



**2016-2017**

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

### **Jordan Elementary School**

CDS Code: 19647666020150

Principal

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## RESULTS FROM PREVIOUS YEAR'S GOALS

### Goal A:

By August of 2016, the percent of student scoring "Standard Exceeded/Met" in ELA will increase by 3% from 43% to 45%, as measured by the CAASPP test.

XMet Partially Met Not Met

#### We reviewed the following data:

Student test data from the spring 2016 CAASSP was reviewed by the principal and staff.

#### The results tell us:

The number of students scoring in the "Standards Exceeded or Standards Met" category increased by 19% from 43% in 2015 to 62% in 2016.

### Goal B:

By May 2016, chronic absenteeism will decrease by 1.5% from the 2014-2015 rate of 7.1% as measured by district attendance reports.

XMet Partially Met Not Met

#### We reviewed the following data:

Student absentee rates obtained from district generated reports were reviewed by principal and staff.

#### The results tell us:

The chronic absentee rate at Jordan Elementary School decreased by 2.4% from 7.1% in the 2014-2015 school year to 4.2% in the 2015-2016 school year.

### Goal C:

By June 2016, teachers will have worked collaboratively to develop three units of study aligned to the new content standards in ELA as measured by developed units of study.

Met XPartially Met Not Met

#### We reviewed the following data:

Completed units of study

**The results tell us:**

With a goal of three completed units, the teachers workings as members of district teams were able to complete one unit of study.

**Goal D:**

By August 2016, the percent of students scoring "Standards Exceeded/Met" in math will increase by 3% from 40% to 43%, as measured by the CAASPP test results.

XMet Partially Met Not Met

**We reviewed the following data:**

Student test data from the spring 2016 CAASSP was reviewed by the principal and staff.

**The results tell us:**

The number of students scoring in the "Standards Exceeded or Standards Met" category increased by 11% from 40% in 2015 to 51% in 2016.

## **MISSION STATEMENT**

### Jordan Elementary School's Mission

At Jordan Elementary School we are a community that strives for excellence in all we do and demonstrate respect for all through our words and actions.

### Jordan Elementary School's Vision

The Jordan staff believes there are several factors that contribute to the success of students in school and in life.

For students to succeed they need:

1. Quality teachers with a passion for teaching who make the needs, both academically and emotionally, their top priority.
2. A safe and positive environment, where students can learn and grow.
3. Dedicated staff members who serve as role models.
4. Staff members and parents, who have high expectations for students.
5. Motivation and a desire to learn.
6. Clear communication between home and school.
7. A well-balanced academic program, including technology, art, music, and physical education.

## **SCHOOL PROFILE**

Jordan Elementary School is a recognized California Gold Ribbon School and Title I Academic Achievement School which serves students from both Los Angeles and Orange Counties in Southern California. Jordan Elementary School is part of the Lowell Joint School District which includes five elementary schools and one junior high school. The Lowell Joint School District is a traditional district which maintains a strong emphasis on academics, character education, and patriotism. Jordan School has an average enrollment of 383 students in grades K-6. The school population includes 71% Hispanic, 20% Caucasian, 3% Asian and 6% Other. A total of 88% of the students speak English as a primary language while 12% are English language learners. Jordan Elementary School provides the following categorical services: Title I, and English Language Development. Special education includes the resource center model and provides a Speech and Language Specialist. In addition to core academic instruction, students attend library and receive music instruction weekly, attend computer lab three times a week and receive art instruction from an art specialist monthly.

The school enjoys a very high degree of parent and community involvement. We have a strong PTA and School Site Council that support vital programs, materials, and services. Jordan School is an excellent place for children to develop and mature under the nurturing influence of a devoted staff and dedicated faculty.

### Teaching and Learning

The educational focus and belief is that all Jordan students can learn and have access to the core curriculum. Reading/Language Arts and Mathematics are the primary academic focus at Jordan School. All teachers participate in regular PLC (Professional Learning Community) meetings to examine student achievement data to continually monitor student progress toward mastery of California State Standards. At-risk students receive interventions designed to remediate areas of academic or social need within the school day. Support systems to promote academic success include: targeted reading intervention within the school day, bilingual para educators, peer and cross-age tutoring, and flexible grouping of students for instructional purposes, Explicit Direct Instruction (EDI) lesson design and Lesson Norms implementation, Specially Designed Academic Instruction for English (SDAIE), and Guide Language Acquisition Design (GLAD) strategies to meet the needs of all learners, and the use of supplementary instructional materials. Classroom technology supports instruction in the classroom. School assemblies are made available through PTA. Study trips with instructional focus are all afforded TK-6 students. The Resource Specialist offers support to students eligible for special education services; a Speech services are available for qualifying children.

**STUDENT ENROLLMENT BY RACE/ETHNICITY**

<b>Ethnic Group</b>	<b>%</b>
<b>African-American</b>	0.5%
<b>American Indian/Alaskan Native</b>	0.0%
<b>Asian</b>	3.1%
<b>Hispanic/Latino</b>	71.2%
<b>Pacific Islander</b>	0.3%
<b>Caucasian</b>	19.7%
<b>Multi-Racial</b>	1.6%
<b>Declined to State</b>	%

## FOUR-YEAR ENROLLMENT DATA BY GRADE LEVEL

Grade	2012	2013	2014	2015
K	49	49	57	52
1st	64	58	50	57
2nd	51	65	56	48
3rd	59	47	61	63
4th	67	64	49	50
5th	55	71	63	49
6th	65	56	71	67
7th	NA	NA	NA	NA
8th	NA	NA	NA	NA
9th	NA	NA	NA	NA
10th	NA	NA	NA	NA
11th	NA	NA	NA	NA
12th	NA	NA	NA	NA
<b>Total</b>	<b>410</b>	<b>410</b>	<b>407</b>	<b>386</b>

## THE SINGLE PLAN FOR STUDENT ACHIEVEMENT, LOCAL CONTROL ACCOUNTABILITY PLAN, AND DISTRICT STRATEGIC GOALS

### Single Plan for Student Achievement (SPSA)\*

The plan is designed to provide an analysis of student performance data, set priorities for program improvements, identify effective solution strategies, and provide ongoing monitoring of results.

