



2016-2017

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Macy Elementary School

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RESULTS FROM PREVIOUS YEAR'S GOALS

Goal A:

By May 2016, the number of parents whom respond "Agree" or "Strongly Agree" with the statement, "My student is safe at school", will increase from 81.5% to 85%, as measured by the annual 2016 parent survey.

XMet Partially Met Not Met

We reviewed the following data:

In Spring 2016, 90% of the number of parents whom responded to the parent survey, "Agree" or "Strongly Agree" with the statement, "My student is safe at school."

The results tell us:

This percentage far exceeded the school goal of 85%. The increase was to 90%, and the percentage reflected an 8.5% gain.

Goal B:

By May 2016, Chronic absenteeism (defined as students who are absent for any reason on 10% or more of the school days, in a school year) will decrease 0.7% to 0.4%, as measured by attendance data at P2.

Met Partially Met Not Met

We reviewed the following data:

Data not yet available from the state.

The results tell us:

Goal C:

By May 2016, the Macy 4th grade will gain 3% and move from 58% to 61% of students scoring, 'Near/At/or Above Standards', as measured by the 'Mathematics-Communication Reasoning' section of the spring 2016 Smarter Balance Test.

XMet Partially Met Not Met

We reviewed the following data:

In May 2016, 88% of Macy 4th grade students earned, 'Near/At/or Above Standards', as measured by the 'Mathematics-Communication Reasoning' section of the spring 2016 Smarter Balance Test.

The results tell us:

In May 2016, Macy 4th grade teachers instructed for annual gain of 30% more students scoring, 'Near/At/or Above Standards', as measured by the 'Mathematics-Communication Reasoning' section of the spring 2016 Smarter Balance Test. (2015 58% to 2016 88%)

Goal D:

Goal Alignment to Local Education Agency 3-Year LCAP Plan

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 a lifelong learner.

District LCAP Goal 2.5: Increase English Learner reclassification rates 5%, as measured by the California English Language Development Test (CELDT).

Macy SPSA Goal: Specific school actions which support the reclassification priorities of the district LCAP goal are listed under the header 'Alignment to LEA Plan' within this document.

XMet Partially Met Not Met

We reviewed the following data:

At the start of the 2015 school term, Macy identified 49 EL students. 23 of those identified students were RFEPed (Reclassified Fluid English Proficient) over the course of the 2015/16 school year.

The results tell us:

The results tell us that 49% of all Macy EL students were reclassified last year alone. This far exceeds the goal of 5% set by the district in the LCAP plan.

MISSION STATEMENT

At Macy Elementary School we believe ...

- * Students are held accountable for their learning; teachers are held accountable for high-level, cognitive instruction; administrators are held accountable for protecting and safeguarding individuals, the campus facilities, and the core curriculum.
- * Learning is an on-going and lifelong process and all students will make positive contributions to the learning process.
- * All students are capable of being self-starters and independent learners.
- * Upon mastery of the core curriculum, all students will meet new challenges head-on by applying what they have learned in their studies.
- * All students shall be provided a broad range of opportunities to be leaders among their peers.
- * All students shall develop an awareness of the diverse global community of which they are a part.
- * Teachers must provide a safe and inviting classroom environment that promotes the optimum learning experience.
- * The Macy faculty shall collaborate and share ideas on all instructional, structural, and humanistic components of school programming.
- * Social and ethical responsibilities are demonstrated daily through good citizenship and strong character.
- * Parents and family support systems are critical in order to maintain strong partnerships between home and school.
- * Macy is a microcosm of the larger community, and as such, it is our duty to be a visible campus for community-based relations.

SCHOOL PROFILE

Macy is a recipient of the 2016 California GOLD Ribbon School Award and the 2010 California Distinguished School Award. Our campus is located in the city of La Habra, at the base of La Habra Heights; one mile north of Beach Blvd. Macy is one of five elementary schools in the Lowell Joint School District with an average enrollment of 540 students. Macy operates 18 self-contained classrooms spanning Kindergarten through sixth grade. Kindergarten classes operate staggered sessions of Early Bird/Late Bird student groups.

Macy has a resource center and two district special day classes. Macy's English Learner (EL) population is considered 'small and scattered.' All teachers at Macy are certificated to meet the needs for developing English proficiency in students.

Macy is proud to offer a district-created, award-winning, Character Education Program which includes both home and school components addressing monthly themes. Teachers also implement lessons found in the District Patriotic Guide; where social responsibility and good citizenship are emphasized daily and foster a strong appreciation of America's great heritage.

