Single Plan for Student Achievement

LEA: Mt. Diablo Unified School District

School: Delta View Elementary School

CDS 07-61754-0106088

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SPSA Year: 2017-2018

X **The school certifies completion of this plan.**

School Site Council Approval: 11/30/2017

Approved by MDUSD Board of Education: TBD

Introduction

The MDUSD Single Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

Annual Evaluation Goal 1:	All students and teachers will have access to and utilize Common Core aligned curriculum, strategies, and 21st century technology skills in a safe environment.	**Related State and/or Local Priorities:**	
		X	Basic
		X	Implementation of State Standards
		X	Pupil Achievement
		X	Course Access
		Related LCAP Goals:	

Goal Applies to:	Grade/Department/Other:	All TK-5 grade levels
	Applicable Pupil Subgroups:	All, English Language Learners, Low Income, Foster Youth

Expected Annual Measurable Outcomes:	The percent of students scoring in the "Meets" and "Exceeds" levels in English Language Arts on the CAASPP will increase from 45% to 48%. The percent of students scoring in the "Meets" and "Exceeds" levels in Mathematics from 48% to 50% on the CAASPP. Baseline was established in 2015-2016. There will be an increase in the percentage of 3rd grade students performing at or above grade level on the IReady #3 diagnostic ELA 72.6% to 76% and in Math 67.3% to 70%.	**Actual Annual Measurable Outcomes:**	The percent of students scoring in the "Met" and "Exceeded" levels in English Language Arts on the 2017-2018 CAASPP was 43%, The percent of students scoring in the "Met" and "Exceeded" levels in Mathematics on the 2017-2018 CAASPP was 43%. There was not an increase in the percentage of 3rd grade students performing at or above grade level on the IReady #3 diagnostic in ELA. Our scores went from 72.6% to 68.9%. In math, we did make our goal of 70.5%.

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	After reviewing the data, it was determined that both 4th and 5th graders seemed to score about the same in English Language Arts and in Math on the CAASPP. However, there was growth in our third grade scores, but not our 3rd grade iReady scores. The difference in scores could be due to the fact that iReady testing was done after three weeks of CAASPP testing. The increase in our CAASPP results was attributed to our focus on early intervention with the support of our Intervention Teacher and the student use of IReady intervention four times a week for 40 minutes.

SPSA Year : 2016-17		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
1.1 Provide professional development to support the implementation of Common Core standards. Arrange release days to be used to support visitations and team collaboration. Some topics could include Reader's Workshop model (Lucy Calkins' Units of Study), Project Based Learning (PLTW), and Assessment Analysis (iReady & EADMS), to name a few.	1.1 Teachers were trained in the Reader's Workshop model. Four teachers attended the four day PLTW (Project Lead the Way) training to become Launch Lead Teachers and two teachers were trained in EIE (Engineering In Elementary). Half a day of training was done with the entire staff on EADMS and iReady assessment analysis.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? iReady scores were analyzed. Teachers requested more project based learning science curriculum and students

		demonstrated more reading skills during classroom collaborations.
1.2 Provide instructional materials to support Common Core State Standard implementation.	1.2 Readers Workshop's Units of Study were purchased for each classroom. Engage New York materials were copied.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Purchase orders for the materials. There was not enough usage time to evaluate the impact.
1.3 Assess and expand staff and student access to tools and technology	1.3 Chromebooks were purchased for third, fourth and fifth graders. Maintenance of the 2.5 computer labs was completed by tech staff.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Purchase orders for chromebooks and computer hardware purchases. More upper graders (3rd - 5th) began using google classroom.
1.4 Technology Support	1.4 Delta View continued to pay for an additional day of tech support.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? TIS Work System history showed that many jobs were completed by this Tech support.
1.5 Provide additional intervention support to those students identified as "at risk".	1.5 Care Team met approximately three times with each grade level to help provide intervention for "at risk" students identified by teachers. SSTs, retention meetings, and parent meetings were held.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Care team log showed how "at risk" students were supported at Delta View with academic intervention, counselling, SST, Parent SARB Meeting, etc.
1.6 Include celebrations for academic achievements as part of our monthly student recognition.	1.6 Each month students are recognized during Star Assemblies for growth in academic areas and for demonstrating character traits.	Effective What measurable data was used to evaluate the action/services and what did

