Site Council and Leadership Committee will review these findings to make informed decisions for school improvement.

Our school has a Principal's Advisory Committee made-up of one teacher from each grade level. Each grade level representative collaborates with their colleagues and brings concerns, or ideas for school improvement to scheduled meetings to discuss and/or problem solve. We also have a Leadership Committee made-up of one teacher from each grade level. This committee focuses on curriculum and academic progress.

Classroom Observations

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

Informal classroom observations made by the principal and vice principal occur on a regular basis in the form of "walk throughs." During the walk throughs, teachers continue to teach students without interruption to the lesson. Walk throughs give the site administrators a snap shot of what is happening in each of the classrooms. Teachers are asked to post the standards they are expecting the students to learn, in kid friendly terms, and review with them their expectations of the lesson outcome prior to and at the conclusion of instruction. Adhering to the new Common Core State Standards, student engagement, classroom management, and the use of technology for instruction, are just a few items the principal and vice principal are looking for in each classroom during walk throughs.

Suburu School is fortunate to have Highly Qualified teachers who continue to pursue excellence in instructing and guiding our students through their learning. Our teachers work as a team and collaborate in Professional Learning Communities at least once a week on student "Early Out" days, and plan instruction for the upcoming week. It is not uncommon for the administrators to observe the same lesson taught during the same period on the same day in several grade level classrooms.

Our school's main focus this year is reading fluency and comprehension. We strive to have all students reading at their grade level by the end of the school year. The first thirty-three minutes of school each day is set aside for targeted instruction, depending on each specific student's need. Students are provided with intensive intervention, strategic intervention, or enrichment, during this

W.I.N.N. (What I Need Now) block of time. Our English Language Learner students are also provided with EL instruction at this time. Students may be instructed by another grade level teacher during W.I.N.N. Through this process, all of the teachers in the grade level work with students assigned to other grade level teachers. This gives teachers the opportunity to know more students and their specific, individual learning needs, making it easier to collaborate as a team of professionals and diagnose learning concerns for each of the students. We do not say, "My students," or "your students," rather we say, "our students," as we work as a team to provide the best targeted education possible for each of our students at Suburu School.

Formal observations of teachers are completed by the administrators after two informal observations of complete lessons. These formal observations and evaluations are scheduled as determined by years of service in the Lakeside Union School District.

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)

   The Standardized Testing and Reporting (STAR) assessment program was suspended in 2013/2014, which resulted no available state-wide assessment data to measure student progress. However, Lakeside Union School District (LUSD) participated in field tests of new assessments known as the California Assessment of Student Performance and Progress (CAASPP), which will permanently replace STAR in 2014-15. The CAASPP testing program will be based on the new Common Core State Standards (CCSS), and administered through computer adaptive assessments designed by the Smarter Balanced Assessment Consortium (SBAC).

   Additionally, in June 2013 a new state funding formula was adopted by the state, known as the Local Control Funding Formula (LCFF). LCFF funding is being used to increase and improve core services to all students. Supplemental and concentration grants are proportionally distributed to unduplicated English Learners and disadvantaged students to genuinely increase and improve services.

   Until CAASPP is fully implemented, LUSD will use locally developed benchmark and common formative assessments to measure student progress toward proficiency.

   Grade Levels meet in Professional Learning Communities and review student data weekly in the form of Quarterly Benchmark exams, Common Formative Assessments, Unit and Chapter Tests, Quarterly Accelerated Reader STAR comprehension tests, and/or observation. Instruction is modified and specific to each individual student's learning needs.

   The school/district intends to implement an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted Common Core State Standards (CCSS) RLA/ELD and Mathematics, including intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) will be used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

   The school will implement an assessment and monitoring system which includes curriculum-embedded assessments available as part of the adopted program: District assessments are standards-based and include criterion-referenced tests and curriculum embedded measures, Benchmark Test Results and Common Formative Assessments are utilized, and Data is used to drive instruction.

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

The nine Essential Program Components (EPCs) of the Academic Program Survey (APS) developed by the California Department of Education are designed to support the improvement of student academic performance in reading/language arts and mathematics. The nine components have been identified in research studies as key factors for school improvement and for the functioning of schools that are 'beating the odds' by demonstrating success with challenging student populations. The foundation of this SPSA is based on the EPCs of the APS.

