

The Single Plan for Student Achievement

School: Lone Star Elementary School
CDS Code: 10-62414-6007173
District: Sanger Unified School District
Principal: Lori Welch
Revision Date:

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

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

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School Vision and Mission

Lone Star Elementary School's Vision and Mission Statements

We are committed to providing instruction that is rigorous, engaging, and supportive through well-designed, differentiated lessons embedded with opportunities for students to collaborate and persevere.

School Profile

Lone Star has a rich history, dating back to 1882, when volunteers built the first school. Principal John "Big John" Wash focused on individual instruction and staff development, which continues to be at the heart of our vision. His commitment to the Lone Star community can still be felt as his descendants currently attend the school.

Lone Star School is part of the Sanger Unified School District located in the proud community of Sanger, California. Tucked between fields of locally owned grape vineyards and almond orchards southeast of Fresno, Lone Star's rural surroundings are fast becoming suburbanized. As the physical changes around our school have affected our growth in numbers, so has it created an ethnically rich student population. Our 416 student "mosaic" includes children from 11 ethnicities, speaking 7 different languages, who blend together to touch each others' lives daily. Students, welcomed from all over the world, attend school with the knowledge that their lives are enriched through the cultural diversity of their peers. Our current population of 31% Asian, 52% Hispanic, 2% African American and 12% White, 1% Native Hawaiian/Other Pacific Islander, and 2% Multiple Races, Lone Star remains a radiant example of diversity.

Lone Star's success comes from intense focus on teamwork where all stakeholders join, as partners, to promote academic excellence for all students. Rigorous, standards based, explicit instruction drives all areas of the curriculum areas including character education. Our 97% attendance rate, one of the highest in the district, is evidence of the families' support of Lone Star's pursuit of excellence in education. A motivated group of supportive, well-informed parents contribute to site-based decision-making, fundraising, and classroom support while providing a positive school family atmosphere.

Lone Star's pursuit for and achievement in academic excellence is evidenced by the impressive, steady Academic Performance Index (API) growth of students over the past 5 years from 787 in 2005 to 862 in 2013, a gain of 75 points. Along with this growth, in 2009-10 and 2010-11 Lone Star was recognized as a Title 1 Academic Achievement School. In 2012, Lone Star became a California State Distinguished School and was named to the California Business for Education Excellence Honor Roll. These accolades were accomplished by analyzing and disaggregating the data compiled from the Standards Testing and Reporting (STAR) results. Data is used to drive instruction and determine how to systematically advance students in performance bands to become proficient in all academic areas. We utilize Illuminate, a computerized educational program, which provides us with standards based lessons and assessment support. We are committed to addressing the character of each child by offering a wide variety of rich experiences to develop respect, responsibility, caring, and trust and received the 2010, 2012, and 2014 Bonner Virtues and Character Education Excellence Award. In 2016, Lone Star was named a California Gold Ribbon School and Title 1 Academic Achievement School. Student participation in Peach Blossom, Young Author's Fair, cheer and sports teams, student council, community and school service projects are examples of our mission to develop successful life long learners.

The Lone Star family is proud of our commitment to and achievement in academic excellence. With positive attitudes, collaboration among all stakeholders, flexibility, community involvement, and celebration of achievement at every turn, "Big John" Wash would be proud of the colorful, successful mosaic he has helped to create. We are honored to carry on this excellence in education.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parent surveys are conducted annually in the spring at Lone Star utilizing the Sanger Unified School District Parent Survey. Lone Star's 2015-16 overall percentage of A (Excellent) & B (Good) responses was 87%. 91% rated the overall quality of Lone Star as excellent or good. 93% rated Lone Star as excellent or good in maintaining a safe school environment. Parents also provided additional feedback through written comments that are summarized below.

