

The Single Plan for Student Achievement

School: Sanger Community Day School
CDS Code: 10-62414-1030824
District: Sanger Unified School District
Principal: Ryan G. Osier
Revision Date: 10/19/2017

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

Sanger Community Day School's Vision and Mission Statements

MISSION: Sanger Community Day School will prepare students to earn a diploma and achieve their goals beyond graduation.

SCHOOL VISION: Sanger Community Day School will provide the pathway that empowers students to master foundational skills and build the bridges that span their present needs to their future dreams.

INSTRUCTIONAL VISION: Sanger Community Day School Mavericks will provide rigorous expectations through a variety of engaging lessons and activities utilizing accountability and rewards.

School Profile

The Community Day School (CDS) is the only school of its kind in the Sanger Unified School District. The school lies in the central section of the downtown area of the City of Sanger. It operates on a traditional school calendar. On a daily basis, there are around 40 students enrolled at the school. During the 2016-2017 school year, the school enrolled and served approximately 110 students in grades 7 through 10. 100% of these students participated in the Free or Reduced-Priced Lunch Program. Approximately 20% of the students are considered English Learners.

The school has a unique support structure. CDS is a Sanger Unified School, yet operates with support from the City of Sanger. The City of Sanger owns the building where we operate our school. We rent space at the Sanger Youth Center. We also share the building with the Boys and Girls Club, Sanger Boxing, Zumba, Karate, Parks & Recreation Activities, and Time and Destiny Church.

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).

CDS had a 83% participation rate for parent surveys for the 2016-2017 year. That is the second time in a row, we have had 100% participation. Our highest mark in regards to topics that concerned parents were: supporting Positive Behavior and Character (91%), overall school quality (89%), maintenance and cleanliness (87%), and ELA growth (87%).

Our areas for growth lies in the following categories: challenging curriculum (79%), Parent Involvement (79%), mathematics growth (81%), and communication (81%).

Classroom Observations

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

CDS instructional focus is rooted in three instructional norms: essential questions and or learning objectives, passive and active student engagement, and formative assessment and or checking for understanding. CDS principal performs instructional walks daily and provides staff with feedback that is centered on improving in these areas.

Observations are formalized with immediate feedback, and daily debriefs with principal are the norm at the school site. The focus for this year is passive and active engagement that utilizes technology as the modifying tool to grab students' interest. Through the

results of CAASPP for our 7/8th grade testing group for the 2016-2017 year, we found a need to improve Writing and Research Inquiry claims. In math, we found problem solving claim to be the area we need to improve in to see improvement in overall CAASPP scores. Therefore, engaging lessons must have a component that builds on their close reading skills and writing across the curriculum. In math, its about going through procedural progression to ensure students can problem solve with variety of techniques.

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)

Formative assessments drive instruction at CDS. Teachers create their own formative assessments that adjust learning in the areas of making sure students are understanding or developing their skill, extending their skill, or intervening in the skill development.

CDS participates in CAASPP Interim Comprehensive Assessment, and Interim Assessment Blocks to help gauge the level of skills in the middle of the school year, and where to focus on leading to the state exam window.

As a district, CDS helps in the development of our Performance Block Assessments and common assessments that also help gauge our students level of skill development.

CDS Staff utilizes all data from CAASPP, PBAs, IABs, ICAs, and formative assessments at PLC meetings to design intervention plans that helps students develop skills academically, as well as maintaining eligibility to promote or graduate at a comprehensive school site.

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

Teacher modify instruction daily and weekly at CDS. Daily teachers use lessons that embed checking for understanding that provides opportunities for timely feedback. The feedback is provided through small group or one-to one interventions within the class time. Teachers have also created google classrooms that helps facilitate conversations to students that are also timely and effectively. Our small student to teacher ratio allows for instruction to be modified based on students' needs.

CDS also modifies instruction after weekly PLC meetings. Staff monitors assessments, grades, GPAs, and attendance to help with interventions schedules. Lessons are modified the next days to help students develop skills through differentiated lessons or more intense academic lessons via pull out of elective courses, working lunch tutorials, or after school interventions.

We are also a pilot school for Universal Design for Learning (UDL) for ELA and Biology classes. Two of our teachers are working closely with district support staff to grasp the concept of UDL lesson planning and implementation. We hope to have all teachers trained in the UDL and moving forward with UDL lessons that are engaging and develop skills in various areas of the core curriculum.