The use of continuous regular data drives the daily instruction for all teachers at Suburu School. Teachers meet formally to discuss student progress of each student in their grade level each week and plan instruction to meet each student's educational need. Through our W.I.N.N. program, teachers group students by the attainment of the standard they were expected to master and provide them with the proper instruction. Intervention and enrichment are purposefully taught depending on the specific needs of our students. There are four questions that are asked about each standards based lesson. 1. What do we want our students to learn and be able to do? 2. How will we know when each student has learned it? 3. What will we do if they don't learn it? 4. What will we do if they still don't learn it after reteaching the material? Our W.I.N.N. program provides our students with 150 minutes of protected intervention instruction each week.

Staffing and Professional Development

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

The school/district fully staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).

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

Suburu School teachers have attended professional development in their credential area. The District participates fully in the Kern County Beginning Support and Assessment (BTSA) program, to have preliminary credentialed teachers acquire their clear credential.

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

With guidance from the district leadership, all on-site and off-site staff development opportunities are directly linked to enhancing student achievement. A District Staff Development Committee comprised of two fully credentialed teachers, a principal, and the District Superintendent or designee serve as professional development oversight. Members meet on an as needed basis to discuss best practices for instruction and to ensure professional development opportunities are research-based.

Teachers have been provided the following staff development:
a. Response to Intervention Training
b. Professional Learning Communities
c. Common Formative Assessment
d. Data Analysis
e. Targeting the Standards
f. Whole Brain Teaching and Learning
g. English Learner Strategies
h. New Common Core State Standards
I. Close Reading Strategies
j. Teaching Common Core Tasks

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

The school/district fully implements instructional assistance and ongoing support to all teachers of RLA/ELD and Mathematics, including outside vendors. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. Additionally, teachers may attain assistance on instructional practice through the Professional Learning Community on our campus.

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

The school/district facilitates and fully implements structured PLC collaboration weekly meetings in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted (CCSS) RLA/ELD and Mathematics programs.

Teachers meet in Professional Learning Communities to review how successful they were in teaching each particular standard, and how successful each individual student was in mastering the standard(s) taught. Teachers design enrichment lessons for students who mastered the standards taught and design lessons for those students who did not master the standards. Those students who almost mastered the standard(s) will receive additional time and instruction. Students who did not master the standard(s), and as evidence shows through assessment, did not come close to attaining the material, will receive intensive intervention until the standard(s) are mastered.

Teaching and Learning

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

The District utilizes Board approved instructional materials that are aligned to the curriculum, and have been approved by the California Dept. of Education (CDE). SBE approved publishers that are currently adopted and implemented by the Lakeside Union School District are used as a resource along with supplementary materials to teach the new Common Core State Standards. Lessons taught are specifically aligned with the new Common Core State Standards with an emphasis on the essential power standards. The following is our currently adopted curriculum:

Reading Language Arts
K-5 Houghton Mifflin
6-8 Prentice Hall

Math
K-8 McGraw Hill

History-Social Science
K-5 Harcourt

Science
K-5 Harcourt
6-8 McDougall Littell

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

The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for RLA/ELD and Mathematics. This time is given priority and protected from interruptions.

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted (CCSS) RLA/ELD and Mathematics, including intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. Through the Professional Learning Communities, teachers monitor and assess student mastery of the Common Core State Standards and adjust the lesson pacing accordingly.

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

The school/district ensures sufficiency of textbooks for all core subjects. Core subjects are implemented as designed and documented to be in daily use in every classroom with materials for every student. The new ELD standards are intertwined with the ELA Common Core State Standards and teachers have the latitude to use other resources for daily use with every identified student.

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)

The school/district fully implements the current State Board of Education (SBE)-adopted, CCSS standards-based, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student to meet state standards.

Scientifically-based methods and strategies are used to strengthen the core and deliver an instructional program that provides extended learning time and minimizes removing students from the regular classroom during regular school hours.

Opportunity and Equal Educational Access

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

Grade level and Data Team Professional Learning Communities (PLCs) work together to address the needs of all under performing students to meet standards. The school implements a strategic targeted intervention program for all grade levels.

