

2015-16 Single Plan for Student Achievement

School: Sheridan Elementary School
CDS Code: 31669516031363
District: Western Placer Unified School District
Principal: John Kovach
Revision Date: October 31, 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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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Sheridan Elementary School's Vision and Mission Statements

Vision: Students will gain effective skills, knowledge, and attitudes to continue their education and career.

Mission: To develop a professional learning community which analyzes assessment data to drive all instruction and ensure that all students achieve mastery of the Common Core State Standards. All parents, staff and community members will work together to ensure that all students receive a high quality education which stresses responsibility, moral and ethical behavior, literacy, healthy life style and critical thinking.

Community and School Profile

Sheridan Elementary School serves kindergarten through fifth grade students and is located in the Western Placer Unified School District (WPUSD) between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-graded classrooms with a population of 66 students. The ethnic makeup is as follows: Caucasian and Hispanic 94%, Laotian 1.5% and American Indian 3.0% and 1.5% who decline to state. Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience. The principal is John Kovach. Scott Leaman is the Western Placer Unified School District Superintendent.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: healthy lifestyles education, evacuation drills; monthly fire drills and emergency shut-down drills. All non-students coming on to campus must check in through the office to sign-in and obtain a badge. Students are supervised before and after school by staff. There are 51 students who attend the after-school program. This program provides students with opportunities to work on homework, art, crafts, and recreation. Our school safety plan is in place as well as, our district crisis plan. They work together to encompass the safety of all of our students, staff, parents and community.

Combination classes are in place. We have a kindergarten/first; second/third; and a fourth/fifth configuration.

As per the California Education Code, there are a required number of minutes per year for each grade level. The number of instructional minutes at Sheridan School is over 56,000, well over the required EdCode minutes.

The percentage of students in the free and reduced lunch program is 77%.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using EnVision Math, Reading Mastery, SIPPS and Read Naturally) parent volunteers, an emphasis on building good peer relationships and transitioning to middle school, hands-on science classes, music and visual and performing arts which include performances for the school community.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parent and teacher surveys to be completed at beginning and end of the school year.

Classroom Observations

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

The school principal observes teachers both formally and informally. Teachers are formally evaluated every other year. However, frequent walk-throughs and informal visits to all classroom settings are common. The principal also visits and observes in the library and science room regularly. New teachers are formally observed three times each year.

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers analyze available test scores and identify students and standards in which more targeted instruction is needed. The teachers then complete an instructional planning sheet, which identifies the standard, standard benchmark, objective, and the materials needed to implement improvement. Teachers also use beginning of the year assessments to group students for intervention programs.

easyCBM (Curriculum Based Measurement) facilitates instruction and intervention at every tier of RTI through a district-level assessment system for Response to Intervention. EasyCBM includes a combination of benchmarking, progress monitoring, and comprehensive reporting. These Reading and Mathematics curriculum-based measures examine a full year of academic growth, enabling us to make informed intervention and instructional decisions.

District wide common assessments are administered several times throughout the year. These provide summative assessments for teachers to gauge the students' progress. Weekly chapter tests (formative assessments), as well as, theme tests from the adopted curriculum assist teachers in monitoring the progress of the students and enable them to accurately communicate on a regular basis with parents.

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

All district assessments occur as per the pacing guides set forth. Data is entered into EADMS (Educator's Assessment Data Management System) creating a compilation of scores. EasyCBM (Curriculum Based Measurement) and sight word acquisition are also measured as regular markers of student progress. Core curriculum is modified by the teacher to scaffold access to the Common Core Standards. Small Group instruction for struggling learners is another modification to the regular curriculum.

Staffing and Professional Development

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

Sheridan Elementary School teachers meet the highly qualified staff criteria at 100%.

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

All teachers are fully credentialed and have access to professional development provided by Western Placer Unified School District. Training is ongoing and provides in-depth practice and work with CCSS. Teachers may also use lottery money to attend professional conferences out of district. Teachers are encouraged to attend any and all training and teamwork opportunities.