Top Three Areas Parents Like About Lone Star:

1. Staff- friendly, caring, hard-working, communicative staff (95 comments)
2. Technology- introduction of technology and preparing students for the future (25 comments)
3. Parent Involvement and Staff-Student Involvement-opportunities for involvement on campus(24 comments)

Top Three Areas of Improvement Suggested by Parents:

1. More Intervention and Extracurricular opportunities; Technology for all grade levels(18 comments each)
2. Parking- more parent parking space needed, especially for preschool (17 comments)
3. Maintenance- New MPR, updating facilities(classrooms, blacktop area, softball dugouts and athletic fields)(16 comments)

Classroom Observations

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

Classroom observations are conducted by the Principal and Curriculum Support Provider(CSP) a minimum of twice per week during walkthroughs in order to provide instructional coaching and feedback to teachers. In addition, two formal lesson observations for each teacher are conducted by the Principal annually. The walkthroughs and observations demonstrate that teachers are implementing the strategies (ex. Close Reading, Number Talks, EL scaffolds, Academic Discourse, Guided Reading) that they are learning in district and site professional development to improve student achievement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

At Lone Star Elementary, we operate as a Professional Learning Community(PLC). In addition to examining the data we receive from the state CAASPP and CELDT at a school wide level, grade level PLCs examine the data by class, subgroups and individual student to determine what needs to be taught, how it is going to be taught, how we know that the students have mastered what is being taught and how we are going to respond to students needing additional support and to those who need enrichment. PLCs also use the results from District Progress Assessments(K-2nd), District Progress Block Assessments/IAB's/ICA's(3rd-6th), grade level common assessments to determine how students are progressing and the next steps instructional steps that need to be taken.

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

Grade level PLCs meet weekly to analyze the data from common assessments and/or district assessments and student work to monitor student progress and make adjustments to their instruction and pacing.

Staffing and Professional Development

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

Staff members at Lone Star Elementary are highly qualified.

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

Lone Star Elementary utilizes State Board of Education adopted materials for core subjects. Teachers have been provided with professional development on how to use the materials effectively in their classrooms.

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

Teachers at Lone Star Elementary School receive training at both the district and site level. SUSD provides ongoing training in Math, ELA/ELD content standards, teaching and assessment for all grade levels. K-3 is also receiving additional training in guided reading and early literacy. At the site level, we have focused on active engagement strategies, technology implementation and EL instruction. We will continue to focus on these areas in addition to examining the rigor of our common assessments.

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

At Lone Star we have one Curriculum Support Provider (CSP) and a full time Literacy Specialist Teacher (LST) who provide instructional support and expertise to our teachers. The CSP provides support through coaching, assisting with lesson and assessment designs, demonstrating lessons, technology implementation assistance, and providing additional resources. The LST supports teachers with early literacy strategies and the implementation of guided reading through coaching, modeling and lesson design in grades K-3rd. Additionally, District Instructional Specialists (DIS) in Math, Technology and English Language Development work with teachers during site or grade level professional development days. New teachers also receive assistance and coaching from their BTSA Support Providers.

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

Teachers collaborate weekly during their grade level PLCs and during planning time to examine student data, design lessons and assessments, and share best practices.

Teaching and Learning

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

Lone Star utilizes curriculum that has been district-adopted or created with district level input to ensure alignment with the California Standards. Units in Math and ELA have been designed according to standards established by SUSD.

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

Teachers adhere to the Lone Star Master Schedule that is provided at the beginning of each school year by the principal. The required minutes in core areas, RTI, ELD and any additional programs designed to meet the instructional needs of students are outlined in this master schedule by grade level.

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

Teachers adhere to the Master Schedule distributed at the beginning of the school year to ensure that ample time has been allotted for instruction in each of the core areas and areas of support. There is additional time built into our schedule which allows teachers the flexibility to adjust pacing if necessary to allow for additional instruction and support as is determined by data.

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

Appropriate instructional materials are purchased and distributed by the district to each site for every grade level. Materials are accessible to each student within his/her classroom.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students and classrooms have access to the adopted curriculum assigned to them for core subjects as well as RTI and ELD.