14. Research-based educational practices to raise student achievement

The school/district fully implements research-based instructional strategies for student improvement. Strategies include:
Use Essential Program Components faithfully (EPC's)
a. Professional Learning Communities
b. Frequent Common Formative Assessments (CFA)
c. Analyzing data from CFA's, Benchmarks, and other assessments
d. Use Research Based Teaching Strategies: Whole Brain Teaching, Thinking Maps, etc.
e. Using Student Engagement Strategies
f. Adjusted Master Schedule
g. Standards based instruction
h. AR Program
i. Intensive intervention

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

    The school/district disseminates County Office of Education (COE) and community information that provides opportunities to parents to assist under-achieving students. The district/school solicits and promotes Local Control Accountability Plan (LCAP) development with all stakeholders. Available resources include:
    a. Aeries Grade Book, Parent and Student Portal
    b. School/District websites with resources
    c. School voice mail for teachers to post homework and receive messages from parents
    d. Teacher e-mail
    e. Parent volunteers
    f. ConnectEd Math series parent/student access
    g. AR Program

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)

    Suburu School solicits and promotes involvement with all stakeholders through the School Site Council and other advisory committees. The district/school solicits and promotes Local Control Accountability Plan (LCAP) development with all stakeholders.

Funding

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

    The LEA and SSC collaborate to develop a list of priority programs/activities focusing on student achievement. As funding becomes available, the LEA and SSC will refer to the aforementioned list to determine allocation. The District makes expenditures in accordance with the approved Consolidated Application. In June 2013 a new state funding formula was adopted by the state, known as the Local Control Funding Formula (LCFF). LCFF funding will be used to increase and improve core services to all students. Supplemental and concentration grants will be proportionally distributed to unduplicated English Learners and disadvantaged students to genuinely increase and improve 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 and Mathematics, and the Single Plan for Student Achievement (SPSA). The District and school has created a funding plan which ensures that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards.

Description of Barriers and Related School Goals

The Academic Program Survey (APS) is the first step taken in assessing the school's status with respect to the nine Essential Program Components that support academic achievement in Reading/ English Language Arts and Mathematics. The survey document gives a description of what the full implementation of each component might look like. The APC is grade-span specific.

Current academic programs seek to ensure that all students succeed in the district's core curriculum. School staff members, the principal, and parents, work together to design and implement a program in which the resources of the school are coordinated and utilized to maximize student learning. Teachers work together to ensure that students' learning activities are coherent, build upon one another and extend understanding and knowledge of the core curriculum. The SPSA planning process encourages a collaborative decision-making process within the school community to meet the educational needs of every student in a timely and effective manner. The SPSA seeks to identify major strengths and improvement areas within the school program and in the design of strategies and activities to make the program one of high quality for all students. The SPSA is aligned to the Local Control Accountability Plan (LCAP).

Strengths of Academic Program
1) Master Schedule supports academic student intervention and enrichment
2) Adhere to Nine Essential Program Components
3) Fidelity to the new Common Core State Standards
4) AM W.I.N.N. students receive intensive intervention, strategic intervention, enrichment and/or EL services
5) EL taught a minimum of 30 minutes per day to improve reading fluency, comprehension, and writing skills
6) Math intervention daily for a minimum of 15 minutes
7) Common Formative Assessments given regularly
8) Student data analyzed continually to drive instruction
9) Common planning period for teachers to meet in Professional Learning Communities

Barriers and Challenges to Student Achievement
Barriers to student achievement can be attributed to risk factors such as: mobility, home related issues, language barriers, student and teacher absenteeism, quality of substitute teachers, teacher retention and recruitment, and varying levels of prior knowledge to learning. Donald E. Suburu School is a reflection of the community we serve.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	422	441	No Data	128	134	No Data	28	31	No Data	18	18	No Data
Growth API	804	800	No Data	838	849	No Data	814	779	No Data	798	768	No Data
Base API	790	803	No Data	834	837	No Data	731	811	No Data	822	798	No Data
Target	5	A	No Data	A	A	No Data						
Growth	14	-3	No Data	4	12	No Data						
Met Target	Yes	Yes	No Data	Yes	Yes	No Data						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	224	236	No Data	110	112	No Data	258	302	No Data	42	45	No Data
Growth API	782	774	No Data	766	771	No Data	775	775	No Data	591	600	No Data
Base API	771	782	No Data	758	767	No Data	743	774	No Data	563	589	No Data
Target	5	5	No Data	5	5	No Data	5	5	No Data			
Growth	11	-8	No Data	8	4	No Data	32	1	No Data			
Met Target	Yes	No	No Data	Yes	No	No Data	Yes	No	No Data			

Conclusions based on this data:

1. Until the State of California fully implements CAASPP through Smarter Balanced Consortium, LUSD will use locally developed benchmark and common formative assessment data to measure student progress towards proficiency.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	No Data	100	100	No Data	100	100	No Data	100	100	No Data
Number At or Above Proficient	245	249	No Data	84	88	No Data	15	18	No Data	8	8	No Data
Percent At or Above Proficient	58.1	56.6	No Data	65.6	65.7	No Data	53.6	58.1	No Data	44.4	44.4	No Data
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No	No Data	Yes	Yes	No Data	--	--	No Data	--	--	No Data

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	No Data	100	100	No Data	100	100	No Data	100	98	No Data
Number At or Above Proficient	122	119	No Data	49	54	No Data	134	156	No Data	11	14	No Data
Percent At or Above Proficient	54.5	50.4	No Data	44.5	48.2	No Data	51.9	51.8	No Data	26.2	31.8	No Data
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No	No Data	No	Yes	No Data	Yes	No	No Data	--	--	No Data

Conclusions based on this data:

1. Until the State of California fully implements CAASPP through Smarter Balanced Consortium, LUSD will use locally developed benchmark and common formative assessment data to measure student progress towards proficiency.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	No Data	100	100	No Data	100	100	No Data	100	100	No Data
Number At or Above Proficient	243	243	No Data	79	91	No Data	17	15	No Data	9	7	No Data
Percent At or Above Proficient	57.6	55.1	No Data	61.7	67.9	No Data	60.7	48.4	No Data	50.0	38.9	No Data
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No	No Data	No	Yes	No Data	--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	No Data	100	100	No Data	100	100	No Data	100	100	No Data
Number At or Above Proficient	125	113	No Data	56	50	No Data	132	146	No Data	6	11	No Data
Percent At or Above Proficient	55.8	47.9	No Data	50.9	44.6	No Data	51.2	48.3	No Data	14.3	24.4	No Data
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No	No Data	Yes	No	No Data	Yes	No	No Data	--	--	

Conclusions based on this data:

1. Until the State of California fully implements CAASPP through Smarter Balanced Consortium, LUSD will use locally developed benchmark and common formative assessment data to measure student progress towards proficiency.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results											Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning			
	#	%	#	%	#	%	#	%	#	%		#
K			1	3	9	30	7	23	13	43		30
1	5	19	8	31	10	38	3	12				26
2	1	3	12	39	15	48	2	6	0	0		30
3	2	7	9	32	11	39	3	11	3	11		28
4			9	41	7	32	5	23	1	5		22
5	1	8	6	43	5	38			2	15		14
Total	9	6	45	30	57	38	20	13	19	13		150

Conclusions based on this data:

1. Thirty-six percent of the EL population scored in the Early Advanced to Advanced which is 10% more than the previous year. Thirty-eight percent of our EL students scored in the Intermediate range which is 10% less than in 2012-2013, and 26% of our students scored in the Beginning to Early Intermediate range which is consistent to the previous year.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers		119	111
Percent with Prior Year Data		100.0%	100.0%
Number in Cohort		119	111
Number Met		58	79
Percent Met		48.7%	71.2%
NCLB Target	56.0	57.5	59.0
Met Target		No	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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			135	19	133	13
Number Met			21	--	41	--
Percent Met			15.6%	--	30.8%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			No	*	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	No Data
Met Percent Proficient or Above	No	Yes	No Data
Mathematics			
Met Participation Rate	Yes	Yes	No Data
Met Percent Proficient or Above	Yes	No	No Data

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	185	176	169
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	185	176	169
Number Met	122	83	117
Percent Met	65.9	47.2	69.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	169	60	164	54	162	45
Number Met	33	33	24	22	49	28
Percent Met	19.5	55.0	14.6	40.7	30.2	62.2
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	Yes	No	No	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Proficiency in Reading/Language Arts
LEA GOAL:
Local Education Accountability Plan, Goal 1A
SCHOOL GOAL #1:
The school-wide average of all significant subgroups will meet local benchmark proficiency in Common Core Standards, and if applicable, federal Annual Yearly Progress (AYP) proficiency in English-Language Arts.
Data Used to Form this Goal:
Locally developed ELA benchmarks, other summative assessments, and AR Star assessments. Actions without proposed expenditure amounts acknowledge that there is an expenditure, but it is impractical to differentiate from existing costs.
Findings from the Analysis of this Data:
All subgroups need more academic support.
How the School will Evaluate the Progress of this Goal:
Disaggregate data from benchmarks, other ELA summative assessments, and grade equivalency on the AR Star assessments.