This knowledgeable and energetic staff excels in all professional requirements. The teachers work with a collaborative spirit; sharing ideas and strategies with enthusiasm. Teachers meet weekly so the core curriculum remains consistent between classes. The staff provides optimum learning environments that are nurturing, well organized, stimulating, and exciting.

STUDENT ENROLLMENT BY RACE/ETHNICITY

Ethnic Group	%
African-American	0.9%
American Indian/Alaskan Native	0.0%
Asian	3.8%
Hispanic/Latino	59.6%
Pacific Islander	0.6%
Caucasian	32.8%
Multi-Racial	0.6%
Declined to State	%

FOUR-YEAR ENROLLMENT DATA BY GRADE LEVEL

Grade	2012	2013	2014	2015
K	77	65	68	69
1st	62	74	67	74
2nd	87	69	77	72
3rd	79	87	74	75
4th	95	80	85	70
5th	90	104	78	89
6th	103	101	112	81
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
Total	593	580	561	530

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	Good	Facilities Inspection Tool
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
LUSD Common Core ELA/Mathematics Pacing Guides Intensive California Standard's training by OCDE for all grade level teams EDI training on California Standard's management Go Math Training on deconstruction of CC standards for lesson planning and instruction	Ongoing Go Math professional development Data analysis for California Standard's alignment Instructional materials alignment for California Standard's fidelity Meta-Analysis for 'Effect Sizes' relating to California Standard's instructional materials and data

Area 3 LCAP Priority – Parent Involvement	
Annual Parent Survey	
Strengths	Areas for Growth
Survey results reflect strengths in the following areas: * strong parent response to survey rate * 95% agree/strongly agree on good parent information home in timely	Survey results reflect needed areas of growth in the following areas: * 79% agree/strongly agree that 'school provides extra academic supports' * 77% agree/strongly agree, 'I feel welcome at student's school'

<p>manner, including report cards/progress reports/etc.</p> <ul style="list-style-type: none"> * 82% agree/strongly agree on strong academic instructional program * 88% agree/strongly agree on events/programs promote positive school experience * 86% agree/strongly agree on school provides recognition of student success * 92% agree/strongly agree on school encourages responsible citizenship * 83% agree/strongly agree on staff show respect for students * 90% agree/strongly agree on students feel safe at school * 90% agree/strongly agree student is happy to go to school * 95% agree/strongly agree that school is kept clean * 89% agree/strongly agree that students have access to needed instructional materials * 86% agree/strongly agree are aware that grade level content standards drive instruction * 84% agree/strongly agree student has access to balanced core program * 83% agree/strongly agree families given multiple opportunities to be involved in educational experiences * 96% agree/strongly agree school gives ongoing communication about events/activities * 99% agree/strongly agree to access to electronic device and am able to receive emails from school 	<ul style="list-style-type: none"> * 79% agree/strongly agree that, 'school needs modernization and upgrades' * 72% agree/strongly agree, 'I feel comfortable initiating discussions with school staff regarding academic, behavioral, and social concerns'
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Parental Involvement	
Efforts to Seek Parent Input	Promotion of Parent Participation
Annual Parent Survey School Site Councils Monthly Parent-Teacher Meetings (day and evening) Parent Compact La Habra PTA Council Site English Language Advisory Committee and/or SSC EL Parent Representative District English Language Advisory Council District LCAP Advisory Council	Parent Education/Information Sharing Nights Enlist participation on ELAC Committee Parent Volunteer Activities School Messenger System (vmails to homes) Staff Email System School Marquee Monthly 'Eagle Eye' Newsletter Home to School Emails (sent via School Messenger) Donuts with Dad / Muffins with Mom Holiday Night Performances

	Spring Volunteer Tea Site Website and District Twitter Feeds
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Macy Elementary School Title I Parental Involvement Policy

VISION STATEMENT:

Not Applicable

RESPONSIBILITIES

Not Applicable

PROVIDING INFORMATION:

Not Applicable

BUILDING CAPACITY FOR PARENT INVOLVEMENT

Not Applicable

ACCESSIBILITY

Not Applicable

Macy 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

The Macy staff pledge to promote college and career-readiness; with a broader focus on critical thinking and creativity during lesson planning. As 'Highly Qualified' staff, we pledge to support students through effective instruction, which is, grounded in data analysis and research, provides regular access to new technologies, fosters a safe and respectful environment, maintains family and community partnerships, and ensures fiscal responsibility.