Opportunity and Equal Educational Access

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

Students who need extra support in order to achieve at high levels are provided with Tier One small group instruction within their classroom. In addition, students receive language development and other supports as needed including literacy, math or behavioral interventions through multi tiered systems of support.

14. Research-based educational practices to raise student achievement

Students needing intensive support in reading receive reading intervention in small groups utilizing research-based instructional strategies and programs. Their progress is monitored weekly with DIBELS and their placements are reviewed during a meeting with the RTI Coordinator at the end of the intervention cycle after eight points of data are recorded to determine if each student is progressing or needs a change in the intervention he/she is receiving.

Parental Involvement

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

Parents have access to a wide variety of support from both the district and school site. Eagle Parent Academy nights are offered at Lone Star in addition to other parent education nights offered by the SUSD Care Team. The education nights topics include but are not limited to supporting your child academically, literacy nights, anti-bullying awareness, technology support and more.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent input and involvement on the use of funds and implementation of programs at Lone Star is acquired in a variety of ways. English Learners Advisory Council(ELAC) and School Site Council (SSC) allows parents to discuss these matters directly with teachers, administration and community members at quarterly meetings. Parents also contribute input through annual parent surveys administered in the spring and through LCAP surveys distributed during parent-teacher conferences in the fall.

Funding

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

Categorical funding provides Lone Star with necessary educational professionals and resources dedicated to ensuring that underperforming students meet standards. Our CSP supports teachers with the instructional strategies and resources needed to ensure that all students have access to the core curriculum and a robust intervention program. Our LST provides teachers and students with high quality coaching and instruction in literacy to ensure that all students are reading at grade level. Our part time intervention teachers meet with small groups of students throughout the day addressing their specific literacy needs through research-based reading programs and assists with a math fact fluency lab.

18. Fiscal support (EPC)

Ongoing monitoring of funds is necessary to ensure that we are allocating our resources where they are needed most to support student learning. Ensuring equitable access for all students is of great importance, and careful attention is paid to ensure that students benefit from the services received through support personnel and resources.

Description of Barriers and Related School Goals

Although Lone Star is making positive gains (increase of 12% for EL subgroup) on ELA CAASP scores and is meeting AMAO goals 1 and 2, there is still a significant gap in the performance of English Learners and English Only students. 23% of English Learners have met or exceeded standards. This is 22%-34% less than English Only students depending upon the grade level. The Reading Claim poses the largest challenge with 46% of EL students below standard.

In order to address this challenge, Lone Star will ensure that students are receiving strong Integrated and Designated ELD instruction five days a week. Teachers will continue to receive professional development on effective lesson planning, scaffolds and strategies for use during ELD instruction. To address literacy needs, students will also receive intervention through our RTI program and Guided Reading in grades K-3. Long Term EL students will set goals using ELlevation and have Individual Learning Plans (ILPs) developed to meet their specific areas of need.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	50	48	63	49	48	63	49	48	98.4	98	100
Grade 4	61	81	58	61	81	58	61	80	58	100.0	100	100
Grade 5	54	68	70	54	66	70	53	66	70	100.0	97.1	100
Grade 6	53	55	68	53	54	68	53	54	68	100.0	98.2	100
All Grades	232	254	244	231	250	244	230	249	244	99.6	98.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2398.9	2424.0	2442.3	19	22	25.00	17	27	25.00	22	22	31.25	41	29	18.75
Grade 4	2446.7	2459.4	2478.3	15	21	27.59	26	29	24.14	26	19	27.59	33	31	20.69
Grade 5	2486.9	2487.6	2492.1	9	11	15.71	39	33	24.29	19	23	30.00	31	33	30.00
Grade 6	2540.2	2543.5	2554.1	21	17	16.18	38	43	51.47	26	26	26.47	15	15	5.88
All Grades	N/A	N/A	N/A	16	18	20.49	29	33	31.97	23	22	28.69	31	28	18.85

