

The Single Plan for Student Achievement

School: Donald E. Suburu School
CDS Code: 15635526115042
District: Lakeside Union School District
Principal: Sandy Ramay
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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 who make informed decisions as they become responsible citizens and productive members of society.

School Profile

Principal's Message

Welcome to Suburu School! The purpose of this School Accountability Report Card is to provide parents and the community with information about academic achievements, adequacy of instructional materials, status of campus facilities, student safety practices, qualifications of professional staff, and progress in meeting state standards. This report is provided in accordance with Proposition 98; every school in the state of California is required to publish this report annually.

Our highly committed staff has made a strong assurance to provide the very best educational program possible for each of our students. As part of our program, in addition to our regular core subjects, we provide un-interrupted time for intensive intervention, strategic intervention, and enrichment groups that are designed to meet the specific needs of every child on our campus. Teachers use regular Common Formative Assessments to make informed decisions about their teaching and student learning. Chapter and unit assessments along with quarterly benchmark exams are also used to determine student progress towards reaching proficiency on the new Common Core State Standards. Our teachers meet in Professional Learning Communities and collaborate weekly with a focus on developing lessons and planning best teaching strategies, to maximize student learning. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that fosters emotional and academic success.

In October of the 2013-2014 school year, the California Common Core Standards became the official standards of our state and school. You may access these standards on the California Department of Education website at <http://www.cde.ca.gov/>. In the spring of 2015, students in third, fourth, and fifth grades, were required to participate in the Smarter Balanced Assessment Consortium (SBAC), computerized California Assessment for Student Performance and Progress (CAASPP), in English Language Arts and Mathematics. Districts and parents receive test result data from this assessment which looks very different than previous year's information on student assessment. The CAASPP results have been disaggregated to help guide instruction and professional development for this school year.

Suburu School Profile

Suburu School currently services 768 students in grades Transitional Kindergarten through fifth grade. The student body includes 12% receiving special education services, 13% qualifying for English learner support, and 66% receiving free or reduced-price lunch. Located in a suburban area in the Castle and Cooke development of Silver Creek, Suburu School 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.

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 304 parents/guardians responded at the time the surveys were counted and the findings are as follows: Ninety five percent of parents/guardians feel welcome at our school, 99% feel their child is safe while at school; over 97 percent of parents and guardians agree with the discipline policies at our school and 69% would like more information on what their child is to learn at their grade level. Ninety-three percent of our parents and guardians can receive e-mails and over 90% of our parents/guardians feel the overall communication between school and parent is good to excellent. More information from this year's survey is available at the school office.

Our School Site Council and Leadership Committee will review the findings from the survey 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 for discussion and/or problem solving. We also have a Leadership Committee made-up of one teacher from each grade level and the District EL Coordinator. 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 learning objective(s) they expect 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, rigor, 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 classrooms.

Our school's main focus this year is reading fluency and comprehension. We are receiving Professional Development in the area of Guided Reading and are pursuing to put this program into full implementation. We strive to have all students reading at their grade level by the end of the school year. The first thirty-three minutes of each school 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 California Assessment of Student Performance and Progress (CAASPP), state assessment program is based on the new Common Core State Standards (CCSS), and administered through computer adaptive assessments designed by the Smarter Balanced Assessment Consortium (SBAC). All state assessments were computer based with the exception of fifth grade science which was administered with paper and pencil.

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.

The LUSD is currently using the results of the CAASPP, locally developed benchmarks, and common formative assessments to measure student progress toward proficiency. Students in grades 3rd - 5th will be assessed using the on-line Interim Assessments available through the Smarter Balanced Consortium.

Grade level teachers 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 is in the process of implementing 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 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 once they have learned it? Our W.I.N.N. program provides our students with 165 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.

The following Staff Development has been or will be provided to teachers this school year:

- a. CCSS 101 ELA
- b. Guided Reading
- c. Guided Reading Follow-up in the classroom
- d. Math Boot Camp
- e. Number Talks
- f. Fractions - 3rd-5th
- g. Digital Library
- h. Google Classroom
- i. Interim Assessments 3rd - 5th
- j. Positive Behavior Intervention System (PBIS)
- k. Aeries Parent Portal

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 Common Core, and work inside the classrooms to support teachers to 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 CAASPP results, CFA's, Benchmarks, and other assessments
- d. Use Research Based Teaching Strategies: Whole Brain Teaching, Thinking Maps, etc.
- e. Increasing DOK levels with lessons
- f. Using Student Engagement Strategies
- g. Adjusted Master Schedule
- h. Standards based instruction
- i. AR Program
- j. Intensive intervention