Student Pledge

The Macy students pledge to be active participants in their learning and to improve their skills as capable self-starters, independent learners, and assessors of their own performance. Students further pledge their awareness of, and accountability to, the diverse community they are members of today.

Family/Parent Pledge

The Macy families pledge to support a working partnership between home-school. Macy parents pledge to send their children to school on time and prepared for the day, attend school-related events and parent nights, promote nightly reading at home, promote good citizenship and strong decision-making skills, ensure adequate sleep and diet, and support campus discipline practices.

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	
912	891	N/A	N/A	N/A	N/A	903

*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
# of Students	11	26	9	2	18	24	6	15	12	2	8	13
Percentage	23.9%	56.5%	19.6%	4.5%	40.9%	54.5%	18.2%	45.5%	36.4%	8%	33%	54%

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
71	13	10	62	14	8	53	10	11	49	28	24

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	75	73	97.3	73	2451.1	33	36	19	12
Grade 4	68	67	98.5	67	2500.2	43	25	15	16
Grade 5	88	86	97.7	86	2518.1	29	28	21	22
Grade 6	78	74	94.9	74	2563.9	30	41	20	9
All Grades	309	300	97.1	300		33	32	19	15

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	30	52	18	26	59	15	27	66	7	26	62	12
Grade 4	25	61	13	33	52	15	30	64	6	36	52	12
Grade 5	27	48	26	33	40	28	19	62	20	36	52	12
Grade 6	35	43	22	32	50	18	31	64	5	43	50	7
All Grades	29	51	20	31	50	19	26	64	10	35	54	11

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	75	74	98.7	74	2453.1	23	38	26	14
Grade 4	68	67	98.5	67	2491.1	19	37	34	9
Grade 5	88	88	100	88	2506.0	23	18	28	31
Grade 6	78	74	94.9	74	2542.7	27	15	38	20
All Grades	309	303	98.1	303		23	26	31	19

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	38	46	16	32	54	14	35	53	12
Grade 4	37	42	21	16	63	21	34	54	12
Grade 5	27	38	35	24	41	35	25	36	39
Grade 6	32	34	34	24	49	27	24	54	22
All Grades	33	40	27	24	51	25	29	49	22

Analysis of Educational Practices - Educational Practices Survey

Strengths	Areas for Growth
<p>From 2016 Survey</p> <p>Visible Learner</p> <ul style="list-style-type: none"> * students feel it is ok to say 'I don't know' or 'I need help' * students are engaged and active participants in the learning process * focus is on developing assessment capable visible learners * data collected informs and drives our professional development program * staff focus on developing the characteristics of assessment capable, visible learners * staff carry out regular walk-throughs and observations <p>Staff Impact</p> <ul style="list-style-type: none"> * teachers share achievement and progress data * staff share responsibility for addressing achievement concerns * school self-review is based on student achievement levels at class, teacher, and school level * There is a person/team in our school who has explicit responsibility for ensuring student success * There is a person/team responsible for monitoring progress during the year * student management system records useful data used to monitor and interpret achievement patterns * data is disaggregated and analyzed for impact we are have on different groups of students (ethnicity, students with special education needs, etc.) * professional development focuses on the identified needs * professional development assists teachers in solving instructional problems * teachers systematically use data and evidence to plan their lessons * lesson plans make the learning intentions clear * staff gathers and analyzes data about the impact of class placements on student achievement * walk-throughs and observations are based on the student and teacher needs we have agreed to focus on * data from walk-throughs and observations is used to inform our professional development <p>Inspired and Passionate Teachers</p> <ul style="list-style-type: none"> * teachers deliberately create a climate of trust in their classrooms 	<p>From 2016 Survey</p> <p>Visible Learner</p> <ul style="list-style-type: none"> * staff promote visible learning within the school * students can explain the assessments they take, where they are at, and their next step in the learning process * lesson plans show deliberate efforts to develop assessment capable, visible learners * students perspectives' demonstrate the impact of timetabling and streaming/tracking decisions of student learning * staff walk-throughs and observations include a focus on how the learners are learning, (rather than how the teachers are teaching) * appraisal system includes gathering student voice and/or observations of the ways students are learning, (rather than how teachers are teaching) <p>Staff Impact</p> <ul style="list-style-type: none"> * impact we aspire to have on student achievement is reflected in strategic planning documents * the impact we have on individuals and groups of students (for effect sizes) is consistently analyzed * walk-throughs and observations are based on student and teacher needs we have agreed to focus on * through the appraisal system we consider the impact each teacher is having on student learning <p>Inspired and Passionate Teachers</p> <ul style="list-style-type: none"> * strategic plans show strategies for raising teacher capability based on research of what makes the greatest difference to learning * processes allow groups who need to meet to have the time * staff gives feedback on passionate teaching including teachers as adaptive learning experts * the appraisal system includes setting goals based on student achievement data and student feedback <p>Effective Feedback</p> <ul style="list-style-type: none"> * student feedback is integrated into staff and team meetings