### Local Control Accountability Plan (LCAP)

Under the Local Control Funding Formula (LCFF) all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils in eight state priority areas:

- AREA 1** LCAP Priority - Basic Services
- AREA 2** LCAP Priority - Implementation of the Common Core State Standards
- AREA 3** LCAP Priority - Parent Involvement
- AREA 4** LCAP Priority - Student Achievement
- AREA 5** LCAP Priority - Student Engagement
- AREA 6** LCAP Priority - School Climate
- AREA 7** LCAP Priority - Course Access
- AREA 8** LCAP Priority - Other Student Outcomes

### Strategic Goals

The Strategic Goals provide the essential framework required for the District to create a “roadmap” for a three year period. These goals are used to align District resources and enable the Governing Board to monitor progress made each year toward reaching the Vision, focusing on the Mission, living the Core Values, and accomplishing the Goals of the District.

- GOAL #1** Academic Excellence:  
We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.
- GOAL #2** A Highly Qualified Staff:  
We attract, train, and retain high performing staff who actively engage, collaborate, and support students in effective instruction and the use of current technologies.
- GOAL #3** Safe and Respectful Environment:  
We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community
- GOAL #4** Family and Community Partnerships:  
We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

**GOAL #5**

Fiscal Excellence:

We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources

*\*The SPSA is specifically designed to align with the state's eight priorities of the LCAP and LUSD's Strategic Goals.*

Area 1 LCAP Priority - Basic Services		
Basic Services		
	Findings	Documentation
Teacher Misassignment	0.0%	School Accountability Report Card
Facilities in Good Repair	Fair	Facility Inspection Tool Report
Student Access to Standards Aligned Instructional Materials	100%	School Accountability Report Card

*\*Data from 2014-2015 School Accountability Report Card (SARC)*

Area 2 LCAP Priority – Implementation of Common Core State Standards (CCSS)	
Implementation of Common Core State Standards	
Strengths	Areas for Growth
<p>Grade level teams work collaboratively to develop lessons that address the California Standards.</p> <p>Teachers demonstrate positive attitudes toward implementation as evidence through time spent in PLC sessions.</p> <p>Teachers assess students on an on-going basis to monitor mastery of standards.</p>	<p>Communication to parents as to the increased rigor of the standards and provide resources to parents so they can support their students with regards to the more challenging standards.</p> <p>Providing students with the skills and tools to become a more active part and increase ownership of their learning.</p> <p>Provide intervention within the school day for students not mastering standards.</p>

Area 3 LCAP Priority – Parent Involvement	
Annual Parent Survey	
Strengths	Areas for Growth
Parents feel that teachers have high expectations for the students.	Parents feel that discipline is inconsistently applied.



Parents report that students feel safe at school. Parents feel that the school provides strong academic preparation.	Parents perceive that students are not happy to come to school. Parents are not proud of their child's (children's) school.
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Parental Involvement	
Efforts to Seek Parent Input	Promotion of Parent Participation
Annual Parent Survey School Site Council English Language Advisory Council Parent Compact District LCAP Advisory Council Parent Teacher Association La Habra PTA Council	Parent Education Nights School Plans detail actions to enlist more participation on ELACs Parent volunteer activities School marquees Phone messaging system School Website Emails Coffee with the Principal

**Jordan Elementary School Title I Parental Involvement Policy**

**VISION STATEMENT:**

Jordan Elementary School recognizes that parents are their children’s first and most influential teachers and that continued parental participation in the education of children contributes greatly to student achievement and attitude. A parent involvement policy and program shall be an integral component of the school level plan that promotes a meaningful partnership between the school and home.

**RESPONSIBILITIES**

The Jordan Staff knows the importance of the school experience of the whole community. The staff’s main responsibility will be to provide a safe, healthy, and nurturing environment in which students are offered a well-balanced academic program. Staff will also work to address the individual needs of students recognizing each child is unique. In addition, the staff at Jordan will communicate regularly with families about student progress. Parents shall have the responsibility and opportunity to work in partnership with the school toward the goal of student success and achievement.

**PROVIDING INFORMATION:**

In order to engage parents of Title I children, positively in their children's education, the school shall:

- \*Invite parents/guardians to serve on the School Site Council.
- \*Invite all parents/guardians of eligible children to attend an annual meeting to inform them about the school’s participation in Title I, and the parents’ right to be involved.

\*Throughout the year, parents will receive specific information about Title I programs and program implementation in varied ways (i.e. meetings, newsletters, school web-site, email, phone messages).

### **BUILDING CAPACITY FOR PARENT INVOLVEMENT**

Jordan's staff will do the following to support the involvement of parent's in their children's education:

- \*Communicate regularly with families about student progress.
- \*Participate in profession development opportunities that improve teaching and learning and support the formation of partnerships with family and community.
- \*Encourage parents to serve as volunteers in the schools, attend school performances and school meetings.
- \*Invite parents to participate in site councils, advisory councils, and PTA.
- \*Work with other staff to make school accessible and a welcoming place for families.