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District-wide assessments	August 14, 2014 - May 29, 2015	Principal and Teachers	Locally developed benchmarks, other summative assessments and AR Star assessments. Identify and implement a district-wide assessment system that assesses students on-line and provides for meaningful reports which inform teachers of progress towards student proficiency on the CCSS. Data from these multiple assessments will be analyzed in grade level PLCs to evaluate student achievement.	0001-0999: Unrestricted: Locally Defined	General Fund	

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Common Formative Assessments	August 14, 2014 - May 29, 2015	Principal and Teachers	Common Formative Assessments (CFA's) will continue to be used to measure student mastery. CFAs will address the standards of concern found on District-wide benchmark testing and other curriculum based assessments. Principals and Program Coordinators will train teachers on strategies of common formative assessments to guide curriculum and student progress. The use of CFAs will be fully implemented at each grade level and monitored by site and district administrators.	0001-0999: Unrestricted: Locally Defined	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
English Language Development (ELD)	August 14, 2014 - May 29, 2015	Principal and Teachers	Provide for teachers and instructional aides	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	0
			In addition to assigned EL monitoring and ELD instruction, EL students will receive RtI and SpEd services as needed to support learning. SpEd EL students will be included daily in strategic ELD instructional periods and ELD instruction.

Implement best practices that address the systemic barriers that create long-term English learners.

English language learners will be provided at least 30 minutes of daily ELD instruction to assure rapid transition to English proficiency and proficiency with grade level English/Language Arts standards. Identified students may receive extra instructional support from the EL Coordinator or from a bilingual instructional aide. Both the Push-in and/or Pull-out models will be used. | 1000-1999: Certificated Personnel Salaries | General Fund | 100,000 |

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Services - Special Education	August 14, 2014 - May 29, 2015	Principal and Teachers	Student Special Services offers direct services to students with disabilities or other special needs from the following staff members: Director, Speech Pathologists, School Psychologists (Interns), Resource Specialists, Learning Center Teachers, School Nurse and Health Technicians, Instructional Aides, County Services, ELD Coordinator, Transportation services, and Pre-school services. These services will be noted as goals from IEP meetings. RtI will be planned and monitored under the direction of the Director of Special Education Services. This department also monitors and offers services to foster students and homeless students. Special Education services will be provided for students who qualify for and need specialized educational services to address deficiencies in reading/language arts and. Students are identified by General Education teachers and parents using data from prior CSTs, Classroom Based assessments,	1000-1999: Certificated Personnel Salaries	General Fund	160,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
ELA Strategic Intervention	August 14, 2014 - May 29, 2015	Principal and teachers	K-5 students will receive the required minimum of 30 minutes of daily strategic intervention instruction as needed. ELL students and students with disabilities will also receive daily strategic intervention along with core reading instruction.			
After school tutoring (2nd - 5th Grades)	February 2015 - May 29, 2015	Principals and teachers	Underperforming students will be provided extra time for reading intervention instruction to assist them in attaining grade level proficiency. Teachers will use data from AR Star assessments and fluency testing for progress monitoring.	1000-1999: Certificated Personnel Salaries	General Fund	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
Student Assistance Team (SAT)	August 14, 2014 - May 29, 2015	Principal and teachers	Program Coordinators will schedule SAT meeting to monitor and serve at-risk students by increasing opportunities for academic success. SAT meetings will also monitor the progress of students in danger of retention. The SAT process is aligned to the RtI Tier Process. SAT also serves as a mechanism for students with behavioral concerns. The team may offer several services which include counseling, social skills training, Parent Project parenting classes, and many other services from community agencies.	1000-1999: Certificated Personnel Salaries	General Fund	2,000
Full implementation of Common Core State Standards (CCSS)	August 14, 2014 - May 29, 2015	Principal and teachers	Full implementation of Common Core State Standards (CCSS) and standards-based instruction. All students will attain proficiency or better in English-Language Arts and math by June 2015.	0001-0999: Unrestricted: Locally Defined	General Fund	