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	14	14	20.83	40	57	50.00	46	29	29.17	
Grade 4	16	20	20.69	41	45	55.17	43	35	24.14	
Grade 5	11	14	20.00	55	47	45.71	34	39	34.29	
Grade 6	19	17	23.53	51	56	66.18	30	28	10.29	
All Grades	15	16	21.31	46	50	54.51	39	33	24.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	24	31.25	46	55	54.17	35	20	14.58
Grade 4	20	25	29.31	46	49	48.28	34	26	22.41
Grade 5	17	21	30.00	55	58	45.71	28	21	24.29
Grade 6	28	26	25.00	55	57	60.29	17	17	14.71
All Grades	21	24	28.69	50	54	52.05	29	22	19.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	12	20.83	67	73	58.33	17	14	20.83
Grade 4	11	14	20.69	64	76	63.79	25	10	15.52
Grade 5	8	17	17.14	72	64	64.29	21	20	18.57
Grade 6	13	13	20.59	77	81	69.12	9	6	10.29
All Grades	12	14	19.67	70	73	64.34	18	12	15.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	12	33.33	48	57	52.08	35	31	14.58
Grade 4	11	13	29.31	57	61	60.34	31	26	10.34
Grade 5	21	20	15.71	62	58	50.00	17	23	34.29
Grade 6	45	48	33.82	42	43	60.29	13	9	5.88
All Grades	23	22	27.46	52	55	55.74	25	22	16.80

Conclusions based on this data:

1. 51% of all students met or exceeded standards. This is a 6% increase from the previous year.
2. There were overall increases in students who met or exceeded standards in 3rd, 4th and 6th grade. All cohorts had positive growth.
49% of 3rd graders met or exceeded standards in 2015-16, an increase of 12% from the previous year.
3. The listening claim was a strength for our students overall.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	50	48	64	49	48	64	49	48	100.0	98	100
Grade 4	61	81	58	61	81	58	61	81	58	100.0	100	100
Grade 5	54	68	70	53	66	70	53	66	70	98.1	97.1	100
Grade 6	53	55	68	53	54	68	53	54	68	100.0	98.2	100
All Grades	232	254	244	231	250	244	231	250	244	99.6	98.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2431.1	2444.1	2459.7	17	18	29.17	38	41	37.50	22	29	18.75	23	12	14.58
Grade 4	2458.3	2472.4	2473.8	7	11	12.07	23	26	37.93	43	46	31.03	28	17	18.97
Grade 5	2465.8	2489.7	2496.3	0	6	14.29	17	23	15.71	43	36	41.43	40	35	28.57
Grade 6	2548.8	2551.0	2569.7	21	22	22.06	28	28	38.24	34	31	32.35	17	19	7.35
All Grades	N/A	N/A	N/A	11	14	18.85	27	28	31.56	35	37	31.97	27	21	17.62

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	29	50.00	44	53	35.42	25	18	14.58
Grade 4	21	27	27.59	36	47	36.21	43	26	36.21
Grade 5	4	12	22.86	43	50	38.57	53	38	38.57
Grade 6	30	44	32.35	47	28	54.41	23	28	13.24
All Grades	22	27	31.97	42	45	41.80	35	28	26.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	18	35.42	36	61	47.92	41	20	16.67
Grade 4	5	14	15.52	54	58	50.00	41	28	34.48
Grade 5	2	11	11.43	47	47	52.86	51	42	35.71
Grade 6	17	15	17.65	58	61	67.65	25	24	14.71
All Grades	12	14	18.85	48	56	55.33	39	30	25.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	35	39.58	55	55	47.92	13	10	12.50
Grade 4	11	22	15.52	51	54	55.17	38	23	29.31
Grade 5	2	6	12.86	49	48	55.71	49	45	31.43
Grade 6	23	20	30.88	60	56	60.29	17	24	8.82
All Grades	18	20	23.77	54	53	55.33	29	27	20.90