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

WPUSD offers staff development specifically aligned to address Common Core State Standards (CCSS). Teachers are currently attending training for the implementation of a new math curriculum, Envision by Pearson. Teachers attended the California Reading Association PDI Conference. Additionally there are a multitude of trainings offered in math, language and writing skills to staff and administrators to attend.

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

Content specialist training is planned for the 2015-2016 school year in order to adapt the current materials to CCSS. A site tech provides training on the use of interactive projectors/whiteboards. Use of one-on-one technology mentoring occurs within the staff. The district health teacher has provided an online connection for health lessons that teachers may access anytime. WPUSD also provides two instructional coaches for all teachers in the district. These coaches provide training as well as working with grade level teams to provide further knowledge and expertise with the new CCSS in both ELA and Math.

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

All teachers at Sheridan Elementary School collaborate with each other with regard to planning for student success. They also participate with grade level teams from other schools in order to align instruction, provide effective first instruction and create common assessments. Early Release days; instructional release time and staff meetings provide time for collaboration. CCSS implementation is a focus for teaching faculty. Collaboration also occurs among instructional aides as they plan together to provide targeted instruction for struggling learners.

Teaching and Learning

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

The district purchases standards based materials. All teachers at this site use these materials and adapt them to create alignment with standards. The teachers are provided with training for the new materials and state and local multiple measures are used for assessment. The district also conducts and provides monthly early release days to facilitate professional learning communities, communication between grade levels and school sites. The meetings also provide the vehicle for additional curriculum training should the need arise. Teachers participated in training on the new CCSS aligned curricula, Envision Math and helped to create the new ELA curriculum using anchor texts and novels aligned to CCSS.

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

Instructional minutes requirements are met in each classroom at Sheridan Elementary. It is acknowledged that combination classrooms present a challenge in this area. Teacher preps and student interventions/supports are strategically planned to provide single grade instructional time to meet this goal. Overall, the school has 56,000 instructional minutes which is greater than the amount required by EdCode.

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

District pacing guides are adhered to in each classroom. Interventions also occur on a schedule which provides single grade instructional time.

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

Adoptions – teachers are invited to serve on the textbook adoption committees as well as the action teams involved in aligning texts to CCSS. Teacher input is viewed as a priority for determination of a final selection. Every student is provided standards-based instructional materials appropriate to grade level.

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)

Adopted materials for core instruction as well as interventions are used.

Opportunity and Equal Educational Access

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

After School Program
Response to Intervention data, time and structure provided
SIPPS
Parent Volunteers
Cross-age tutoring
After School Tutoring
Accelerated Reader Program
English Learners focus during Response to Intervention time
Speech Services
Enrichment Class in Math and ELA

14. Research-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), core novels and Read Naturally, for instruction. Teachers also use Accelerated Reader and Lexia as well as other technology based programs to support all learners. Strategies to promote student engagement are also utilized.

Parental Involvement

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

CARE after school program
Academic supports
Speech
Parent Education workshops
Parent Teacher Conferences
School-wide intervention program
Del Webb Schools Volunteers read to all kindergarteners and first grader twice a month

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)

N/A

Funding

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

Accelerated Reader supports. A full-time Title I Aide funded by Title I money and LCFF funds. Services include, Easy CBM, one on one technology and applications that support student engagement and learning, supplemental materials for staff.

18. Fiscal support (EPC)

The site receives both state and federal monies.

IV. Description of Barriers and Related School Goals

School size/composition classes/class size are barriers to attaining academic goals for all students at Sheridan Elementary School. School funding is a barrier. Access at home to technology, inadequate or poor study skills, and communication issues are problems that face students at home. The community at large has a lower socio-economic status which can make it more difficult for students to reach educational goals with less supports in the home and community. The school population is also 35% Hispanic with English as second language.