### **ACCESSIBILITY**

The school, to the extent practical, will provide parents with Limited English Proficiency opportunities to fully participate in school-sponsored activities by using translation at meetings and workshops when needed and by sending written notices in a language (to the extent possible) that parents understand.

## **Jordan Elementary 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, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

### **Staff Pledge**

Staff Pledge

As a school staff, we know the importance of the school experience for the whole community and therefore agree to share the following responsibilities:

- Provide a safe, healthy, and nurturing learning environment for children.
- Work to address the individual needs of every students.
- Teach the district curriculum emphasizing grade level skills and concepts.
- Communicate homework and class work expectations to each child through written, verbal, and personal contact.
- Motivate our students to learn.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge

#### Student Pledge

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to the following responsibilities:

- Be responsible for my own behavior.
- Know and follow school and class rules.
- Treat all school staff members and my fellow students with respect.
- Attend school regularly and be on time for class every day.
- Return completed homework on time.
- Ask for help when I need assistance.
- Put forth my best effort at all times.
- Discuss what I am learning at school with my parents.
- Limit my TV watching and instead study or read every day after school .

### Family/Parent Pledge

#### Family/Parent Pledge

I understand that participation in my child's education will greatly help his/her achievement and attitude. Therefore, I agree to carry out the following to the best of my ability:

- Encourage my child to complete his/her homework and turn it in on time.
- Make time to talk to my child about his /her school activities everyday.
- Encourage my child to put forth his/her best effort.
- Provide a quiet place and specific time for my child to do homework and monitor TV viewing and video games.
- Make sure my child gets adequate sleep and a healthy diet.
- Encourage my child to read by reading with him/her every night.
- Support the school's discipline and attendance policies.
- Communicate with the teacher(s) or the school when I have a concern.
- Make every effort to attend Back-To-School Night, Open House, Parent-Teacher Conferences, PTA Meetings, and other school events.
- Communicate the importance of education and learning to my student.
- Volunteer at my child's school when possible.

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Student

Teacher

Parent/Guardian

**Area 4 LCAP Priority – Student Achievement**

**Academic Performance Index (API)**

The California accountability system measures the performance and progress of a school or district based on results of statewide tests administered in grades two through twelve. A school's Academic Performance Index (API) is a composite number representing the results of these tests and is reported as a numeric index (or scale) ranging from 200 to 1000.

The test results used in calculating a school's API have different emphases. The amount of emphasis each subject or content area has in the API for a particular school or district is determined by statewide test weights and by the number of students taking each type of test.

2013		2014		2015		Three-Year Average*
Base	Growth	Base	Growth	Base	Growth	
873	870	N/A	N/A	NA	NA	855

\*The State Board of Education has suspended API for the 2013-2014 academic year. The formula to calculate the three-year average is: 2013 API + 2014 API + 2015 API divided by three.

**English Learner Language Data**

**English Learner Progress Toward Language Proficiency**

	2012-13			2013-14			2014-15			2015-16		
	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase
<b># of Students</b>	2	13	31	15	16	13	8	21	26	2	8	32
<b>Percentage</b>	4.3%	28.3%	67.4%	34.1%	36.4%	29.5%	14.5%	38.2%	47.3%	0%	2%	67%

**NOTE:** Numbers in this chart do not reflect the entire EL population, as kindergarten students are excluded as well as any student who does not have two years of California English Language Development Test (CELDT) scores.

**English Learner Reclassification\*\***

RFEP = Reclassified Fluent English Proficient

2012-13			2013-14			2014-15			2015-16		
ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs
67	14	14	74	12	8	77	27	6	62	40	33

**NOTE:** EL numbers include those students prior to being Reclassified.

**\*Eligible ELs:** For students in K-2, English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking. For students in 3-12, English Learners must also have a minimum CST scale score of 300 or above in English-language arts and mathematics.

**\*\*Reclassification Criteria:** 1) English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking; 2) A minimum CST scale score of 300 or above in English-language arts and mathematics; 3) A score of BASIC or above in the core subjects on the Elementary Report Card; 4) Teacher evaluation; and 5) Parent input.

**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	62	62	100	62	2424.3	15	37	27	21
Grade 4	51	50	98	50	2485.5	28	38	10	24
Grade 5	47	47	100	47	2515.6	19	38	21	21
Grade 6	66	64	97	64	2571.2	30	42	22	6
All Grades	226	223	98.7	223		23	39	21	17

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	16	60	24	15	53	32	18	68	15	21	61	18

Grade 4	34	48	18	30	48	22	20	64	16	24	56	20
Grade 5	28	43	30	32	45	23	17	68	15	38	49	13
Grade 6	33	53	14	45	48	6	23	70	6	45	53	2
All Grades	27	52	21	30	49	21	20	68	13	32	55	13

**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	62	62	100	62	<b>2449.2</b>	18	44	23	16
Grade 4	51	50	98	50	<b>2477.2</b>	18	28	40	14
Grade 5	47	47	100	47	<b>2488.3</b>	17	11	40	32
Grade 6	66	64	97	64	<b>2569.7</b>	22	39	33	6
All Grades	226	223	98.7	223		19	32	33	16

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	31	47	23	24	56	19	31	56	13
Grade 4	30	40	30	12	56	32	20	48	32
Grade 5	21	30	49	9	47	45	13	47	40
Grade 6	38	50	13	20	64	16	28	63	9
All Grades	30	43	27	17	57	26	24	54	22

**Analysis of Educational Practices - Educational Practices Survey**

Strengths	Areas for Growth
The school believes in continuous and improved academic achievement based upon essential California Standards.	Units of study, based on the California Standards, are consistent across grade levels and content areas.
The school establishes a culture which encourages positive relationships	The school articulates regularly with other schools in the district and with