- * teachers feel it is ok to say 'I don't know' or 'I need help'
- * staff share responsibility for monitoring teacher levels of trust between staff in the school
- * multiple methods of assessment are used by teachers including diagnostic, formative, and summative assessments
- * professional development is based on a knowledge of what and how teachers are teaching
- * staff and team meetings provide opportunities for teachers to plan/problem-solve collaboratively
- * targets are set as part of team and staff meetings
- * teachers collaboratively plan lessons with learning intentions
- * timetable allows for opportunities for teachers to plan assessments

Effective Feedback

- * culture encourages students to actively seek feedback from the teacher and peers
- * students in the school have a voice and believe they're listened to
- * strategic planning and self-review uses feedback from students, families, and staff
- * teachers receive feedback from a person with responsibility to do this
- * teachers use information from assessments as feedback about the effectiveness of their teaching
- * teachers learn about different levels of feedback and how to create a classroom where feedback is welcomed and valued
- * teachers plan and provide regular feedback to students
- * walk-throughs and observations focus on the type and quality of feedback received by students

- * school systems allow teachers to be observed by their peers
- * teacher feedback is part of the appraisal process
- * staff seek and respond to student feedback as part of the appraisal process

Analysis of Educational Practices - Professional Learning Communities Survey

Strengths

Areas for Growth

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
Macy Elementary School	96.93%	96.80%	96.56%	96.80%
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
Macy Elementary School	3.2%	4.3%	4.7%	5.4%
District	6.0%	5.7%	6.0%	4.4%

Area 6 LCAP Priority – School Climate

Four-Year Suspensions/Expulsions

	2012-13	2013-14	2014-15	2015-16
Suspensions	1.29	1.01	1.37	1.00
Expulsions	0.00	0.00	0.00	0.00

**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.*

Four-Year Mobility Rate

	2012-13	2013-14	2014-15	2015-16
Mobility				

Area 7 LCAP Priority – Course Access

Number of Students On-Track for Graduation – Macy Elementary School

GRADE	2013			2014			2015			2016		
	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track

Area 8 LCAP Priority – Other Student Outcomes

Physical Fitness

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12%	14%	57%
7	n/a	n/a	n/a
9	n/a	n/a	n/a

CRITICAL FINDINGS

As a result of analyzing the eight state LCAP priorities, other local data, and educational practices, Macy 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	<p>English Language Learners Closing the achievement gap for English Language Learners is a growing focus area. Macy supports the district LCAP goal for annually reclassifying 5% of EL students who meet the criteria for fluid English proficiency.</p> <p>5th Grade Math Macy 5th grade students slightly under-performed when compared to this spring's district results.</p> <p>(Goal: By May 2017, the Macy 5th grade will gain 3% and move from 59% to 62% of students scoring, 'Nearly/Met/Exceeded Standards', as measured by the 'Mathematics' section of the spring 2017 Smarter Balance Test.)</p> <p>6th Grade Math Macy 6th grade student scores fell considerably from last spring's district results.</p> <p>(GOAL: By May 2017, the Macy 6th grade will gain 3% and move from 58% to 61% of students scoring, 'Nearly/Met/Exceeded Standards', as measured by the 'Mathematics' section of the spring 2017 Smarter Balance Test.)</p>
LCAP Priority - Student Engagement	<p>Chronic Absenteeism Macy students who meet the criteria for 'Chronic Absenteeism', (absent for any reason on 10% or more of the school days, in the school year), has steadily increased over the past 3 years.</p> <p>2011/12 14 of 583 students</p>

