

2017-2018 Single Plan for Student Achievement

Anderson



Dixon Unified School District

The Single Plan for Student Achievement

School: Anderson Elementary School

District: Dixon Unified School District

County-District School (CDS) Code: 48-70532-6051049

Principal: Danielle Sharp

Date of this revision: April 24, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on May 18, 2017

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Form A: Planned Improvements in Student Performance

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

LEA GOAL: All schools in Dixon Unified School District will improve their percent proficient on the language arts portion of the CAASPP by 3%.
SCHOOL GOAL: In 2015, 24% of students of students were proficient on the CAASPP assessment in language arts. In 2016, Anderson increased the percentage of proficient to 31%. For 2017-2018, Anderson school will have an increase of at least 4% in the rate of proficiency on the ELA portion of the CAASPP.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP assessment data	31% of 3-6 grade students were proficient	Monitoring of percent proficient on benchmark assessments of CAASPP.

STRATEGY: During the 2017-18 school year, the school will implement school wide intervention programs to address the specific reading needs of all readers as measured by district and school formative, summative, and benchmark assessments (weekly, monthly, trimester, and annually). Students will have access to Core ELA Program and be provided RTI Intervention.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Determination of reading level. Provide leveled reading instruction. (Ongoing)	Classroom Teachers Intervention Team Special Education Teachers Special Education Aides Principal Instructional Coach	Each trimester, Classroom teachers, RTI teachers and Special Education teachers will collect and analyze data from formative and summative assessments to recommend placement for small groups. RTI Teachers will provide instruction in small groups. Classroom teachers will provide additional instruction to students to remediate and enrich as needed.(Ongoing)	\$80,000 Title One- .8 RTI 1.7 intervention 1.5 ELD LCAP GOAL 1 DISTRICT FUNDING

Strategy: Provide ongoing professional development to enable teachers to refine their skills and improve Common Core based instruction for lower performing students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to provide an Instructional Coach (Ongoing)	Principal Coach	Provide instructional coaching positions to improve first instruction for all students in every classroom. Coaching responsibilities will include, but not limited to, working with classroom teachers on Engagement strategies, differentiation, assessments, data analysis, use of technology and ELD, and development in Math and Writing	LCAP GOAL 2 DISTRICT FUNDING
After School Intervention	Principal Coach Teachers	Additional intervention in Language arts and or math will be provided afterschool.	\$4,000 Title One

STRATEGY: Provide additional materials to remediate and enrich language arts instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Purchase/ renew magazine subscriptions for the 2017-2018 school year. (Ongoing)	Principal Secretary Teachers	Teachers will utilize magazines to teach close reading, to inform students about current events, to expand a student's knowledge about a subject when writing persuasive and informative pieces. Additional practice for close reading. (Ongoing)	\$4,000 Title One
Renew subscription to STARFALL Fall 2017	Principal Secretary Teachers	K-2 teachers will utilize Starfall during technology and universal access time. STARFALL will be used as a review and remediation tool for language arts. (Ongoing)	\$300 Title One

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide funds for professional development and release days for staff to attend. (Ongoing)	Principal Secretary Teachers	Teachers will select and attend professional development. Subs will be provided. (Ongoing)	Title One- pending additional funding
Professional Learning Communities	Principal Instructional Coach Classroom Teachers RtI Team Special Education Teachers	The team will plan for standards based instruction, collect and analyze student data from aligned assessments, determine skills to target, plan classroom instruction, and reflect. (Professional Learning Communities).	Title One- pending additional funding

LEA GOAL: All schools in Dixon Unified School District will improve their percent proficient on the mathematics portion of the CAASPP by 3%.

SCHOOL GOAL: In 2015, 28% of students of students were proficient on the CAASPP assessment in mathematics. In 2016, 26% of students were proficient. For 2017-2018, Anderson school will have an increase of at least 4% in the rate of proficiency on the mathematics portion of the CAASPP.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP assessment data	27% of 3-6 grade students were proficient	Monitoring of percent proficient on benchmark and performance task assessments through Go Math.