<p>among students, staff, and families; these relationships are constantly nurtured to optimize learning.</p> <p>The school demonstrates caring, concern and high expectations for students in an environment that honors individual differences and is conducive to learning, including students with special needs.</p> <p>The school's instructional staff members differentiate instruction and evaluate its impact on student learning.</p>	<p>feeder schools.</p> <p>Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curriculum and instructional approaches.</p>
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Analysis of Educational Practices - Professional Learning Communities Survey	
Strengths	Areas for Growth
Teachers discuss grade level content and how it will be taught.	<p>Teachers collect student work from classroom instruction and additional interventions that demonstrates students' progress toward mastery.</p> <p>Teachers agree upon non-negotiable standards for learning and expect all students to meet those standards.</p> <p>Administrators and teachers respond to the question, "What do we do when students don't learn the non-negotiable standards?" They collaboratively design interventions to ensure all students meet them.</p>

Area 5		LCAP Priority – Student Engagement			
Four-Year Attendance Rate					
	2012-13	2013-14	2014-15	2015-16	
	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate	
Jordan Elementary School	96.49%	96.58%	96.54%	96.61%	
District	96.70%	96.86%	96.66%	96.80%	

Chronic Absenteeism					
Defined as a student who is absent for any reason on ten percent or more of the school days in the school year					
	2012-13	2013-14	2014-15	2015-16	
	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate	
Jordan Elementary School	6.4%	5.4%	7.1%	4.2%	

<b>District</b>	6.0%	5.7%	6.0%	4.4%
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<b>Area 6</b>	<b>LCAP Priority – School Climate</b>			
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<b>Four-Year Suspensions/Expulsions</b>				
	2012-13	2013-14	2014-15	2015-16
<b>Suspensions</b>	3.48	2.36	0.70	TBD
<b>Expulsions</b>	0.00	0.00	0.00	TBD

*\*Suspension data represents the total number of partial or full-day suspensions for the school year. This data does not represent the number of events by unduplicated student counts, that is, one student may generate multiple suspension days.*

<b>Four-Year Mobility Rate</b>				
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	2012-13	2013-14	2014-15	2015-16
<b>Mobility</b>				

<b>Area 7</b>	<b>LCAP Priority – Course Access</b>											
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<b>Number of Students On-Track for Graduation – Jordan Elementary School</b>												
<b>GRADE</b>	<b>2013</b>			<b>2014</b>			<b>2015</b>			<b>2016</b>		
	<b>Enrollment</b>	<b># on Track</b>	<b>% on Track</b>	<b>Enrollment</b>	<b># on Track</b>	<b>% on Track</b>	<b>Enrollment</b>	<b># on Track</b>	<b>% on Track</b>	<b>Enrollment</b>	<b># on Track</b>	<b>% on Track</b>

<b>Area 8</b>	<b>LCAP Priority – Other Student Outcomes</b>											
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<b>Physical Fitness</b>			
<b>Grade Level</b>	<b>Percent of Students Meeting Fitness Standards</b>		
	<b>Four of Six Standards</b>	<b>Five of Six Standards</b>	<b>Six of Six Standards</b>
5	26%	17%	17%



## CRITICAL FINDINGS

As a result of analyzing the eight state LCAP priorities, other local data, and educational practices, Jordan Elementary School has selected to focus on the following:

State Priorities	Challenges
LCAP Priority - Basic Services	
LCAP Priority - Implementation of the Common Core State Standards	
LCAP Priority - Parent Involvement	
LCAP Priority - Student Achievement	Not all students at Jordan Elementary School are performing at grade level in the areas of ELA and/or mathematics.
LCAP Priority - Student Engagement	Jordan Elementary's student attendance rate of 96.61% is below the district average of 96.80%.
LCAP Priority - School Climate	
LCAP Priority - Course Access	
LCAP Priority - Other Student Outcomes	

## ACTION PLAN

### District Strategic Goal:

#### Academic Excellence:

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

### LCAP Priority Area(s): Area 4: Student Achievement

#### School Goal:

By August of 2017, the percent of students scoring "Standard Exceeded/Met" in ELA will increase by 3% from 62% to 65%, as measured by the CAASPP test results.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Teachers will identify priority standards in ELA at each grade level to ensure mastery.	August 2016 -May 2017		
During PLC time, teachers will analyze student performance using 2015-2016 CAASPP results, district benchmarks, DIBELS results, and teacher made assessments. They will determine focus standards based on student need, development short cycle formative assessments to monitor student mastery, identify target students, and develop plans to teach and reteach for mastery.	August 2016-May 2017		
Teachers will develop short term formative assessments specific to priority standards to monitor progress toward students mastery of students. Students not meeting standard will be placed in intervention.	September 2016-May 2017		
Teachers will administer the DIBELS assessment each trimester to track students' progress in reading. Teachers will use results to assist in the development of schoolwide intervention groups.	August 2016-May 2017		
Based on regularly collected assessment data, the principal will establish and maintain a list of at-risk	October 2016-May 2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
students to target them for appropriate interventions.			
Based on need, students will be placed in Level II invention groups to receive targeted instruction in reading and/or English language development, for 30 minutes daily. Students not needing targeted assistance will be placed in enrichment groups.	August 2016-May 2017		
The school will implement a Tier 3 intervention to serve students who required addition assistance beyond the 30 minutes of target reading skills. Students will received 30 minutes of invention in a small group setting three time weekly.	November 2016-May 2017		
The first grade team will host a Parent Reading Night to demonstrate techniques for reading with young children to support parents in assisting their children with homework.	November 2016		