	<p>2012/13 19 of 587 students 2013/14 24 of 563 students 2014/15 26 of 557 students 2015/16 15 of 560 students</p> <p>Macy's overall annual attendance rate has steadily decreased over the past 3 years. 2011/12 97.23% 2012/13 96.93% (-.30) 2013/14 96.80% (-.13) 2014/15 96.56% (-.24) 2015/16 96.80% (+.24)</p>
LCAP Priority - School Climate	
LCAP Priority - Course Access	
LCAP Priority - Other Student Outcomes	<p>SOAR Program (MTSS) Macy will fully launch its initial MTSS at the start of the 2016 school year.</p> <p>(GOAL: By May 2017, all students in grades first through sixth will participate in a school wide Multi-Tiered System of Support (MTSS), referred to as the Macy SOAR Program. Students in grades three through sixth will demonstrate a 3% growth in the area of English/Language Arts, as measured by ELA section of the spring 2017 Smarter Balance Test.)</p>

ACTION PLAN

District Strategic Goal:

Pupil Outcomes:

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

LCAP Priority Area(s): 2.1) Student achievement will continue to be above the state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English/Language Arts and Math.

School Goal:

By May 2017, all students in grades first through sixth will participate in a school wide Multi-Tiered System of Support (MTSS), referred to as the Macy SOAR Program. Students in grades three through sixth will demonstrate a 3% growth in the area of English/Language Arts, as measured by ELA section of the spring 2017 Smarter Balance Test.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Site administration, Intervention Coach, and DIBELS Coordinator to plan, (as needed), with district Curriculum and Instruction Department, the full implementation of the Macy SOAR Program in fall. (MTSS)	August-September 2016	completed	completed
Conduct a PLC meeting, with Macy teachers, and provide MTSS information and full implementation expectations/schedule for the launch of the Macy SOAR program.	September 26, 2016 (PLC)	completed	completed
Conduct ELA data review of 2016 Smarter Balance test performances, for 1st through 6th student placement in SOAR.	August 22, 2016	completed	completed
Conduct school wide grade level formative diagnostics and teacher-generated tests/quizzes for fall data analysis, and 1st through 6th student placement in SOAR.	August-September 2016	completed	completed
Conduct school wide formative DIBELS assessment, (for all 1st through 6th grade students), and establish phonemic awareness, reading fluency, and reading comprehension levels, for student placement in SOAR.	September 22 and 23, 2016	January 2017	May 2017

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Collect final list of individual Teacher Recommendations for student placement in SOAR sessions at PLC.	September 26, 2016 (PLC)	completed	completed
Inform the Macy PTA at the October general meeting of the SOAR program, purpose and expectations.	October 6, 2016	completed	completed
Conduct second PLC for actual student placement into grade level SOAR sessions.	October 3, 2016 (PLC)	completed	completed
Distribute parent information letter regarding SOAR program and student expectations for improving individual skill sets in ELA.	October 7, 2016	completed	completed
Launch SOAR.	October 11, 2016	completed	
At four to six week marks during the year, complete a formative Progress Monitoring Guide for students most 'at risk', (based on initial DIBELS assessment), and provide intensive and strategic skill-sets to those individuals.	October 31 * Continues @ 4-6 marks throughout the year	TBD	TBD
At four to six week marks during the year, include agenda item at PLC meeting to evaluate the appropriateness of individual student placements in SOAR session breakouts and replace students, as needed.	October 31, 2016 (PLC) * Continues @ 4-6 marks throughout the year	TBD	TBD
In January 2017, conduct a second round of formative DIBELS assessment, (for all 1st through 6th grade students), and replace students in appropriate SOAR sessions as needed.		January 2016	
In May 2017 (EOY), conduct a third round of DIBELS assessment for a summative report of growth, (for all 1st through 6th grade students), and replace students in appropriate SOAR sessions as needed.			May 2017

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): 3.4) Decrease the districtwide chronic absenteeism rate by 0.5% from the previous year as measured by attendance data.

School Goal:

By May 2017, Chronic absenteeism (defined as students who are absent for any reason on 10% or more of the school days, in a school year) will decrease 0.7% to 0.4%, as measured by attendance data at P2.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Distribute annual attendance literature as well as send out School Message phone announcements to all Macy families, (i.e. 1st Day Packet, Back to School Night Notice, Macy Eagle Eye Newsletter).	August 2016 - May 2017		
Continue to support the 'PERFECT ATTENDANCE' class reward system with teachers, (i.e. one letter given everyday of perfect attendance, in individual classes, spelling 'perfect attendance').	August 2016 - May 2017		
Remind staff of the 'district attendance incentive program' which includes monetary awards.	October 2016 staff meeting		
Identify, from the student database (AERIES), individual students who meet the criteria for 'Chronic Absenteeism'. Monitor these families on a monthly basis, (i.e. 17 students @ 10.10.16 report).	September 2016 - May 2017		
Schedule 1st Trimester Student Attendance Review Team (SART) meetings with parents identified as having 'Chronic Absenteeism', as well as other related attendance concerns, (i.e. tardies, truant, unexcused, left early), or who have received a second or third SART letter since start of school.	January 2017 - May 2017 (or earlier if needed)		
Meet with the Macy Leadership Team to discuss ideas generated from the Reducing Chronic Absenteeism Conference and/or other sources.	November 2016		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Implement viable site practices, advised by the Macy Leadership Team, to improve whole, group, and/or individual attendance.	November 2016-May 2017		
Identify and discourage poor attendance patterns whereby families are more likely to keep their child(ren) out of school, (i.e. Friday before a 3-day holiday, repeated vacations scheduled during the school session every year).	October 2016 - May 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): 2.2) Student achievement will increase 3% over the 2016 baseline for all students as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math.