Parental Involvement

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. Accelerated Reader 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, ELAC, 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	119	117	98.3	117	2398.1	12	23	29	36
Grade 4	145	143	98.6	143	2450.8	15	27	26	33
Grade 5	118	115	97.5	113	2464.3	7	29	21	42
All Grades	382	375	98.2	373		11	26	25	37

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	16	49	35	11	48	41	10	75	15	11	58	31
Grade 4	13	52	34	20	50	29	10	69	21	14	63	22
Grade 5	13	42	45	16	39	45	10	60	30	19	51	30
All Grades	14	48	38	16	46	38	10	68	22	14	58	27

Conclusions based on this data:

1. Over half of our students tested in ELA performed below standard.
2. Students performed best in the area of listening and need the most improvement in reading and writing.
3. Fourth grade performed better in writing and research/inquiry than third and fifth.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	119	117	98.3	117	2393.6	3	21	33	43
Grade 4	145	141	97.2	141	2455.6	8	28	39	25
Grade 5	118	114	96.6	112	2442.9	2	14	25	57
All Grades	382	372	97.4	370		5	22	33	40

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	6	46	48	13	44	44	6	63	31
Grade 4	19	38	43	10	48	42	16	46	38
Grade 5	4	30	66	3	34	63	4	38	58
All Grades	10	38	51	9	42	49	9	49	42

Conclusions based on this data:

1. The majority of our students tested in mathematics performed below standard.
2. Students performed the best in demonstrating the ability to support mathematical conclusions.
3. Fourth grade performed significantly higher overall than third and fifth grades.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					3	75	1	25			4
1	4	15	8	31	7	27	3	12	4	15	26
2	1	5	6	27	8	36	5	23	2	9	22
3	1	4	8	35	11	48	3	13			23
4	1	5	7	32	10	45	4	18			22
5	6	32	5	26	6	32	2	11			19
Total	13	11	34	29	45	39	18	16	6	5	116

Conclusions based on this data:

1. During the 2014-15 school year, 40% of the English Learners tested in the Early Advanced to Advanced range, 39% tested in the Intermediate level, and 21% tested in the Early Intermediate range.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	119	111	116
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	119	111	116
Number Met	58	79	68
Percent Met	48.7%	71.2%	58.6%
NCLB Target	57.5	59.0	60.5%
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	120	21
Number Met	21	--	41	--	33	--
Percent Met	15.6%	--	30.8%	--	27.5%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	*	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	176	169	162
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	176	169	162
Number Met	83	117	87
Percent Met	47.2	69.2	53.7
NCLB Target	57.5	59.0	60.5%
Met Target	No	Yes	no

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	164	54	162	45	150	42
Number Met	24	22	49	28	38	19
Percent Met	14.6	40.7	30.2	62.2	25.3	45.2
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	Yes	Yes	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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:
All students will perform At/Near or Above Standard in English-Language Arts/Literacy by June 2016.
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:
2015 CAASPP Data, locally developed ELA benchmarks, and other summative assessments,
Findings from the Analysis of this Data:
All subgroups need more academic support. Proposed actions without expenditure amounts acknowledge that there is an expenditure. SSC does not have jurisdiction over general fund expenditures.
How the School will Evaluate the Progress of this Goal:
Disaggregate data from the 2015 CAASPP results, benchmarks, other ELA summative assessments, grade equivalency on the AR STAR assessments, and grade level running records.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
District-wide assessments CAASPP Interim Assessments	August 20, 2015 - June 3, 2016	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Common Formative Assessments	August 20, 2015 - June 3, 2016	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 the 2015 CAASPP results, 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
English Language Development (ELD)	August 20, 2015 - June 3, 2016	Principal and Teachers	Provide for teachers and instructional aides	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students
			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 in daily 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 33 minutes of daily ELD instruction to assure rapid transition to English proficiency and proficiency with grade level English/Language Arts standards. Identified struggling EL students will receive extra instructional support from the EL Coordinator, a bilingual instructional aide, or Intervention Teacher. Both the Push-in and/or Pull-out models will be used.	1000-1999: Certificated Personnel Salaries	General Fund
					0 100,000