Conclusions based on this data:

1. 42% of students overall met or exceeded standards. This is a 4% increase from the previous year.
2. 59% of students in 3rd grade met or exceeded standards. 29% of 5th graders met or exceeded standards. The 6th grade cohort increased by 33%.
3. There were increases in all claims for 4th and 5th grade.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***	40						20			40	
1	6	11		25	44		50	44		13			6		
2		13		38	40		31	27		23	20		8		
3	12	7		42	47		35	33		8	7		4	7	
4	7	18		57	36		29	36			5		7	5	
5	18	22		36	61		45	6			11				
6				57	70		14	30		29					
Total	8	13		43	48		34	27		10	9		4	4	

Conclusions based on this data:

- 61% of the students overall scored at the Early Advanced or Advanced levels. Reclassification will be considered for all eligible students based upon students meeting SUSD's criteria for reclassification.
- 27% of the students overall scored at the Intermediate level, with the largest concentration in 3rd and 4th grade.
- 13% of the students overall scored at the Beginning or Early Intermediate levels. Most of those students are in grades Kindergarten-2nd.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				21	21		43	7		14	21		21	50	
1	11	15		32	38		42	46		11			5		
2		17		38	33		38	33		19	17		6		
3	10	7		38	47		31	33		14	7		7	7	
4	6	21		61	33		28	38			4		6	4	
5	17	21		42	58		42	5			11			5	
6		8		56	54		22	23		22	8			8	
Total	7	14		40	41		35	27		11	9		7	9	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Achievement for all students
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
Lone Star will provide high quality, effective Tier 1 instruction in all grade levels resulting in increased met or exceeded levels of achievement 4% above the 2015-2016 ELA and Math scores.
Data Used to Form this Goal:
In 2015 on the CAASPP, 51% of students overall met or exceeded standards in English Language Arts, and 42% of students overall met or exceeded standards in Mathematics. 69% of K-3 students overall were on or above grade level on the Benchmark Assessment System (BAS) for oral reading and comprehension.
Findings from the Analysis of this Data:
We need to continue to improve in the areas of ELA and Math with a focus on the rigor of instruction, questioning and assessments. Students need to be able to express ideas and thinking through precise academic language when speaking and writing. Reading complex texts and listening to and comprehending complex information presented orally is also essential to the success of our students in developing vocabulary and conceptual understanding across curricular areas.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process. Data will be collected through: Common Assessments (K-6), ICAs and IABs (3rd-6th) , District Progress Assessments (K-2), SMART Goals, Focus Walks, and PLC Minutes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy Specialist Teacher	August 2016-June 2017	Principal, LST	<p>Provide professional development in early literacy skills (e.g. Guided Reading, writing, phonemic awareness, phonics, etc.) and a balanced literacy program</p> <p>Model lessons, conduct literacy focus walks, schedule coaching sessions, and support development of guided reading lessons with focus on New K Team and 3rd grade Team-emphasis on beyond and about questioning, behaviors to notice and guided writing implementation</p> <p>Identify students who are one or more grade levels below in reading; teach small groups of students</p> <p>Identify high quality materials and resources needed to carry out the task</p>	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curriculum Support Provider	August 2016-June 2017	Principal,CSP	Provide professional development in district/site instructional materials	1000-1999: Certificated Personnel Salaries	Title I	47,276.00
			Model lessons, coach and schedule peer observations focused on questioning, critical thinking and collaborative discussions in ELA and higer-level and lower-level cognitive demand tasks, process standards and differentiated prompts to support students in Math	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	47,276.00
			Lead integration of technology in the classroom (Google Docs & Slides, educational apps) providing students with the opportunity to build stamina in typing multi-paragraph responses and utilizing close reading strategies with technology (Newsela)			
			Identify high quality materials and resources needed to carry out the task			