School Goal:

By May 2017, the Macy 5th grade will gain 3% and move from 59% to 62% of students scoring, 'Nearly/Met/Exceeded Standards', as measured by the 'Mathematics' section of the spring 2017 Smarter Balance Test.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Review with 5th grade teachers the Smarter Balance Summative Math CLAIM and TARGET Descriptors associated with achievement levels for 'Concepts and Procedures', 'Problem Solving and Data Analysis', and 'Communicating Reasoning'.	October 2016		
Provide 5th grade teachers with the baseline student data, for these claim and target areas, from the spring 2016 Smarter Balance Testing.	October 2016		
Support 5th grade teachers with on-going training and time for frequent monitoring of student progress, data-tracking and the use of test-creator technologies, (i.e. select professional development, sub-release time for grade level planning, assistance from District Teacher On Special Assignment (TOSA), Illuminate.)	October 2016 and December 2016	January 2017	March 2017
Assign the Macy Data Coach as site support for data analysis, to the 5th grade teachers. This includes analysis of teacher-created diagnostics, benchmarks tests, and SBAC results in Math.	October 2016 and December 2016	January 2017	March 2017
Provide 5th grade teachers with a dedicated time to collaborate together, (i.e. release time). Charge teachers with the task of identifying, and deconstructing, 5th grade math standards, in order to	October 2016 and December 2016	January 2017	March 2017

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
align best practice instruction for our weaker claim areas in math.			
Assist 5th grade teachers in developing their CCSS proficiency levels, (1 through 5), for weaker claim areas in math.	October 2016		
Charge 5th grade teachers with developing targeted lessons, and skill sets, as well as selecting appropriate instructional materials, which maintain the fidelity and rigor of the 5th grade math standards.	October 2016 and December 2016	January 2017	March 2017
Charge teachers with identifying core content which specifically helps students reach proficiency in weaker math claim areas, from the adopted series, Go Math!	October 2015 - May 2016	January 2017	March 2017
Support teachers with the time needed to create formative and summative assessments which maintain fidelity and rigor for 5th grade math standards.	October 2015 - May 2016	January 2017	March 2017
Schedule grade level articulations with other district 5th grade teachers whose students surpassed the 'Near/At/or Above' state standards for math, on the 2016 SBAC test this spring.	November 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): 2.2) Student achievement will increase 3% over the 2016 baseline for all students as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math.

School Goal:

By May 2017, the Macy 6th grade will gain 3% and move from 58% to 61% of students scoring, 'Nearly/Met/Exceeded Standards', as measured by the 'Mathematics' section of the spring 2017 Smarter Balance Test.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Review with 6th grade teachers the Smarter Balance Summative Math CLAIM and TARGET Descriptors associated with achievement levels for 'Concepts and Procedures', 'Problem Solving and Data Analysis', and 'Communicating Reasoning'.	October 2016 and December 2016		
Provide 6th grade teachers with the baseline student data, for these claim and target areas, from the spring 2016 Smarter Balance Testing.	October 2016		
Support 6th grade teachers with on-going training and time for frequent monitoring of student progress, data-tracking and the use of test-creator technologies, (i.e. select professional development, sub-release time for grade level planning, assistance from District Teacher On Special Assignment (TOSA), Illuminate.)	October 2016 and December 2016	January 2017	March 2017
Assign the Macy Data Coach as site support for data analysis, to the 6th grade teachers. This includes analysis of teacher-created diagnostics, benchmarks tests, and SBAC results in Math.	October 2016 and December 2016	January 2017	March 2017
Provide 6th grade teachers with a dedicated time to collaborate together, (i.e. release time). Charge teachers with the task of identifying, and deconstructing, 6th grade math standards, in order to	October 2016 and December 2016	January 2017	March 2017