**District Strategic Goal:**

**Safe and Respectful Environment:**

We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

**LCAP Priority Area(s):**

**LCAP Priority 3 Parent Involvement**

**LCAP Priority 4 Student Achievement**

**School Goal:**

By May 2017, the student attendance rate will improve by 0.4% from 96.61% to 97% as measured by end of the year district attendance reports

<b>Actions To Be Taken To Reach This Goal</b>	<b>Timeline</b>	<b>Mid-year Evaluation</b>	<b>End-of-Year Results</b>
Principal will continue a school-wide incentive program for students and classes for improved attendance and perfect attendance.	August 2016-May 2017		
Principal will identify students who are chronically absent and meet with parents to develop an "Attendance Success Plan" .	October 2016-May2017		
Principal will send home an attendance awareness letter sharing data with parents regarding the importance of regular attendance and practical tips to help support regular attendance.	October 2016		
Principal will recognize students with "Perfect Attendance" at monthly citizenship assemblies.	October 2016-2017		

**District Strategic Goal:****Academic Excellence:**

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners

**LCAP Priority Area(s):****LCAP Priority 4- Student Achievement****School Goal:**

By August of 2017, the percent of students scoring "Standard Exceeded/Met" in math will increase by 3% from 51% to 54%, as measured by the CAASPP test results.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
During PLC time, teachers will analyze student performance using 2015-2016 CAASPP results, district benchmarks, and teacher made assessments. They will determine focus standards based on student need, development short cycle formative assessments to monitor student mastery, identify target students, and develop plans to teach and reteach for mastery.	August 2016-May 2017		
Students will participate in daily fluency activities to build mastery of math facts in the four basic operations.	August 2016-2017		
Using a mathematics progression, teachers will develop short formative assessment to identify gaps in students' skills. Teachers will provide targeted intervention as needed.	August 2015-2016		
The school will implement a Level II intervention plan schoolwide to assist students needing more intensive and extensive assistance beyond the classroom. Students will receive 30 minutes daily three times per week in cycles of three weeks.	November 2015-June 2016		
School will recognize "Math Club" students (those	September 2016-2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
students who have hit monthly targets for basic fact mastery) at monthly awards assemblies.			
School will recognize students making monthly targets in the ST Math program at monthly awards assemblies	September 2016-2017		

**District Strategic Goal:**

**Academic Excellence:**

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

**LCAP Priority Area(s): LCAP Priority 4- Student Achievement**

**School Goal:**

The following school actions will support the achievement of the districtwide goals

<b>Actions To Be Taken To Reach This Goal</b>	<b>Timeline</b>	<b>Mid-year Evaluation</b>	<b>End-of-Year Results</b>
The school will offer one ten week session of Latino Family Literacy.	January 2016-March 2017		
Teachers will provide a separate, daily 30 minute block of time devoted to ELD instruction.	August 2016- May 2017		
EL students will be invited to attend an after-school Homework Help Club.	August 2016-May 2017		
Teachers will analyze District Trimester Benchmark Tests for proficiency levels and identify focus areas for reteaching.	October 2016-May 2017		
Long-term EL students will be evaluated for reclassification.	October 2016-May 2017		

## **TITLE I, PART A – SCHOOLWIDE PROGRAM**

Jordan Elementary School has been authorized by the California Department of Education to operate a Schoolwide program. As a result, the school receives resources from the state and federal governments that enable us to upgrade the entire educational program in order to help all students meet the challenging state standards.

The purpose of the Title I, Part A schoolwide program at Jordan Elementary School is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

This is accomplished at Jordan Elementary School in the following manner as required by NCLB Section 1114 (b) (1) for Title I schoolwide program plans:

Component 1: Jordan Elementary School has conducted a comprehensive needs assessment using the Common Core State Standards, CELDT, AYP, CAASPP, local assessment data, and analysis of educational practices survey tools. Focus areas for the school year are a direct result of this comprehensive study.

Component 2: Schoolwide reform strategies that are currently in place provide opportunities for all children to meet the state's Met or Exceeded levels of student academic achievement as described in NCLB Section 1111(b)(1)(D). During the last administration of statewide assessments, Jordan Elementary School had a schoolwide proficiency rate of 62% in English-language arts and 51% in mathematics.

Teachers use scientific research based methods and instructional strategies that strengthen the core academic program at Jordan Elementary School. Additionally, students received additional quality learning time that both enrich and accelerate the curriculum. Students of poverty and English Learners receive extra support in order to close the educational gap for these students.

Specific services are provided to students who are low achieving and/or those most at risk of not meeting the content standards.

The school leadership team and the school site council review progress of all students on an ongoing basis, in order to determine if their academic needs are being met. Using the District Data Management System - Illuminate, teachers have access to student results in both formative and cumulative assessments.

The single school plan for Jordan Elementary School is in alignment with the goals of the Governing Board, the Local Educational Agency Plan (LEA Plan), and the Local Control Accountability Plan (LCAP).

Component 3: Jordan Elementary School students are instructed by highly qualified teachers. All teachers at Jordan Elementary School are highly qualified as specified by NCLB.

Component 4: NCLB Sections 1119 and 1114(a)(4) require a high quality of ongoing professional development for both teachers and para-educators. The professional development activities for Jordan Elementary School include District-wide goals, school specific areas for improvement as well as individual professional growth plans.