			Facilitate and participate in Data Support Team Meetings-use results from ICA, IABs, and Common Assessments to determine			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curricula, Materials, Resources, Supplies & Technology	August 2016-June 2017	Principal, CSP & LST	Materials, supplies, copies, technology and subs, technology and curricula needed to support general education and Tier 1 needs	4000-4999: Books And Supplies	Title I	20,496.00
				4000-4999: Books And Supplies	LCFF - Supplemental	15,393.00
Teacher Professional Development-10% Site Set Aside(PI)	August 2016-June 2017	Principal, CSP, LST, DIS	Provide Professional Development for the implementation of district instructional initiatives in core subjects (ELA, ELD, Math, STEM), and substitutes for teachers attending Professional Development	1000-1999: Certificated Personnel Salaries	Title I	8,342.00
			Materials and resources for PD	4000-4999: Books And Supplies	Title I	1,000.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Close the Achievement Gap
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
Lone Star will provide high quality, effective Tier 2 and 3 instruction for students from any subgroup identified as needing Tier 2 or Tier 3 supports in order to narrow the achievement gap.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics.
Findings from the Analysis of this Data:
In order to continue to meet our AMAO 1 and AMAO 2 goals and close the achievement gap for all students, effective Tier 2 and Tier 3 instruction must continue and be expanded as resources allow. Professional Development on Effective Integrated and Designated ELD Lesson Design and Instruction need to continue.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Part-Time Intervention Teachers	August 2016-June 2017	Principal, RTI Facilitator	Interview and hire 3 highly qualified candidates	1000-1999: Certificated	Personnel Salaries	
			Provide professional development in district/site intervention materials	1000-1999: Certificated	Personnel Salaries	
			Teach small group intervention using research-based literacy programs			
			Identify students in need of intervention and progress monitor students			
			Meet with teachers and RTI facilitator to discuss student progress			
			Identify high quality materials needed to carry out the task			
			Provide tutorials and enhanced instruction for LEP students			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Part-Time RTI Facilitator	August 2016-June 2017	Principal	Provide professional development in intervention materials and strategies Model lessons, coach and schedule peer observations Coordinate and lead implementation of RTI Identify high quality materials and resources needed to carry out the task	1000-1999: Certificated Personnel Salaries	Title I	2,970.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curricula, Materials, Resources, Supplies & Technology	August 2016-June 2017	Principal, CSP, IT	Materials, supplies, copies, technology and curricula needed to support intervention and general education needs ELD Professional Development with Theresa Blanchard (EL DIS): SEI and ELM requirements, lesson design, grouping, planning scope and sequence, TK Digital Toolkit	4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00
EL Site Coordinator/Curriculum Support Provider, Principal, EL DIS, Teachers	August 2016--June 2017	Principal, CSP, EL DIS, Teachers	Continue to implement both integrated and designated ELD with a focus on lesson design and delivery, Listening and Speaking, PVLEGS rubrics, technology integration Set goals using ELlevation for Long Term English Learners anddevelop Individual Learning Plans Progress monitor RFEP students each trimester to ensure growth			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Ensure Safe Environment
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	65,169.00
Title I	80,084.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	105,864.00
4000-4999: Books And Supplies	39,389.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	47,276.00
4000-4999: Books And Supplies	LCFF - Supplemental	17,893.00
1000-1999: Certificated Personnel Salaries	Title I	58,588.00
4000-4999: Books And Supplies	Title I	21,496.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	139,783.00
Goal 2	5,470.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lori Welch	X				
Tracey Russell		X			
Sarah LeBeau		X			
Noy Nakamura		X			
Sheri Ueki			X		
Joy Aller				X	
Agustina Lankford				X	
Sandy Rojas				X	
Lydia Archuleta				X	
Megan Young				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X 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 October 19, 2016.

Attested:

Lori Welch

Typed Name of School Principal

Signature of School Principal

Date

Lydia Archuleta

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date