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
align best practice instruction for our weaker claim areas in math.			
Assist 6th grade teachers in developing their CCSS proficiency levels, (1 through 5), for weaker claim areas in math.	October 2016 and December 2016		
Charge 6th grade teachers with developing targeted lessons, and skill sets, as well as selecting appropriate instructional materials, which maintain the fidelity and rigor of the 6th grade math standards, (including PLC ideas for Jigsawing with peer helpers).	October 2016 and December 2016	January 2017	March 2017
Charge teachers with identifying core content which specifically helps students reach proficiency in weaker math claim areas, from the adopted series, Go Math!	October 2016 and December 2016	January 2017	March 2017
Support teachers with the time needed to create formative and summative assessments which maintain fidelity and rigor for 6th grade math standards.	October 2016 and December 2016	January 2017	March 2017
Schedule grade level articulations with other district 6th grade teachers whose students surpassed the 'Near/At/or Above' state standards for math, on the 2016 SBAC test this spring.	November 2017		
6th grade teachers to attend district-led collaborative planning sessions, specifically for the purpose of organizing the pacing of units in the core math book, Go Math!, as well as to align trimester grading on the 6th grade report card.	October 18, 2016		

District Strategic Goal:

LCAP Priority Area(s):

School Goal:

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results

District Strategic Goal:

LCAP Priority Area(s):

School Goal:

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results

District Strategic Goal:

LCAP Priority Area(s):

School Goal:

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results

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 a lifelong learner.

LCAP Priority Area(s): 2.5) Increase English Learner reclassification rates 5%, as measured by the California English Language Development Test (CELDT).

School Goal:

Goal: The following school actions will support the 5% goal reclassification priorities of the district LCAP goal.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Based on CELDT proficiency levels, Macy teachers will identify and build student groups for targeted, daily English Language Development (ELD) instruction.	September/October 2016		
Macy staff will provide ELD instruction, (for a minimum block of 30 to 60 minutes daily and with ELD aide support), for students whose CELDT overall language proficiency levels are 1 through 3.	September 2016 - May 2017	Ongoing (w/ ELD aide support as push-in)	Ongoing (w/ ELD aide support as push-in)
ELD students whose CELDT overall language proficiency levels are 1 through 3, will have access to a 1:1 device (i.e. iPad/Chromebook), for weekly skill building exercises in phonemic awareness, language, reading fluency, and reading comprehension. Students will also use these devices for extra time to access the web-based program LEXIA Learning Core 5.	September 2016 - May 2017		
Priority placement will be provided for students whose CELDT overall language proficiency levels are 1 through 3, (or for those who struggle below 75% in their ELA core classes), in Macy's new SOAR program. (MTSS/Multi-Tiered System of Support)	October 2016 - May 2017		
Priority placement will be provided for students whose CELDT overall language proficiency levels are 1 through 3, (or for those who struggle below 75% in their ELA core classes), in Macy's after school JUMP program.	October 2016 - May 2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
<p>English learners scoring in the ELA 'Standard Not Met' band will receive direct service and strategic intervention from our ELD aide, (using a push-in format).</p> <p>Research-based and newly piloted district curriculum, (i.e. Read Naturally, ELD LINKS), will be used to target instruction.</p>	September 2016 - May 2017		
<p>Based on last fall's Survey Monkey feedback, Macy teachers who have not yet received Guided Language Acquisition Design (Project GLAD) training, will be referred to the district for training this year.</p>	October 2016		
<p>Long Term English Learners (LTEL's) will be offered extra support and time with direct instruction through attendance in both the SOAR and JUMP intervention classes. These sessions are offered before, during, and after school. LTEL's will receive increased daily time with our 1:1 ELD aide.</p>	September 2016: Affirm LTEL population and targeted students	January 2017: Reaffirm LTEL population and targeted students	March 2017: Reaffirm LTEL population and targeted students

TITLE I, PART A – SCHOOLWIDE PROGRAM

TITLE I, PART A – TARGETED ASSISTANCE PROGRAM

The Macy Elementary School is a Title I Targeted Assistance school. This means that the school receives additional resources from the state and federal governments that enable us to provide supplemental instructional services to identified students. This supplemental instruction is provided in English Language Arts and Mathematics. Supplemental support services are also provided to students who are most at-risk of failing to meet grade-level standards.