Staffing and Professional Development

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

CDS has four teachers. We have one ELA teacher, one mathematics teachers, one history teacher, and one science teacher. Each teacher is matched to teach their subject matter based on students' needs. There are also three other teachers who are currently VPSS certified to teach outside their subject matter at an alternative education site. The VPSS certification is equivalent to being highly qualified. We have one teacher on a Short Term Staff Permit (TPSP) until he completes his teaching credential classes.

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

Teachers have district professional training days in the beginning of the school that allows for them to receive PD in a multitude of areas: content specific, technology training, classroom management, PBIS strategies, leadership training, and or behavior training.

Throughout the school year, teachers are also involved in content PD that contains: EL academic discourse, number talks, NGSS strategies and techniques, Literacy training, and or technology training within their content area.

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

CDS also provides professional development through PLCs. Every Wednesday is early release for students, as then staff will meet as a PLC. Staff talks of logistics items, but the focus is on using data to increase PD in certain areas. Teachers create the PD needed and wanted based on student needs. This year, PD in PLCs are centered around active and passive engagement, Depth of knowledge tasks, and how to utilize technology to achieve those instructional goals.

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

District coaches are provided in the areas of our English Language learners, technology coaches, and district instructional coaches. These coaches are available as needed by staff. They will come into our PLCs and provide PD for our staff or meet one to one to assist in lesson developments and plans.

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

CDS teachers collaborate within our district. CDS only has one teacher per content at the site. Therefore, CDS teachers communicate with other PLCs and content curriculum providers at Sanger High School and at Washington Academic Middle School to help align curriculum from alternative education to comprehensive site.

Teaching and Learning

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

Sanger CDS has worked closely with two comprehensive sites in Sanger Unified: Washington Academic Middle School (WAMS) and Sanger High School (SHS). CDS has aligned their curriculum to mirror both sites in grades 7-10. We also try to align based on teachers' abilities and resources. Our teachers meet with teachers from both sites during district instructional professional development days, PLC days, and site visitations.

Instructional and materials are aligned to the California Common Core State Standards in mathematics and english language arts. Our other core subjects in Social Studies and Science are teaching to the literacy standards in technical subjects of the California Common Core State Standards.

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

Sanger CDS adheres to California Community Day school requirement of a minimum 360 minutes of instruction daily. In our 180 day instructional calendar within our district, we cover 64,800 instructional minutes in a school year.

Our class schedule is a 7 period day, in which our classes are 53 minute periods. ELA and Mathematics are core subjects that are taught within the 53 minute block. Students who are English Language learners are enrolled concurrently in designated ELD block that is also 53 minutes, while the rest of their core classes are integrated ELD classes. Mathematics is a difficult subject, therefore students are enrolled in an enrichment course concurrently based on their integrated math course.

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

Lesson planning is based on a semester schedule for our 9th and 10th graders; and a trimester schedule for our 7th/8th grade students. Lesson pacing is based on our district initiative of planning via units and formatively assessed in unit block testing. Again, our unit planning is tied to collaboration with WAMS and SHS to help keep students on track in the event students transfer back to their comprehensive site during natural breaks.

Our master schedule is flexible due to the amount of student turnover in a school year. Each student is assigned 4 core subjects (ELA, Math, Science, History), 1 PE course, 1 Elective, and 1 leadership/ELD course. Students needing intervention at appropriate tier are assigned for designated ELD class, enrichment mathematics course, or credit recovery for students who have failed courses previously.

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

Standards based instruction is a focus for our alternative education program at Sanger CDS. Our teachers understand many of our students have loss the motivation to learn, thus they become truant students or behavioral students. CDS teachers scaffold and differentiate instruction to the best of their ability. CDS models lessons after our district focus of Effective Instruction Model and will explore the concept of Universal Design for Learning.

Our instruction is appropriate to all student groups via resources such as: IEPs, 504s, Instructional SPED support teacher, SAP Counselor, and district resource teachers to help with severe cases (School Psychologist, speech therapist, and or any assistance with technology or physical classroom adjustment).

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)

CDS uses materials appropriate for interventions and core classes. Our mathematics department has aligned themselves to mirror what is being taught at SHS via Integrated math model. Our high school curriculum follows an Integrated Math I and Integrated Math II. The materials they use is from our Houghton Mifflin Harcourt.

Our ELA department is aligned with WAMS and SHS with our new adoption of Houghton Mifflin Harcourt.