Component 5: Lowell Joint School District continues to provide a variety of incentives to attract the highest quality teachers. We offer a competitive salary schedule with generous stipends for teachers who have attained a Master's Degree or higher. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the BTSA Consortium. Finally, several colleges and universities annually place many student teachers in the District, so that the most competent new teachers are observed and offered employment.

Component 6: Parental Involvement is a priority at Jordan Elementary School. As specified in NCLB, Section 1118, parental involvement with an emphasis on family literacy is a strong component of the school.

Component 7: Students entering kindergarten are provided transitional support through a variety of activities. These include kindergarten preparatory activities provided in our transitional kindergarten program, our Kindergarten Round-up, and an annual kindergarten orientation.

Component 8: Teachers continually provide input into the decisions regarding the use of the results from state assessments, as specified in NCLB Section 1111(b)[3]. As teachers become more sophisticated in the use of data to help drive instruction, decisions regarding student needs have become more and more teacher directed. Examples of this include disaggregation of data using the Illuminate assessment management system and Aeries student information services system.

Component 9: Effective, timely assistance for students who experience difficulty in attaining the Met or Exceeded level of the academic content standards is provided, as required by Section 1111(b)(1). Students' academic difficulties are identified in a timely way and teachers are able to provide information on which to base effective assistance.

Component 10: All programs are coordinated and integrated at Jordan Elementary School as outlined throughout the SPSA plan.

## TITLE I ACTION PLAN: PARENT AND COMMUNITY SUPPORT

As a requirement under Title I, 1% or more of school funds will be used for Parent Support.

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
Once an trimester parents will be invited to coffee with principal.	November 2016- May 2017	\$150.00		
Home to School communications will go out in English and Spanish.	August 2016-May 2017	\$0.00		
Parents will be invited to take part in advisory groups, PTA, school events, and volunteer in classrooms.	August 2016-May 2017	\$0.00		
Weekly phone announcements regarding school activities will go out via School Messenger in both English and Spanish.	August 2015-May 2016	\$0.00		
Monthly school calendars alerting families to school events will go out in English and Spanish.	August 2015-May 2016	\$0.00		
Parent reading night	November 2017	\$180.00 and \$320.00 from site funds		

**TITLE I PROFESSIONAL DEVELOPMENT SET-ASIDE**

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
Training for teachers in the Front Row program. Front Row math was purchased to support the district adopted math series.	October 2016-May 2017	\$595.00		
Professional development in ELA and/ or mathematics as recommended by Vertical PLCs.	October 2016-May 2017	\$2,715.00		

## OTHER TITLE I EXPENDITURES

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
Supplemental Materials: Purchase materials that enable students to read and interact with informational text.	August 2016	\$3,077.77		
Reading Plus: Reading software program (grades 3-6) which provides individualized reading practice for students. Develops students' comprehension skills in more literature and informational text. Reading Plus is the program is the next level to Lexia program provided by the district for grades K-2.	August 2016-May 2015	\$5,500.00		
Front Row: Front Row software program (grades 1-6) provides students with mathematical problems and practice that supplement the district math program. Front Row allows teachers to assign individualized practice based on area of student need.	October 2016-May 2017	\$2,835.00		
Implement a level III intervention program using Leveled Literacy. Personnel and materials cost supplemented by additional funds from the district. Intervention will be provided to a target group of students three days per week for thirty minutes each day.	November 2017-May 2017	\$18,046.89		

## Program Improvement

All schools who do not make Adequate Yearly Progress (AYP) are identified for PI under the No Child Left Behind Act of 2001. The NCLB Act requires all states to implement statewide accountability systems based on challenging state standards in English-language arts and mathematics; annual testing for all students in grades 3-8; and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. Assessment results are disaggregated by socioeconomic status, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. Schools that fail to make Adequate Yearly Progress (AYP) toward statewide proficiency goals are subject to improvement and corrective action measures.

PI Identification Criteria: In California, Program Improvement (PI) is the formal designation for Title I funded schools and Local Educational Agencies (LEAs) that fail to make AYP for two consecutive years. Determinations are made using two years of data for schools and LEAs that receive Title I funds. A Title I school is identified for PI when, for each of two consecutive years, it fails to make AYP in the same content area (English-language arts or mathematics) schoolwide or for any numerically significant subgroup. Once in PI, a school or LEA that fails to make AYP will advance further in PI status (see chart below).

School Improvement Year 1	School Improvement Year 2	Corrective Action Year 3	Restructuring Year 4	Restructuring Year 5
<p><b>The District:</b></p> <ul style="list-style-type: none"> <li>Provides technical assistance to PI school</li> <li>Notifies parents of PI status of school and school choice</li> <li>Sets aside minimum 5% for professional development to meet highly qualified staff requirements</li> <li>Provides choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs.)</li> <li>Establishes peer review process to review revised school plan</li> </ul> <p><b>The School:</b></p> <ul style="list-style-type: none"> <li>Revises school plan within</li> </ul>	<p><b>The District continues:</b></p> <ul style="list-style-type: none"> <li>Technical assistance</li> <li>Parent notification of PI status of school, school choice, supplemental services</li> <li>Professional Development</li> <li>School choice</li> </ul> <p><b>The District adds:</b></p> <ul style="list-style-type: none"> <li>Supplemental educational services to all eligible students</li> </ul> <p><b>School continues:</b></p> <ul style="list-style-type: none"> <li>Plan implementation</li> <li>Professional Development</li> </ul>	<p><b>The District continues:</b></p> <ul style="list-style-type: none"> <li>Technical assistance</li> <li>Parent notification of PI status of school, school choice, supplemental services</li> <li>Professional Development</li> <li>School choice</li> <li>Supplemental services</li> </ul> <p><b>The District adds:</b></p> <ul style="list-style-type: none"> <li>The District identifies school for corrective action and does at least one of the following: <ul style="list-style-type: none"> <li>Replaces school staff</li> <li>Implements new curriculum</li> <li>Decreases management authority at school level</li> <li>Appoints outside expert</li> <li>Extends school year or day</li> </ul> </li> </ul>	<p><b>The District continues:</b></p> <ul style="list-style-type: none"> <li>Technical assistance</li> <li>Parent notification of PI status of school, school choice, supplemental services</li> <li>Professional Development</li> <li>School choice</li> <li>Supplemental services</li> </ul> <p><b>The District and School add:</b></p> <ul style="list-style-type: none"> <li>During Year 4, prepare plan for alternative governance of school. Select one of the following: <ul style="list-style-type: none"> <li>Reopen school as a charter</li> <li>Replace all or most staff including principal</li> <li>Contract with outside entity to manage school</li> </ul> </li> </ul>	<p><b>The District continues:</b></p> <ul style="list-style-type: none"> <li>Technical assistance</li> <li>Parent notification of PI status of school, school choice, supplemental services</li> <li>Professional Development</li> <li>School choice</li> <li>Supplemental services</li> </ul> <p><b>The District and School add:</b></p> <ul style="list-style-type: none"> <li>Implement alternative governance plan developed in Year 4</li> </ul> <p>School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years</p>