Targeted Assistance Criteria are as follows:

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-
-

Closing the achievement gap between high and low performing children (students meeting the Targeted Assistance Criteria) and especially the achievement gap between minority and non-minority students, and between disadvantaged children and their more advantaged peers is a focus of Macy Elementary School. As a result extended learning opportunities are afforded to students as follows:

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results

Additionally, as designated by NCLB:

- Curriculum and instructional materials used in every classroom are aligned with challenging state academic standards
- The school meets the educational needs of low achieving children in school, including English Learners, Students with Disabilities, and students in need of reading assistance
- Affording parents substantial and meaningful opportunities to participate in the education of their children (see section 6)
- Teachers provide scientifically-based research instructional models to provide students with the opportunity to meet the academic achievement standards. Students are provided an accelerated, high quality curriculum
- Instruction is provided in the regular classroom during regular schools hours, after school or before school.

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

TITLE I PROFESSIONAL DEVELOPMENT SET-ASIDE

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results

OTHER TITLE I EXPENDITURES

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results

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>The District:</p> <ul style="list-style-type: none"> Provides technical assistance to PI school Notifies parents of PI status of school and school choice Sets aside minimum 5% for professional development to meet highly qualified staff requirements Provides choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs.) Establishes peer review process to review revised school plan <p>The School:</p> <ul style="list-style-type: none"> Revises school plan within 	<p>The District continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional Development School choice <p>The District adds:</p> <ul style="list-style-type: none"> Supplemental educational services to all eligible students <p>School continues:</p> <ul style="list-style-type: none"> Plan implementation Professional Development 	<p>The District continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional Development School choice Supplemental services <p>The District adds:</p> <ul style="list-style-type: none"> The District identifies school for corrective action and does at least one of the following: <ul style="list-style-type: none"> Replaces school staff Implements new curriculum Decreases management authority at school level Appoints outside expert Extends school year or day 	<p>The District continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional Development School choice Supplemental services <p>The District and School add:</p> <ul style="list-style-type: none"> During Year 4, prepare plan for alternative governance of school. Select one of the following: <ul style="list-style-type: none"> Reopen school as a charter Replace all or most staff including principal Contract with outside entity to manage school 	<p>The District continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional Development School choice Supplemental services <p>The District and School add:</p> <ul style="list-style-type: none"> Implement alternative governance plan developed in Year 4 <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"> • Uses 10% of Title I school funds for staff professional development • Implements plan promptly 		<ul style="list-style-type: none"> • Restructures internal organizational structure of school • 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. <p>The School continues:</p> <ul style="list-style-type: none"> • Professional Development • Collaboration with District to improve student achievement 	<ul style="list-style-type: none"> • State takeover • Any other major restructuring • The District provides notice to parents and teachers and allows comment. <p>School continues:</p> <ul style="list-style-type: none"> • Professional Development • Collaboration with District to improve student achievement 	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

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>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</p>		
<p>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</p>		
<p>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:</p> <ul style="list-style-type: none"> a. Directly addresses the academic achievement problem that caused the school to be identified for program improvement 		

Required Components	Action Steps	Timeline/Person Responsible
<p>b. Meets the requirements for professional development activities under section 1119</p> <p>c. Is provided in a manner that affords increased opportunity for participating in the professional development</p>		
<p>4. Specify how funds described in 3 above will be used to remove the school from school improvement status.</p>		
<p>5. 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</p>		
<p>6. Describe how the school will</p> <p>a. 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</p>		
<p>7. Specify the responsibilities of the school, the Local Educational Agency (LEA) and the State Educational Agency serving the school under the plan, including the technical assistance to be provided by the Local Educational Agency</p>		
<p>8. Include strategies to promote</p>		

Required Components	Action Steps	Timeline/Person Responsible
effective parental involvement in the school		
9. Incorporate, as appropriate, activities, before school, after school, during the summer, and during any extension of the school year		
10. Incorporate a teacher mentoring program		

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
	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	

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
Dominique Coumporoules				X	
Rebecca Doran				X	
Kristin Kooiman				X	
Joseph Navarro				X	
Anthony Zegarra				X	
Gayle Brennan		X			
Debbie Needham		X			
Mary Shaw		X			
Mary Jo Evanoff			X		
Tara K. Ryan	X				
Numbers of members of each category:	1	3	1	5	

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)**:

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 10/19/16.

Attested:

Tara K. Ryan

Typed Name of School Principal

Signature of School Principal

Date

Gayle Brennan

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date