STRATEGY: During the 2016-17 school years, teachers will refine the Go Math curriculum and mathematical practices to continue to improve alignment with the California Common Core State Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will receive professional development to refine the implementation of CCSS curriculum through The UC Davis Math Project.	Teachers Instructional Coach Principal District Educational Services Department	District Wide professional development will be available as an optional pathway for teachers.	District Provided PD
Professional Learning Communities	Principal Instructional Coach Classroom Teachers Rtl Team Special Education Teachers	The team will plan for standards based instruction, collect and analyze student data from aligned assessments, determine skills to target, plan classroom instruction, and reflect. (November, March) (Professional Learning Communities).	(See ELA PLC's) Title One funding pending
Continue to provide an Instructional Coach (Ongoing)	Principal Coach	Provide instructional coaching positions to improve first instruction for all students in every classroom. Coaching responsibilities will include, but not limited to, working with classroom teachers on Engagement strategies, differentiation, assessments, data analysis, use of technology and ELD, and development in Math and Writing	LCAP GOAL 2 DISTRICT FUNDING
Performance task	Teachers	Grade levels will decide on one performance task to give for each trimester, selecting from Go Math available performance tasks. Performance tasks will be analyzed for instructional implications during academic conferencing. 2 nd -6 th grade. 1 st grade to complete one PT in early spring.	(See Professional Learning Communities) Funding pending

STRATEGY: Provide afterschool intervention and RTI intervention to remediate and enrich math instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
After School Intervention	Principal Coach Teachers	Additional intervention in Language arts and or math will be provided afterschool.	\$4,000 Title One
Provide intervention support for math. (Ongoing)	Classroom Teachers Intervention Team Special Education Teachers Special Education Aides Principal Instructional Coach	Each trimester, Classroom teachers, RTI teachers and Special Education teachers will collect and analyze data from formative and summative assessments to recommend placement for small groups. RTI Teachers to provide instruction in small groups. Classroom teachers provide additional instruction to students to remediate and enrich as needed.(Ongoing)	\$80,000 Title One- .8 RTI 1.7 intervention 1.5 ELD LCAP GOAL 1 DISTRICT FUNDING

LEA GOAL: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities.

SCHOOL GOAL: Anderson will continue to improve school climate through decreasing suspension rates by 10% for the 2017-2018 school year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to implement Safe School Ambassadors program	Teachers Principal	School will continue Safe School Ambassador program in grades 4 th -6 th . Program targets socially influential students and trains students to intervene in bullying situations. SSA staff members meet twice monthly with students to support, as well as attend meetings, both as a staff and with students	\$7,000 Title One
PBIS	Principal Classroom Teachers PBIS Team	PBIS Team will continue to implement PBIS in Tier 2. Incentives for student behavior will be purchased Funds also available to pay classified personnel to input data into SWIS Additional purchases including staff incentives and recognition, and various anti-bullying/climate support (assemblies, antibullying week, etc.)	\$10,000 Title One

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #:

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

State Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$105,293	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>

Federal Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$105,293	
Total amount of state and federal categorical funds allocated to this school	\$105,293	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Danielle Sharp	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liz Mayoral	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carolyn Tutt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carolene Dolan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Hensley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Beckley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
David Crouch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elizabeth Hanna Fuller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sonia Boekee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delina Meza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee *Markel Gray* Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: April 27, 2017.

Attested:

Danielle Sharp
Typed name of School Principal

Elizabeth Fuller
Typed name of SSC Chairperson

D. Sharp
Signature of School Principal

Elizabeth Fuller
Signature of SSC Chairperson

4/27/17
Date

4/27/17
Date

Form F: Budget Planning Tool

See attached Dixon Unified School District version

**Budget Planning SPSA Addendum
March 9, 2017**

School: Anderson

Year: 2017-2018

1. Enter Total Allocation for each budget
2. List brief description of items and Estimated Cost
3. Make sure that allocations here match "Cost" column in SPSA or take to SSC

4. Submit this Chart to ed Services for a Compliance Check prior to taking to SSC

NOTE: Sites should print Fiscal 05 (summary) & Fiscal 03 (details) monthly to track spending

Title I (Schoolwide)

This budget (3010) can be used schoolwide as long as it aims to improve programs in a way that will help the lowest achieving students

Action Step Items	Est Cost
.8 intervention teacher to support universal access and rti small group instruction	\$80,000
class room magazines- reading material for small group instruction and intervention	\$4,000
starfall-online reading program for k-2 remediation for language arts during UA	\$293
afterschool intervention to provide additional intervention for ELA	\$4,000
School Climate improvement purchases to support implementation of pbis	\$10,000
SSA funds	\$7,000
Total in budget	\$105,293
Total allocation	\$105,293
Balance	\$0

Lottery (not SSC approved)--OPTIONAL

Action Step Items	Est Cost
Total in budget	\$0
Total allocation	
Balance	\$0