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	16	16	100.0	16	2379.4	13	19	19	50
Grade 4	17	17	100.0	17	2459.1	0	35	59	6
Grade 5	13	13	100.0	13	2485.9	23	8	38	31
All Grades	46	46	100.0	46		11	22	39	28

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	19	31	50	13	44	44	6	69	25	13	38	50
Grade 4	12	65	24	0	88	12	12	71	18	12	76	12
Grade 5	15	46	38	8	46	46	15	85	0	23	38	38
All Grades	15	48	37	7	61	33	11	74	15	15	52	33

Conclusions based on this data:

1. This will serve as our baseline data to measure growth over time as this is our first year of CAASP test results.
2. Approximately 71% of students are near or above standard for ELA literacy.
3. Understanding of literary and non-fictional texts is the area needing the most growth.

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	16	12	75.0	12	2424.9	33	17	8	42
Grade 4	17	17	100.0	17	2450.1	6	18	41	35
Grade 5	13	13	100.0	13	2463.8	15	0	31	54
All Grades	46	42	91.3	42		17	12	29	43

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	33	25	42	33	25	42	25	33	42
Grade 4	18	41	41	6	41	53	12	47	41
Grade 5	15	31	54	15	15	69	15	31	54
All Grades	21	33	45	17	29	55	17	38	45

Conclusions based on this data:

1. This will serve as our baseline data to measure growth over time as this is our first year of CAASP test results.
2. Approximately 56% of students are near or above standard for Math.
3. Using appropriate tools and strategies to solve real world and mathematical problems is the area needing the most growth.

V. 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	
	#	%	#	%	#	%	#	%	#	%	#	
1			***** *	***	*****	***						*****
2			***** *	***			***** *	***				*****
3			1	17	3	50	2	33				6
4					***** *	***						*****
Total			4	31	6	46	3	23				13

Conclusions based on this data by levels:

1. Third graders scored primarily in the intermediate range. Implications for this include the need for targeted EL instruction in all grade levels.
2. The majority of our English Learners fall within the Intermediate and Early intermediate ranges.
3. Targeted instruction in ELD will ensure that students continue to grow one level each year with reclassification to follow.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data by levels:

1.

V. School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	13	16	13
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	13	16	13
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5
Met Target	*	--	--

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	17	3	16	5	18	1
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--	--	

Conclusions based on this data by AMAO level:

1. Growth is evident; however the need for structured EL instruction remains high.

V. School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	634	641	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	634	641	
Number Met	369	370	
Percent Met	58.2	57.7	
NCLB Target	57.5	59.0	60.5
Met Target	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	473	266	476	283		
Number Met	112	139	119	158		
Percent Met	23.7	52.3	25.0	55.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

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	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data by AMAO level:

1.

VI. Planned Improvements in Student Performance

Student Achievement

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:

LCAP GOAL:
All students will meet or exceed grade level standards in core academic areas.
LEA GOAL:
1 & 3
Data Used to Form this Goal:
Report Cards, EasyCBM benchmark assessments, District Assessments, Accelerated Reader data and progress, Lexia, ESGI, Theme Tests, Chapter tests, CRLP (2nd and 3rd grades), SBAC results
Identified Needs (findings from the analysis of data):
Significant attention needs to be paid to the development of a strong standards based language arts curriculum; our SBAC data shows that 33% of our students met or exceeded standards. In 3rd grade reading and writing are the greatest areas of need. In 4th grade writing and research and inquiry are the greatest areas of need. Our SBAC data shows that 29% of our students met or exceeded standards in mathematics. In 3rd grade communicating reasoning is the greatest area of need and in 4th grade, problem solving and data analysis. Strategic attention will be focused on greatest areas of need while maintaining areas of strength. Early intervention is need to provide tools to progress adequately in 2nd-5th grades.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by SBAC, in English language arts and mathematics (grades 3-5) will increase 5% annually until 100% is obtained.2. The percentage of all students (and significant subgroups) proficient or advanced, as measured by CST/CMA, in Science (grades 5) will increase 5% annually until 100% is obtained.3. Common district benchmark assessments (2-4 per year) will be developed and implemented for English language arts and mathematics (grades 1-5) and baseline data established.4. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by trimester (grades K-5) report card grades, in all core areas will increase 5% annually until 100% is obtained.5. The percentage of all students (and significant subgroups) identified as GATE or High Achiever in ELA and math will increase by 0.5% annually until 10% is obtained.6. The percentage of all students (and significant subgroups) receiving special education services will decrease by 0.5% annually until 9% is obtained.7. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Progress Monitoring</p> <p>Progress monitor reading levels for all students, especially struggling learners.</p>	2015-2016	All Staff	AR Program	4000-4999: Books And Supplies	LCFF-Supplemental (District Fund)	1,564.00
<p>Progress Monitoring</p> <p>Progress monitor reading and math levels for struggling learners.</p>	2015-2016	All Staff	Easy CBM	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	66
<p>Progress Monitoring</p> <p>Lexia Reading provides personalized learning on fundamental literacy skills for students in grades pre-K–5 and delivers real-time performance data without testing. Funded through donations and district support. First year will focus on K-2.</p>	2015-2016	All Staff	Lexia Core Reading	5000-5999: Services And Other Operating Expenditures	None Specified	1600
				5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (District Fund)	1600
<p>Interventions</p> <p>*Title I Classroom aide provided to intervene with students who are not reaching benchmarks. This will be a 6 hour position, 5 days a week.</p> <p>*Supplemental materials, supplies and programs will be purchased to support and enrich core curriculum and provide intervention and enrichment for student achievement.</p> <p>*Additional classroom aide in K/1 class to provide intervention</p>	2015-2016	Instructional Aide	Title I aide	2000-2999: Classified Personnel Salaries	Title I	22500
					LCFF-Supplemental (District Fund)	346
			Lexia	4000-4999: Books And Supplies	None Specified	
			Instructional Aide	2000-2999: Classified Personnel Salaries	LCFF-Supplemental (District Fund)	
			Materials as needed for Intervention supports	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	1100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supports . This is a 2 hour per day position funded at the district level.</p> <p>*Principal will work with staff to analyze data and create solutions for students who continue to struggle.</p>						
<p>Best First Instruction</p> <p>*All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, sample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.</p>	2015-2016	Appropriate Staff	<p>Professional Development Fees</p> <p>substitute fees</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (District Fund)</p>	
<p>Professional Development & Collaboration</p> <p>*Staff will participate in monthly</p>	2015-2016	Appropriate staff	Professional Development Fees	1000-1999: Certificated Personnel Salaries	Title I - Professional Development	3145.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>professional development meetings.</p> <p>*Staff will attend workshops and professional development as outlined by the district offerings as well as staff choice.</p> <p>*Staff will participate in Professional Learning Communities.</p> <p>*Grade level teams will have the opportunity to meet on a monthly basis to collaborate, plan and create common formative assessments.</p>						
<p>Progress Monitoring</p> <p>*School site will have teachers that participate in English language arts and math action teams that will work with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement toward meeting or exceeding grade level standards.</p> <p>*Teachers, supported by administrators, will participate in collaborative PLCs to develop common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this</p>	2015-2016	Appropriate Staff	Renaissance Learning	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (District Fund)	
			EADMS	5000-5999: Services And Other Operating Expenditures	LCFF-Base (District Fund)	
			ESGI	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	149.00
			Document Tracking	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (District Fund)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts.</p> <p>*School site will utilize a variety of assessments and assessment tools including, but not limited to; district assessments, SIPPS assessments, teacher generated assessments and in class observations to monitor progress.</p> <p>*Grade level and school site assessments including use of ESGI in kindergarten.</p> <p>*Document tracking</p>						

VI. Planned Improvements in Student Performance

English Language Acquisition

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:

LCAP GOAL:
All English learners will make adequate yearly progress toward language proficiency in order to be reclassified as fluent English proficient.
LEA GOAL:
2
Data Used to Form this Goal:
CELDT scores, school site and district assessments, report cards, and observations will be used.
Identified Needs (findings from the analysis of data):
We did not experience any students with negative movement overall. However, a greater number of students continue to stay within the intermediate range for more than one year. We would expect to see one level of growth per year with our EL students. According to CELDT data, reading and writing are the greatest area of need.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT, will increase 5% annually until 100% is obtained.2. The percentage of English learners reclassified as fluent English proficient in 2015-2016 will meet or exceed 20%.3. 100% of the students reclassified as fluent English proficient in 2013-2014 and 2014-2015 will earn a "C" or better in all core area classes in 2015-2016.4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)													
			Description	Type	Funding Source	Amount										
<p>Interventions</p> <p>*A Title I aide will be utilized to help support best first instruction for English Learners in the classroom as well as provide both push-in and pull-out intervention as needed.</p>	2015	2016	Title I Aide - please see cost in goal 1													
<p>Best First Instruction</p> <p>*All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged.</p> <p>*All teachers will provide integrated and designated ELD to</p>	2015-2016`	Appropriate Staff	<p>Title I Aide - see goal 1</p> <table border="0"> <tr> <td>K/1 Aide</td> <td>2000-2999: Classified Personnel Salaries</td> <td>LCFF-Supplemental (District Fund)</td> <td></td> <td></td> </tr> <tr> <td>Materials to support ELD</td> <td>4000-4999: Books And Supplies</td> <td>LCFF-Supplemental (Site Fund)</td> <td>349</td> <td></td> </tr> </table>				K/1 Aide	2000-2999: Classified Personnel Salaries	LCFF-Supplemental (District Fund)			Materials to support ELD	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	349	
K/1 Aide	2000-2999: Classified Personnel Salaries	LCFF-Supplemental (District Fund)														
Materials to support ELD	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	349													

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English learners.</p> <p>*Teachers, supported by administrators, will participate in weekly collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.</p> <p>*Extended Learning Time: Students participate in intervention or enrichment or after school support services as applicable.</p>						
<p>Core Curriculum & Resources</p> <p>*School site will have teachers that participate in English language arts action teams working with educational services to develop curriculum maps and instructional guides for English language arts (grades K-5) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations.</p> <p>*Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are</p>	2015-2016	Appropriate Staff	<p>Sub Fees for Action Teams</p> <p>Support Materials for EL learners</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (Site Fund)</p>	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.</p>						
<p>Professional Development & Collaboration</p> <p>*Staff will attend workshops and professional development opportunities as available.</p> <p>*Teachers, supported by administrators and educational services, will participate in weekly collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.</p>	2015-2016	Appropriate Staff	Conferences and substitute fees	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (District Fund)	
<p>Parent Education</p> <p>*Information on the regular ELAC meetings held in the district will be shared throughout the year to support students and parents in their acquisition of English.</p> <p>*School will collaborate with agencies outside of the district and</p>	2015-2016	Appropriate Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
other school sites to coordinate programs to further develop parent education and participation.						

VI. Planned Improvements in Student Performance

College & Career Readiness

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:

LCAP GOAL:
All students will graduate from high school and be college and/or career ready
LEA GOAL:
5
Data Used to Form this Goal:
Site and district assessments, data indicating numbers of students who graduate and go to college upon graduation
Identified Needs (findings from the analysis of data):
Students need to be made aware of opportunities for them as they graduate from high school. Exposure to college materials and high academic achievements will be needed.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
Goal #1
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>College Readiness</p> <p>Staff will implement College Awareness discussions and information as appropriate in the school year. Staff will invite members of the community and families to share information about colleges.</p> <p>Materials will be researched and purchased promoting higher education in school.</p>	2015-2016	Appropriate Staff	Community Resources	None Specified	None Specified	None Specified
<p>Career Readiness</p> <p>Staff will implement Career Awareness discussions and information as appropriate in the school year. Staff will invite members of the community and families to share information about career options.</p>	2015-2016	Appropriate Staff	Community resources	None Specified	None Specified	None Specified

VI. Planned Improvements in Student Performance

Culture & Climate

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:

LCAP GOAL:
All students will be safe and actively engaged at school.
LEA GOAL:
4
Data Used to Form this Goal:
Daily attendance rates and discipline data from Aries.
Identified Needs (findings from the analysis of data):
Data shows that our site has a 95.30% attendance rate for the past two years. Data also shows a lower than average suspension rate when compared to the county. We will use positive behavior supports, community events and focus on improving our attendance to the 98% range.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. The school's average daily attendance will increase by 0.2% annually until average daily attendance reaches 98%. 2. Total suspensions will decrease annually. 3. Baseline data regarding students' hope, engagement and well-being, as measured by Gallup Student Poll, will be established.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PBIS</p> <p>PBIS recognizes and promotes attendance, character, commitment and caring for our school environment. It also provides a framework for positive supports and interventions to promote strong behavior.</p>	2015-2016	Appropriate Staff	<p>PBIS training substitute fees</p> <p>PBIS rewards and supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p>	<p>LCFF-Supplemental (District Fund)</p> <p>Parent Teacher Association (PTA)</p>	
<p>Interventions</p> <p>*As needed, staff will identify students who need more specialized intervention on the Tier II level to support students.</p> <p>*Specific programs will be purchased through grant money to support student social and emotional development.</p> <p>*Working with community organizations, school will provide opportunities to learn social skills with peers.</p>	2015--2016	Appropriate Staff	Materials and supplies provided and created through PBIS	None Specified	None Specified	
<p>Youth Development</p> <p>*All staff will have the opportunity to participate in 4-day institute on youth development.</p> <p>*School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.</p>	2015-2016	Any Staff	<p>Related conference costs</p> <p>Related conference costs</p> <p>Materials and supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (Site Fund)</p>	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
*School site will implement after school choir/music program.						

VI. Planned Improvements in Student Performance

Learning Environment

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:

LCAP GOAL:
All students will receive instruction in up-to-date and well-maintained environments.
LEA GOAL:
4
Data Used to Form this Goal:
Administrative, and custodial inspections, work order reports, technology requests and updates, safety audits.
Identified Needs (findings from the analysis of data):
Well maintained school facilities and student safety will continue to be an area of concern for the staff and community. Attention will remain focused on maintaining facilities, grounds, and keeping technology updated. Resources need to be allocated toward upgrading technology and modernizing the facilities to meet appropriate safety standards and create and maintain effective learning environments.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. All students will have access to standards-aligned instructional materials.2. All school facilities will receive adequate (in good repair) rating, as measured by FIT.3. A district standard for technology in schools and classrooms will be developed.4. A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology</p> <p>*Technologies will be updated, replaced, or added as needed to provide equitable and safe access</p> <p>*Work to update classroom technology to align with the district standard. This to include new internet access points, new computer lab, 2 new projectors installed, Ipads maintained, office and staff computers updated as needed.</p> <p>*School site will utilize updated radio communication system provided by the district to ensure student safety and ongoing communication throughout the day.</p>	2015-2016	Appropriate Staff	<p>Technology updates</p> <p>Two way radios system</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (District Fund)</p>	1625
<p>Maintenance</p> <p>*Submit/monitor work orders for completion when needed.</p> <p>*Weekly site safety inspections for facility issues. Put in work orders when problems arise.</p> <p>*Track needs for future repairs.</p> <p>*Work with district and community organizations to make improvements.</p> <p>*Make all repairs as needed for student and staff safety.</p>	2015-2016	Appropriate Staff	<p>Monitor maintenance needs through work orders</p> <p>Safety repairs</p>	<p>None Specified</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF-Base (District Fund)</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Curriculum & Resources Purchase of new and up to date PE equipment to support our PE programs.	2015-2016	Appropriate Staff	New PE equipment	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	800

VI. Planned Improvements in Student Performance

Parent Involvement

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:

LCAP GOAL:
All parents will be actively engaged in their child's learning and school community
LEA GOAL:
1, 2 & 5
Data Used to Form this Goal:
Attendance rates at school and community events, School Messenger reports, PTC club meetings and discussion, SSC meetings to promote parent involvement.
Identified Needs (findings from the analysis of data):
Better and more frequent parent communication. School messenger messages need to be consistent. Some parents do not have internet access. Some parent volunteers in the classroom are evident, more could be utilized and used in the class and for events.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be developed. 2. A system for collecting data regarding parent involvement will be developed for each of the 6 types of parent involvement.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Community Involvement</p> <p>*School site will solicit parent and community involvement at all school events and field trips.</p> <p>*School site will work with local community organizations to provide financial assistance to those that need help paying for fingerprinting fees so this is not a barrier to their participation in their child's education.</p> <p>*School site will hold special events involving the community in conjunction with our Parent Teacher Club and other organizations. Events will be inclusive of all community members.</p>	2015-2016	Appropriate Staff	<p>Materials and supplies</p> <p>Materials and supplies</p> <p>Fingerprinting services</p> <p>Printing Costs</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I - Parent Involvement</p> <p>Parent Teacher Association (PTA)</p> <p>None Specified</p> <p>LCFF-Supplemental (Site Fund)</p>	<p>499.00</p> <p>200</p>
<p>Technology</p> <p>*School will maintain and update website.</p> <p>*School will use social media such as Facebook to further communicate with parents and the community.</p> <p>*Computers will be available for community use as needed in normal operating hours.</p>	2015-2016	Appropriate Staff	<p>School Website updates</p> <p>Technology available for community use</p> <p>Ipad repairs for class sets</p>	<p>None Specified</p> <p>None Specified</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF-Supplemental (Site Fund)</p>	<p>600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
*School Messenger, email, photocopies and events will be utilized in communicating with parents and the community.						
Collaborative Decision Making *School will continually seek assistance from parents to become involved in PTC, SSC, and other committees as required.	2015-2016	Appropriate Staff				

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-Supplemental (Site Fund)	\$4,564	0.00
Title I	\$22,500	0.00
Title I - Parent Involvement	\$499	0.00
Title I - Professional Development	\$3,145	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF-Supplemental (District Fund)	5,135.00
LCFF-Supplemental (Site Fund)	4,564.00
None Specified	1,600.00
Title I	22,500.00
Title I - Parent Involvement	499.00
Title I - Professional Development	3,145.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1A: English Language Arts	32,070.00
Goal 1B: Mathematics	1,349.00
Goal 2: Disproportionality	
Goal 3: English Language Development	300.00
Goal 4: Physical Fitness/Health & Wellness	2,425.00
Goal 5: School Climate	1,299.00
Goal 6: Parent Involvement	
Goal 10:	
Goal 11:	

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I promise to always make school important to me. I know that I must try my hardest in school so that I can do well.

I will follow the following guidelines as a student.

I will be safe in school.

I will try my best in my work and behavior.

I will arrive ready to learn.

I will respect myself and others.

I will be in school each day and on time.

Parents Pledge:

My child's school years are vital to their growth as an individual member of society. I will participate in my child's education and will help with their attitude, character and study habits. In order to achieve the most while in school I pledge to help my child in the following ways:

I pledge to get my student to school on time everyday.

I will make sure my student has a quiet and appropriate place to study at home.

I will talk with my child about school activities every day.

I will attend back to school night, parent conferences open house, and other school events to support my child.

I will make sure my child has a healthy diet and gets plenty of sleep.

Staff Pledge:

I understand the importance and influence that I have as a teacher and a role model. I will always strive my hardest to meet all of my responsibilities. I pledge to the following as a staff member at Sheridan Elementary School:

I will provide a safe, comfortable and supportive environment promoting high expectations of achievement.

I will enforce and model all expectations for character and behavior at Sheridan Elementary School.

I will provide intervention and supports for all students.

I will have open and frequent communication with parents, students and other staff.

X. 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	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
John Kovach	530-906-2349		X	X			
Laurel Etchepare				X			
Karen Roberts					X		
Gaby Sisk				X			
Amy Kuehl						X	
Dawn Evans						X	
Amy Crabtree						X	
Juan Muy						X	
Chris Ladeas						X	
Rochelle Olmos					X		
Numbers of members of each category:			1	3	2	5	

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

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

John Kovach

Typed Name of School Principal

Signature of School Principal

Date

Chris Ladeas

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date