		<p>students with disabilities or other special needs from the following staff members: Director, Speech Pathologists, School Psychologists, Resource Specialists, Learning Center Teachers, School Nurse and Health Technicians, Instructional Aides, County Services, ELD Coordinator, Transportation services, and Pre-school services.</p> <p>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 and the child's classroom teacher. This department also monitors and offers services to foster students and homeless students.</p> <p>Special Education services will be provided for students who qualify for and need specialized educational services to address deficiencies in reading/language arts. Students are identified by General Education</p>	Personnel Salaries
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
ELA Strategic Intervention	August 20, 2015 - June 3, 2016	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. All students will be part of the Guided Reading process and running records will be part of their plan to help teachers guide instruction. An Intervention Teacher will focus on improving reading for struggling under performing students in 2nd-5th Grades with the main concentration being 3rd Grade.	0001-0999: Unrestricted: Locally Defined	
After school tutoring (2nd - 5th Grades)	January 2016 - May 19, 2016	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 Guided Reading for progress monitoring.	1000-1999: Certificated Personnel Salaries	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Student Assistance Team (SAT)	August 20, 2015 - June 3, 2016	Principal and teachers	Program Coordinators will schedule SAT meetings 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 20, 2015 - June 3, 2016	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 2016.	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
Professional Learning Communities	August 20, 2015 - June 3, 2016	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 20, 2015 - June 3, 2016	Principal and teachers	Provide for high quality professional development on the implementation of the Common Core State Standards. Provide Guided Reading Professional Development to all teachers.	0001-0999: Unrestricted: Locally Defined	General Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Utilize and improve technology to enhance instructional delivery	August 20, 2015 - June 3, 2016	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 & Brain Pop Jr.) 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. Students will visit the Chromebook lab weekly and be instructed by a Technology Teacher on typing, Close Reading on a computer, and how to navigate the computer in testing settings among other valuable strategies.	5800: Professional/Consulting Services And Operating Expenditures General Fund	5,000

			<p>review programs, assessment data and district plans to improve reading proficiency and achieve LEA and SPSA academic goals.</p> <p>Parent notifications may include site/district web notifications and e-mails, assessment results, SARC, EL notifications and meeting dates and times, Special Education IEP's, SATs, and Homeless Information. Communication with parents will also occur at Back to School Night, at Parent Conference Weeks, at Open House, on site and district level web sites, and e-mail. Parents/Guardians may set-up a meeting with a school official whenever they feel the need.</p> <p>Parents may use the district's Parent Portal to view student grades, attendance, and discipline records at any time. Progress Reports are sent home four times a year for grades 1st - 5th. Report Cards are sent home quarterly for 1st - 5th grades and</p>
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Advisory Committees	August 20, 2015 - June 3, 2016	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

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 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 Mathematics	
LEA GOAL:	
All students will perform At/Near or Above Standard on the CAASPP in mathematics by June 2016.	
SCHOOL GOAL #2:	
Classroom teachers will provide additional mathematics Response to Intervention support to students who are performing at a below standard performance level.	
Data Used to Form this Goal:	
2015 CAASPP Data, locally developed benchmarks along with publisher assessments.	
Findings from the Analysis of this Data:	
All subgroups need more academic support. Proposed actions without expenditure amounts acknowledge that there is an expenditure. SSC does not have jurisdiction over general fund expenditures.	
How the School will Evaluate the Progress of this Goal:	
Disaggregate data from the 2015 CAASPP results, CAASPP Interim Assessments, local 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	Amount
Mathematics instructional materials	August 20, 2015 - June 3, 2016	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 20, 2015 - June 3, 2016	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 20, 2015 - June 3, 2016	Principal and Teachers	Students will receive strategic and intensive intervention as needed through one on one instruction or small group instruction with their classroom 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	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students with Disabilities	August 20, 2015 - June 3, 2016	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.	0001-0999: Unrestricted: Locally Defined	General Fund	
Professional Development	August 20, 2015 - June 3, 2016	Principal and Teachers	Provide materials-based professional development to all math teachers. Teachers will receive Professional Development in what Common Core math looks like and strategies on how to teach it, Number Talks, and 3rd - 5th grade teachers will receive additional training in fractions.	5800: Professional/Consulting Services And Operating Expenditures	General Fund	