School Improvement	School Improvement	Corrective Action	Restructuring	Restructuring
Year 1	Year 2	Year 3	Year 4	Year 5
3 months to cover 2-year period <ul style="list-style-type: none"> <li>• Uses 10% of Title I school funds for staff professional development</li> <li>• Implements plan promptly</li> </ul>		<ul style="list-style-type: none"> <li>• Restructures internal organizational structure of school</li> <li>• The District informs parents and public of corrective action and allows comment. LEAs may provide direct technical assistance to school site councils in developing school plans.</li> </ul> <p><b>The School continues:</b></p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Collaboration with District to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• State takeover</li> <li>• Any other major restructuring</li> <li>• The District provides notice to parents and teachers and allows comment.</li> </ul> <p><b>School continues:</b></p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Collaboration with District to improve student achievement</li> </ul>	of making AYP.

*PI Exiting Criteria: A PI school or LEA that makes AYP for one year will maintain the same PI status for one additional year and be required to continue implementing the applicable NCLB requirements. In order to exit PI, a school or LEA must make AYP for two consecutive years.*

## **CURRENT CONDITION AT SCHOOL SITE WITH PROGRAM IMPROVEMENT STATUS**

Jordan Elementary School, was designated as a Year 2 Program Improvement (PI) School. The school did not make the 2013 Safe Harbor targets in English-language arts and mathematics schoolwide, Hispanic subgroup in ELA, and Hispanic and White subgroups in mathematics, which gave this school a Year 2 Program Improvement status.

The District provided the following assistance:

- Support was provided from Educational Services personnel in analyzing assessment data, as well as educational practices.
- Support was provided from Educational Services personnel in developing, writing, and revising a two-year SPSA plan.
- The Assistant Superintendent of Educational Services will meet regularly with school site personnel to provide assistance in designing and implementing interventions, as well as educating staff on compliance and mandates.
- An outside consultant will assist the school with coaching and modeling utilizing research-based effective instructional strategies.
- Support will be provided from Educational Services and Business Services personnel in analyzing and revising the school budget for a two-year SPSA plan.
- Additional funds will be allocated to support Program Improvement efforts.

School Choice: A letter was sent to all parents notifying them of the PI status and their choice to have paid transportation to a non-PI school.

Supplemental Educational Services (SES): Supplemental Educational Services (SES) are additional academic instruction provided outside of the regular school day for Title I PI schools in Years 2 through 5. These free tutoring services are designed to increase the academic achievement of students. Jordan Elementary School offers two opportunities for eligible low-income students to sign-up for SES .

School choice and SES are no longer required as a result of the Every Student Succeeds Act (ESSA) for the 2016-17 school year.

Planned Improvements:

Two-year planned changes in the schools programs, activities, structures, or governance to ensure that the school is and/or significant subgroups are making Adequate Yearly Progress

2016-2017

- Jordan instructional “commitments” will be evaluated for implementation fidelity and adjusted if necessary.
- California State Standards lessons will be implemented with fidelity.
- Vertical PLCs will continue to examine student growth and effectiveness of identified instructional strategies to improve student achievement. Teams will evaluate fidelity of instruction and make recommendations for improvement.
- Weekly common formative assessments will be aligned to California State Standards. Data from previous year will be used to adjust instruction to ensure “best first teaching” occurs. School-wide reteach and intervention plans will be created to ensure student success prior to site benchmark assessments and state testing.

- The principal and teachers will evaluate the effectiveness of technology in the support of 21st Century Skills: Critical Thinking, Collaboration, Communication, and Creativity.
- The school master schedule will be refined to better coordinate all school services to ensure core instruction and intervention minutes meet minimum State requirements.

2017-2018

- The planned improvement practices will be refined from 2016-2017.