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Communities	August 14, 2014 - May 29, 2015	Principal and teachers	Maintain Professional Learning Communities (PLC) planning time for instructors. PLC Meetings focus on student achievement data and grade level collaboration and articulation to enhance instructional strategies. There will be times set aside during the school year for cross grade level collaboration as well.	0001-0999: Unrestricted: Locally Defined	General Fund	
Professional Development	August 14, 2014 - May 29, 2015	Principal and teachers	Provide for high quality professional development on the implementation of the Common Core State Standards.	0001-0999: Unrestricted: Locally Defined	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize and improve technology to enhance instructional delivery	August 14, 2014 - May 29, 2015	Principal and teachers	Teachers will receive professional development to support classroom technology and software. The district technology coordinator will attend workshops and conferences to support district technology vision and goals. Software programs (i.e. Accelerated Reader) will be used to supplement the Common Core instruction. Typing programs will assist students to become proficient in typing. Typing is a skill used on the CAASPP.	5800: Professional/Consulting Services And Operating Expenditures	General Fund	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Parental Communication	August 14, 2014 - May 29, 2015	Principal and teachers	Trained district and School Site Councils will review programs, assessment data and district plans to improve reading proficiency and achieve LEA and SPSA academic goals. Parent notifications may include site and district web notifications and e-mails, assessment results, SARC, AYP, EL notifications and meeting dates and times, Special Education IEP's, SATs, and Homeless Information. Communication with parents will occur at Back to School Night, at Parent Conference Weeks, at Open House, on site and district level web sites and e-mail. Parents may be invited to attend site and district workshops designed to offer support from teachers to parents on specific academic areas. Parent meetings may be scheduled at each school site. Information will be sent home with students as well as placed on each school site's parent calendar.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Advisory Committees	August 14, 2014 - May 29, 2015	Principal and teachers	The District Leadership Team, SSC, D/ELAC will actively participate in the evaluation of program effectiveness and give input and suggestions for improvement.	1000-1999: Certificated Personnel Salaries	General Fund	

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Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<u>School Goal #2</u>

SUBJECT: Proficiency in Mathematics

LEA GOAL:

Local Education Accountability Plan, Goal 1B

SCHOOL GOAL #2:

Provide additional mathematics Response to Intervention support to students who are performing below proficient performance level.

Data Used to Form this Goal:

Locally developed benchmarks along with publisher assessments. Actions without proposed expenditure amounts acknowledge that there is an expenditure, but it is impractical to differentiate from existing costs.

Findings from the Analysis of this Data:

All subgroups need more academic support.

How the School will Evaluate the Progress of this Goal:

Disaggregate data from benchmarks, other Math summative assessments, and Common Formative Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Mathematics instructional materials	August 14, 2014 - May 29, 2015	Principal and Teachers	Ensure that every student in every classroom has CCSS aligned instructional materials	4000-4999: Books And Supplies	General Fund	107,220.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLC Meetings	August 14, 2014 - May 29, 2015	Principal and Teachers	Maintain Professional Learning Communities (PLC) planning time for teachers. PLC Meetings focus on student achievement data, and grade level collaboration and articulation to enhance instructional strategies. There will be times set aside during the school year for cross grade level collaboration as well.	0001-0999: Unrestricted: Locally Defined	General Fund	
Intervention	August 14, 2014 - May 29, 2015	Principal and Teachers	Students will receive strategic and intensive intervention as needed through one on one instruction or small group instruction with their teacher, a minimum of 15 minutes each day as detailed in the EPCs. ELL students with disabilities will also receive strategic and intensive intervention.	0001-0999: Unrestricted: Locally Defined	General Fund	

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students with Disabilities	August 14, 2014 - May 29, 2015	Principal and Teachers	Students will receive services as described in IEPs, ELD instruction and Learning Center students and English Learner SpEd students will be included in daily strategic Math instruction. Students will be assigned to the least restrictive environments.			
Professional Development	August 14, 2014 - May 29, 2015	Principal and Teachers	Provide materials-based professional development to all math teachers	5800: Professional/Consulting Services And Operating Expenditures	General Fund	35,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Communication	August 14, 2014 - May 29, 2015	Principal and Teachers	Trained district and School Site Councils will review programs, assessment data and district plans, to improve math proficiency and achieve LEA and SPSA academic goals. Parent notifications may include site and district web notifications and e-mails, assessment results, SARC, AYP, EL notifications and meeting dates and times, Special Education IEP's, SATs, and Homeless Information. Communication with parents will occur at Back to School Night, Parent Conference Weeks, at Open House, on site and district level web sites and e-mail.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)		
				Type	Funding Source	Amount
District-wide assessments	August 14, 2014 - May 29, 2015	Principal and Teachers	Summative assessments from the newly adopted math curriculum will be used to assess students on the CCSS at all grade levels. Identify and implement a district-wide assessment system that assesses students in grades 3rd - 5th on-line, and provides for meaningful reports which inform teachers of progress towards student proficiency on the CCSS. Data from assessments will be analyzed in grade level PLCs to evaluate student achievement.			