Opportunity and Equal Educational Access

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

Services that are provided by the regular program for underperforming students are: low teacher to student ratio, credit recovery class via online curriculum, 7 period class schedule to help student recovery credits and accelerate, SPED teacher that is integrated into our classrooms, academic counseling, IEP/504s program, pilot UDL program, SEL learning, ELD program, mathematics enrichment courses, working academic lunches, after school academic intervention programs, and 1 to 1 iPads/technology integration in the classroom.

14. Research-based educational practices to raise student achievement

Our research based education practices are foundationally created with our SUSD Effective Instruction model. The model includes: essential question/learning objective, activating prior knowledge, concept development, skill development/guided learning, closure, and independent practice.

Our teachers are also focusing on simplifying instructional norms by focusing on three items: essential questions/learning objectives, active & passive student engagement, and formal assessment/checking for understanding.

CDS utilizes research based instruction Universal Design for Learning (UDL). All teachers are implementing UDL into their daily instructional practices.

Parental Involvement

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

SUSD offers many resources for parent involvement. Wilson Parent Community Center is located north of CDS. This facility houses technology for parents to check student grades, communicate with the site/teachers, interact with students' homework, multiple resources for physical health and mental health awareness, and countless sessions that empower parents' knowledge for preparing their son or daughter for college and career readiness.

CDS works with our district Pupil Services department. They help provide counseling to our students, community outreach programs, and supporting parents via educational events. CDS also works with our Child Welfare and Attendance (CWA) office to solve the issues with chronic absenteeism and more.

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)

Parents participate in School Site Council (SSC) and Program Improvement (PI) Committee at Community Day School to help staff determine the appropriate spending of state funds in Title I or Title III.

Funding

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

CDS has 4 School Site Council and Program Improvement meetings in the school year to ensure that categorical funds are being spent to help CDS students close the achieve gap, raise all students' achievement levels, and ensure safe school environment.

18. Fiscal support (EPC)

CDS receives Title I and III funds to help the site achieve for academic support. CDS also receives county and site money to help promote Positive Behavior and Interventions Systems (PBIS) for modeling great academic success, attendance, and behavior.

Description of Barriers and Related School Goals

CDS' goal of raising all student' achievement is centered on improving instructional practices. Staff has worked diligently in creating lessons that balance of active and or passive engagement. One barrier is having one PLC team made up of all core subjects rather than two in a subject matter where curriculum and instruction can be discussed. However, the focus when visiting other schools site, alternative education site and comprehensive sites, is purely instruction. CDS focuses on looking at how variations of instructions in skill development, assessments, project based learning plays a key role in sparking motivation in students.

Each core subject has made a conscious effort to focus on reading with purpose and annotation, as well as writing across the curriculum. CDS has been working closely with an ELA and Mathematics secondary instructional specialist over the past several years, and looks to continue working with them in the areas of ELA, Math, and UDL. The coaching aspect worked for CDS because it allowed for the principal to have another set of eyes and ideas to help promote literacy skills and strengthen mathematical problem solving skills. CDS operates on an early release day model to help allow for time to visit other secondary sites. We also have worked closely with Curriculum Support Providers at WAMS and SHS in helping refine instructional pacing guides, assessments, technological lessons, and overall instructional strategies.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2	3	3	2	3	3	2	3	3	100.0	100	100
Grade 8	10	9	4	9	9	4	9	9	4	90.0	100	100
All Grades	12	12	7	11	12	7	11	12	7	91.7	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0	0	9	0	0	18	17	0	73	83	100

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	0	0	0	18	33	0	82	67	100

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	0	0	0	9	17	0	91	83	100

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	9	0	0	55	33	14	36	67	86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	0	0	0	36	17	29	64	83	71

Conclusions based on this data:

1. ELA claims in reading and writing were the lowest in the CAASPP test for 7th and 8th grade (100% scored "Not Met Standard").
2. CDS students in 7th and 8th grade scored slightly better in Research/Inquiry on the ELA CAASPP exam with 29% scoring at or near standard.
3. CDS students had an increase of 12% in Research/Inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2	3	3	2	3	3	2	3	3	100.0	100	100
Grade 8	10	9	4	10	9	4	10	9	4	100.0	100	100
All Grades	12	12	7	12	12	7	12	12	7	100.0	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	8	0	0	0	0	0	8	0	0	83	100	100

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	*	*	*	*	*	*	*	*	
All Grades	8	0	0	8	0	0	83	100	100	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	8	0	0	58	8	0	33	92	100

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	8	0	0	17	8	29	75	92	71

Conclusions based on this data:

1. Students scored 100% below standard/Not met standard in two claims (Concepts and Procedures/Problem Solving & Modeling/Data Analysis).
2. CDS students had an increase in students at or near standard in communicating reasoning of 21%.
3. In comparison of the last three years, CDS students have decreased in overall score by 4%.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
8							***								
10		***		40			60								
Total		100	13	33		13	67		50			13			0

Conclusions based on this data:

1. Students are still scoring in intermediate level and being stagnant causing them to be long term EL.
2. The students scoring in early advanced/advanced are not re-designating due to CAASPP score.
3. Students are having difficulty mastering the reading and writing portions of the CELDT exam.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7									13						
8							***		25						
9			13	***											
10		25		40		13	60	75				13			
Total		25		43			57	75							

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Core Subjects/ELA and Mathematics
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
CDS will develop approach to seeing growth in academic achievement via tier 1 instruction using lesson-design process for lesson planning.
Data Used to Form this Goal:
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. Other Pupil Outcome - Establish baseline proficiency level utilizing IABs as an assessment tool to measure growth. Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Findings from the Analysis of this Data:
30% of CDS students scored at/near standard in research/inquiry in ELA and communicating/Reasoning in Math. CDS students were all 100% at Not or Nearly meeting standards in both ELA and Mathematics. Twenty-eight of the forty-one students are tenth grade students that are not on track to graduate from a comprehensive high school.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will develop instructional practices via professional development in Effective Instruction, UDL, and utilizing CAASPP blueprints for lesson design.	August 2017 - February 2018	Principal	Provide professional development time via district PD as well as site PD. (LCAP PD)	7000-7439: Other Outgo		
			Provide a schedule of visitations to other sites and time for debriefing sessions.(LCAP PD)	None Specified		
			Provide opportunity for teachers to do peer visitations of classrooms as well to create effective lessons or enhance current lessons to match rigor of CCSS.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CDS Staff will refine lessons to be engaging students with technology based projects via iPads, presentations using Apple TVs, and smart boards (SAMR model).	December 2017	Principal	CDS would like to purchase Apple TV in multi-purpose room allows for teachers to demonstrate instructional strategies with technology (i.e. mathematical graphing, science diagraming with actual imagery, and use of board for visual impaired students.	4000-4999: Books And Supplies	Title I	500.00
			Purchase Revolution K-12 Mathematics Online Program for intervention and enhancement strategies.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
			Purchase extra-curricular books to supplement Tier 1 instruction. Items such as: Scholastic readers, Math workbooks, and novel sets.	4000-4999: Books And Supplies	LCFF - Supplemental	8,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Updating lab equipment for suitable science labs that connect science and math practices.	November 2017	Principal	CDS would like to purchase lab equipment such as: pulleys, sensors, and simple motors.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
			Science Teacher would like to purchase sink, faucet, and hoses in order for students to clean lab equipment and wash hands after experiments.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
			Science Teacher would like to purchase portable dishwasher to clean lab equipment after experiments.	4000-4999: Books And Supplies	LCFF - Supplemental	700.00
CDS would like to enhance student engagement and interest in various careers.	Aug.2017-June 2018	CDS Staff	CDS teachers each pick up a career to help students see the connections of their learning to various careers (mechanic, culinary, wood work skills, office manager, security, and party planning). Therefore, supplies for each career must be obtained to help create and enhance the learning of each career.	4000-4999: Books And Supplies	LCFF - Supplemental	6,000.00
CDS would like to enhance Effective Instruction delivery in daily lessons.	Aug. 2017-June 2018	Principal	CDS would like to purchase supplies such as: paper, binders, notebooks, and other classroom supplies		Title I	7,119.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CDS would like to provide students with digital books via their iPads.	Aug. 2017-June 2018	Principal	CDS would like to purchase class sets of digital books for student iPads.	4000-4999: Books And Supplies	LCFF - Supplemental	1,103.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: All core subjects: science, history, mathematics, and ELA
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
CDS will improve instructional skills in the areas of speaking and writing through the use of effective Integrated EL Strategies.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded n ?English Language Arts and Mathematics.
Findings from the Analysis of this Data:
All EL students at CDS are long-term ELs stuck at intermediate level. Sixty percent of EL students have decreased in the category of of Listening the last three years of CELDT testing. All EL students have scored "Not Meeting Standard" according to the CAASPP results their 7th or 8th grade year.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CDS teachers will complete ELITE training to assist in academic conversations.	February 2018	CDS Staff	Teachers will receive PD on skills needed for Integrated vs Designated ELD and how that looks in core classes.	5800: Professional/Consulting Services And Operating Expenditures None Specified		
Teachers will complete instructional round focused on Effective Instruction.	February 2018	Principal	Teachers will determine a problem of practice and observe peer teachers' classrooms to improve instructions strategies.	7000-7439: Other Outgo	LCFF - Supplemental	500.00
RSP teacher involved in small group interventions or student by student intervention.	December 2017	Principal	RSP teacher will utilize universal tools in a student by student basis i.e. head phones, manipulatives, and and a magnetic white board.	4000-4999: Books And Supplies	LCFF - Supplemental	400.00
CDS needs to enhance the designated ELD time to match the new ELD standards.	January 2018	ELD teacher and Principal	Will look at resources that help strengthen the ELD program such as: reading app, English 3D supplies, and or typing resources.	4000-4999: Books And Supplies	Title I	3,889.00
			Purchase headphones with microphones capabilities to help students utilize programs that have them speak and listen (i.e. shadow puppet, edgenuity, and or text to speech).	4000-4999: Books And Supplies	Title I	800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CDS core teachers need to refine lessons to meet the technology SAMR model and integration of ELD standards.	September 2017-June 2018	CDS core teachers and Principal	History teacher would like to purchase items that enhance projects via imagery. Therefore, items such as: cameras, photoshop, and or backdrops will help students place themselves in the events.	4000-4999: Books And Supplies	Title I	3,500.00
			Science Teacher would like to purchase microscopes for students to use during labs.	4000-4999: Books And Supplies	Title I	500.00
CDS to provide intervention supports for students struggling in reading and writing.	September 2017-June 2018	RSP	Provide additional intervention to students struggling in reading and writing.	0000: Unrestricted	LCFF - Supplemental	958.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Culture
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
CDS will use PBIS strategies to increase daily attendance, parent involvement, and reduce chronic behaviors that distract from the learning environment.
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
CDS had 295 minors, 98 majors, and 39 suspensions in 2015-2016. CDS had 182 minors, 66 majors, and 22 suspensions in 2016-2017. Seventeen percent of students placed at CDS are enrolled due to behavioral issues at their comprehensive site. Eighty-three percent of students feel safe at CDS according to Healthy Kids Survey in 2015-2016 school year.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be rewarded for perfect attendance and above 90% attendance rate monthly.	August to June 2018.	Principal	Students will be given rewards via raffle. Each group (100% and 90%) will have three gifts raffled and a chance to win one.	7000-7439: Other Outgo		
			Students individually rewarded for showing improvement and rewarded with school attire.	7000-7439: Other Outgo		
Students rewarded for academic success via winter academic awards program.	January 2018	Principal	Staff will reward students for 4.0 GPA, 3.5 GPA, and perfect attendance for a semester time periods.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
			CDS will purchase tables and chairs for our annual academic all-star dinner to be held on-site.	4000-4999: Books And Supplies	LCFF - Supplemental	2,467.00
Training of new campus safety officer.	November 2018	Principal	Provide CSO training to learn CPI training and laws in regards to apprehension and deescalating situations.	7000-7439: Other Outgo	LCFF - Supplemental	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Start group sessions for improving behaviors and academics with SAP counselor.	August - June 2018	SAP counselor	Start grouping students for improving behaviors and academics with a focus on academic goal setting, conflict resolutions, SEL, and language therapy.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
			Provide students with UDL options while in counseling. Items such as: Standing desks, alternative chairs, and beanbags.	4000-4999: Books And Supplies	LCFF - Supplemental	600.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	958.00
4000-4999: Books And Supplies	32,959.00
7000-7439: Other Outgo	700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	LCFF - Supplemental	958.00
4000-4999: Books And Supplies	LCFF - Supplemental	23,770.00
7000-7439: Other Outgo	LCFF - Supplemental	700.00
	Title I	7,119.00
4000-4999: Books And Supplies	Title I	9,189.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,422.00
Goal 2	10,547.00
Goal 3	4,767.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ryan G Osier	X				
Mark Coffman		X			
Matthew Rodriguez		X			
Erik Garza					X
Michael Chavez					X
Patricia Flores				X	
Parent 1				X	
Parent 2				X	
Numbers of members of each category:	1	2		2	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

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

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

Program Improvement Committee

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 8th, 2016.

Attested:

Ryan G. Osier

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date