			<p>review programs, assessment data and district plans, to improve math proficiency and achieve LEA and SPSA academic goals.</p> <p>Parent notifications may include site/district web notifications and e-mails, assessment results, SARC, 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. Parent/Guardians may set-up a meeting with a school official whenever they feel the need.</p> <p>Parents may use the district's Parent Portal to view student grades, attendance, and discipline records throughout the school year at any time. Progress Reports are sent home four times a</p>	<p>0001-0999: Unrestricted: Locally Defined</p> <p>General Fund</p>	
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
District-wide assessments	August 20, 2015 - June 3, 2016	Principal and Teachers	<p>Summative assessments from the My Math math curriculum by the McGraw Hill publisher will be used to assess students on the CCSS at all grade levels.</p> <p>Identify and implement a district-wide assessment system using the CAASPP Interim assessments that assesses students in grades 3rd - 5th on-line. These assessments will provide for meaningful reports which will inform teachers of progress towards student proficiency on the CCSS.</p> <p>Data from assessments will be analyzed in grade level PLCs to evaluate student achievement.</p>	0001-0999: Unrestricted: Locally Defined	General Fund

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: Highly Qualified Teachers
LEA GOAL:
100% of the certificated staff in the Lakeside Union School District are fully credentialed. Many teachers have advanced degrees. All teachers are CLAD and/or trained to meet the needs of all English Learners in the district. Qualified personnel are assigned to every grade and every core subject in middle school. All special education teachers meet HQT requirements. All teachers in the district meet the NCLB standards for Highly Qualified Teachers.
SCHOOL GOAL #3:
Use assessment data to monitor and evaluate the degree to which professional development supports student achievement.
Data Used to Form this Goal:
2015 CAASPP results data, locally developed ELA and Math benchmark data, AR STAR assessments, other summative assessments, and grade level fluency scores. 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 resulting in more teacher/administration professional development needed.
How the School will Evaluate the Progress of this Goal:
Dissaggregate data from the 2016 CAASPP results, CAASPP Interim Assessments, local benchmarks and other ELA and Math Summative assessments, grade equivalency on the AR STAR assessments and grade level running records and compare it to the 2014-2015 results of student performance.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Professional Learning Communities	August 120, 2015 - June 20, 2016	Principal, Vice Principal, and Teachers	<p>Teachers meet weekly to discuss best practices on implementing the Common Core State Standards, insuring the Depth of Knowledge (DOK) is of high rigor. They will also discuss student progress and strategies to use with each level of student performance.</p> <p>Curriculum will continue to be aligned with state standards. Teachers are currently using a new math curriculum written for Common Core and are challenged with using a 1997 Language Arts Curriculum that was not written for the Common Core.</p> <p>Teachers use outside resources and Professional Development to assist in assuring the ELA curriculum delivered to our students is CCSS aligned and rigorous.</p>	None Specified	None Specified

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curriculum Pacing Guides	August 20, 2015 - June 3, 2016	Principal, Vice Principal, and Teachers.	Curriculum is aligned with state standards. Common Formative Assessments are scheduled on pacing guides. Pacing guide alignment will be monitored and evaluated during grade level PLC meetings.	None Specified	None Specified	
BTSA	August 20, 2015 - June 3, 2016	Principal, Vice Principal, and Teachers	All teachers in their first two years of teaching are assigned a BTSA mentor. The district has a BTSA Coordinator to monitor teacher training of our new teachers and provide them with support. The site administration engages in walk-throughs to monitor, support, and guide new teachers.	1000-1999: Certificated Personnel Salaries	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Highly Qualified Teachers	August 20, 2015 - June 3, 2016	Principal and Teachers	Principals, District Administrators, and teacher leaders will use students' data to establish the need for targeted staff development necessary for student achievement. Teachers and administrators will receive PD based on current student needs that align with academic standards and is based on scientific research.	0001-0999: Unrestricted: Locally Defined	General Fund

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
Alsalti, Michelle				X	
Amiani, Carolyne				X	
Callahan, Shirley			X		
Craig, Audrey		X			
Fowler, Michelle				X	
Guantes, Ashley				X	
Ramay, Sandy	X				
Refuerzo, Marci		X			
Rodriguez, Elizabeth				X	
Sill, Carrie Ann		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) 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

Signature

Elena Rogers

Signature

Signature

Signature

Signature

Signature

Signature

Donna Galen

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 19, 2015.

Attested:

Sandy Ramay

Typed Name of School Principal

Sandy K. Ramay

Signature of School Principal

11/19/15

Date

Audrey Craig

Typed Name of SSC Chairperson

Audrey Craig

Signature of SSC Chairperson

11-19-15

Date