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Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate
LEA GOAL:
Parent and Community Participation, Goal 2E
SCHOOL GOAL #3:
Increase students' active engagement and academic success by maintaining an emotionally safe environment with a target of reducing discipline referrals and suspensions and increasing connectedness of students and parents to our school.
Data Used to Form this Goal:
2013/2014 Discipline Records and participation rate of school activities. Actions without proposed expenditure amounts acknowledge that there is an expenditure, but it is impractical to differentiate from existing costs.
Findings from the Analysis of this Data:
Our school can improve on developing a safe school environment and increase connectedness of our students and parents.
How the School will Evaluate the Progress of this Goal:
Ongoing evaluation of student discipline data and school climate surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain the school's progressive discipline plan	August 15, 2014 - May 29, 2015	Principal, Vice Principal, and Teachers	Students behave in a safe orderly way for an effective learning environment. Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe. The Progressive Discipline Plan stipulates behaviors that will not be allowed at school activities, including field trips and off-campus activities. Also outlined are the possible consequences of engaging in such behaviors. Placement on this plan is determined by the nature and degree of offense, and is at the discretion of District Administration.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of lunchtime activities and scheduled family activities.	August 15, 2014 - May 29, 2015	Principal, Vice Principal, and Teachers.	Lunchtime activities engage students and strengthen connected ness to our school. Offering intramural sports, board games, projects, Battle of the Books competition, and art, give students who wish to participate, something to look forward to during their 20 minute lunch recess. Parent/child activities held on the school site aid in connectedness. Book Fairs, Family Picnic Day, Family Dances, Carnival, Jog-A-Thon, Awards Assemblies, Spelling Bee, etc. "Friends" program where students may create an interest profile then be introduced to others on campus with the similar interests.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Parent Involvement	August 15, 2014 - May 29, 2015	Principal, Vice Principal, and Teachers	Getting parents involved with efforts through School Site Councils, ELAC/DELAC, Parent Clubs, and other workshops. Public Information campaign via website and flyers. Maintain electronic Aeries Parent Portal and provide training.	0001-0999: Unrestricted: Locally Defined	General Fund	
Highly Qualified Teachers	August 15, 2014 - May 29, 2015	Principal and Teachers	Provide highly qualified teachers to promote student engagement and improve student attendance rates.	0001-0999: Unrestricted: Locally Defined	General Fund	

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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
Amiani, Carolyne	[ ]	[ ]	[ ]	[X]	[ ]
Fowler, Brandon	[ ]	[ ]	[ ]	[X]	[ ]
Guantes, Ashley	[ ]	[ ]	[ ]	[X]	[ ]
Ilarde, Arlene	[ ]	[ ]	[ ]	[X]	[ ]
Valenzuela, Carlos	[ ]	[ ]	[ ]	[X]	[ ]
Callahan, Shirley	[ ]	[ ]	[X]	[ ]	[ ]
Craig, Audrey	[ ]	[X]	[ ]	[ ]	[ ]
Sandrini, Camilla	[ ]	[X]	[ ]	[ ]	[ ]
Sill, Carrie Ann	[ ]	[X]	[ ]	[ ]	[ ]
Ramay, Sandy	[X]	[ ]	[ ]	[ ]	[ ]
Numbers of members of each category:	1	3	1	5	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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

[X] English Learner Advisory Committee

[ ] Special Education Advisory Committee

[ ] Gifted and Talented Education Program Advisory Committee

[ ] District/School Liaison Team for schools in Program Improvement

[ ] Compensatory Education Advisory Committee

[ ] Departmental Advisory Committee (secondary)

[X] Other committees established by the school or district (list):
     Suburu School Leadership Committee

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 February 12, 2015.

Attested:

Sandy Ramay
_____
Typed Name of School Principal

Camilla Sandrini
_____
Typed Name of SSC Chairperson

Signature of School Principal — 2/12/15 — Date

Signature of SSC Chairperson — 2/13/15 — Date