## PROGRAM IMPROVEMENT – 2-YEAR PLANNED IMPROVEMENTS

The No Child Left Behind Act of 2001(Section 116) requires that each school identified for school improvement, not less than three months after being identified, develop or revise a school plan in consultation with parents, school staff, the LEA serving the school and outside experts, for approval by the LEA. The school plan shall cover a two year period and incorporate the following:

Required Components	Action Steps	Timeline/Person Responsible
<p><b>1. Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for program improvement</b></p>	<p>Use of EDI and GLAD strategies in grades K-6.            Use of Close Reading strategies in grades 1-6.            Collaboration in PLCs.            ELA and Math Vertical PLCs monthly to conduct data analysis, identify strengths and challenges, and identify best practice strategies to strengthen core academic subjects.            Purchase technology for the classroom.</p>	<p>August 2015-May 2017            Principal / Instructional Staff</p>
<p><b>2. Adopt policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the state’s Proficient level of achievement on the state academic assessment</b></p>	<p>Team PLC collaboration and planning.            Vertical PLC collaboration and planning.            30 minutes/4 times weekly of targeted reading instructions in addition to core instructional minutes in ELA.            Objectives and success criteria posted for each lesson.            Use of Thinking Maps.</p>	<p>August 2015-May 2017            Principal / Instructional Staff</p>
<p><b>3. Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in Program Improvement status, for the purpose of providing to the school’s teachers and principal highquality professional development that:</b></p>	<p>Below is a list of staff development trainings that we will provide throughout the 2015-2016 school year:</p> <ul style="list-style-type: none"> <li>• TK-6 participation in Thinking Maps.</li> <li>• K-6 GoMath!</li> <li>• TK-6 CGI.</li> <li>• Math training aligned to goals identified by math vertical PLC.</li> <li>• ELA training aligned to goals identified by ELA vertical PLC.</li> <li>• Release time for teachers to attend conferences.</li> <li>• Principal to attend conferences.</li> </ul>	<p>August 2015-May 2017            Principal / Instructional Staff</p>

Required Components	Action Steps	Timeline/Person Responsible
<p>a. <b>Directly addresses the academic achievement problem that caused the school to be identified for program improvement</b></p> <p>b. <b>Meets the requirements for professional development activities under section 1119</b></p> <p>c. <b>Is provided in a manner that affords increased opportunity for participating in the professional development</b></p>	<ul style="list-style-type: none"> <li>• Professional Learning Communities.</li> <li>• California State Standards training.</li> </ul>	
<p>4. <b>Specify how funds described in 3 above will be used to remove the school from school improvement status.</b></p>	<p>The funds will allow teachers to participate in staff development activities that promote proficiency of standards for all students in all academic areas.</p>	<p>August 2015-May 2017 Principal / Instructional Staff</p>
<p>5. <b>Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the state's Proficient level of achievement on the state academic assessment</b></p>	<p>By August of 2016, the percent of students scoring "Standard Exceeded/Met" in reading will increase by 3% from 42% to 45%, as measured by the CAASPP test results.</p> <p>By August of 2016, the percent of students scoring "Standard Exceeded/Met" in mathematics will increase by 3% from 40% to 43%, as measured by the CAASPP test results.</p>	<p>August 2015-May 2017 Principal / Instructional Staff</p>
<p>6. <b>Describe how the school will</b></p> <p>a. <b>Provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand</b></p>	<p>In October, parents will be notified regarding Jordan Elementary School's Program Improvement status. This letter will be sent out in English and Spanish.</p>	<p>August 2015-May 2017 Principal / Instructional Staff</p>
<p>7. <b>Specify the responsibilities of the school, the Local Educational Agency (LEA) and the State Educational Agency serving the school under the</b></p>	<p>See LUSD Local Educational Agency Plan.</p>	<p>August 2015-May 2017 Principal / Instructional Staff</p>

Required Components	Action Steps	Timeline/Person Responsible
<p><b>plan, including the technical assistance to be provided by the Local Educational Agency</b></p>		
<p><b>8. Include strategies to promote effective parental involvement in the school</b></p>	<p>Strategies to involve parents will include keeping parents abreast of school activities, opportunities and functions via monthly newsletters, marquee, School Messenger phone messages and email messages, school website, school notes/flyers, etc. In order to further promote effective parental involvement, our parents will be provided with many opportunities to serve or participate in the following areas:</p> <ul style="list-style-type: none"> <li>• PTA</li> <li>• School Site Council</li> <li>• ELAC/DELAC</li> <li>• Title I</li> <li>• Parent Workshops (Latino Family Literacy Program)</li> <li>• Parent Conferences</li> <li>• Coffee with the Principal</li> <li>• Classroom Volunteer/School Volunteer</li> <li>• Academic Achievement Awards Assemblies</li> <li>• CCSS Parent Brochure</li> </ul>	<p>August 2015-May 2017 Principal / Instructional Staff</p>
<p><b>9. Incorporate, as appropriate, activities, before school, after school, during the summer, and during any extension of the school year</b></p>	<p>After school homework help will be available for recommended students in grades K-6.</p>	<p>August 2015-May 2017 Principal / Instructional Staff</p>
<p><b>10. Incorporate a teacher mentoring program</b></p>	<p>Teachers will have the following opportunities to serve and receive mentoring under the direction of the school principal and district office personnel.</p>	<p>August 2015-May 2017 Principal / Instructional Staff</p>

## FEDERAL BUDGET

The plan describes the activities to be conducted at the school for federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Federal Programs under the Elementary Secondary Education Act		Allocation
X	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$33,099.66

## SCHOOL SITE COUNCIL MEMBERSHIP

California Education Code Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council (SSC). 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
Marikate Wissman	X				
Jennifer Andrade				X	
Greg Dickinson				X	
Norma Gonzalez				X	
Rick Montanez				X	
Adriana Pena				X	
Javier Hernandez		X			
Robert Lauprecht		X			
Debbie Opfer		X			
Ivon Flores			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

## RECOMMENDATIONS AND ASSURANCES

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

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

X English Learner Advisory 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 .

Attested:

Marikate Wissman

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Greg Dickinson

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date