		it reveal about its effectiveness? Parent comments on survey showed parents appreciated students being recognized for growth or demonstration of the monthly life skill.
1.7 Begin the implementation of project based learning, including the NGSS standards through the use of Project Lead the Way	1.7 Each student participated in at least one project based learning module through PLTW and EIE kits in 4th and 5th grade levels.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Staff and students responses to the programs were positive.
1.8 Continue to offer student leadership opportunities through Student Council, Privilege Pass Holders and Mouse Squad.	1.8 Students participated in Student Council, Mouse Squad, Girls on the Run and applied for Privilege Passes.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? More applications for Mouse Squad and Privilege Pass Holders were received than in previous years. Girls On the Run and Student Council participation was full.

<table>
<tr><td rowspan="2">Annual Evaluation Goal 2:</td><td colspan="2">All stakeholders; parents, students, and staff; will be engaged and will work together as partners in activities that reflect the importance of students being college and career ready.</td><td colspan="2">Related State and/or Local Priorities:</td></tr>
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Annual Evaluation Goal 2:	All stakeholders; parents, students, and staff; will be engaged and will work together as partners in activities that reflect the importance of students being college and career ready.		**Related State and/or Local Priorities:** X Parental Involvement X Pupil Engagement X School Climate **Related LCAP Goals:**	

Goal Applies to:	Grade/Department/Other:	All TK - 5 grade levels
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	There will be a decrease in the number of suspensions from 2 to 1 as we work with families to support a focus on academic climate. There will also be a decrease in the chronic absenteeism from 7.4% to 5%.	**Actual Annual Measurable Outcomes:**	We did make our suspension goal. The number of student suspensions decreased to only 1. We did not make the other goal. Our chronic absenteeism increased to 7.6%.

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	We will continue to follow our PBIS plan and also to work with families to support a focus on an academic climate. Although our chronic absenteeism rate increased, it was noted that a few chronic absentee families did improve. We will provide new incentives to decrease our chronic absenteeism.

SPSA Year : 2016-17		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
2.1 Investigate and create ways to communicate to parents about "What happened today" at Delta View. More efforts will be made to include social media and electronic means as a way to report to parents.	2.1 School newsletters were emailed home this year. The school created an Instagram account. More teachers began to use ways to communicate with parents. Remind and Class Dojo were the two most common apps. Other teachers created their own class website to keep parents informed.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? We had 193 followers on Instagram. 6 classes used Remind and 7 classes used Class Dojo. Parents are now asking for more teachers to use one of the apps to communicate with them.
2.2 Arrange for Parent/Family Nights to help partner with parents to provide additional support for students, especially in helping with the new Common Core strategies in math, reading and Next Generation Science Standards.	2.2 Parents were offered training through Soul Shoppe which was an anti-bullying program being offered to students throughout the school year.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? 9 parents attended the training and reported they would like to see more

		events like this and hoped more parents would participate.
2.3 Investigate ways to build relationships with those family of our underserved subgroups.	2.3 Working with our PTA, Site Council, and ELAC committees, staff members participated and supported building family relationships. 14 teachers attended/worked McTeacher Night which was one of our biggest events.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Parent sign-in sheets showed large groups of families supported various events but did not show a consistent participation as evidence to building a relationship.
2.4 Ensure the school environment is inviting to all.	2.4 More signage was posted to support our PBIS program. Six Art Gala winners had their artwork framed and hung on the school walls.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Purchase order showed expenditures and parent survey indicated parents believe student work is appreciated. New signage helped provide school spirit and positive expectations.
2.5 Continue to provide translation services for parent conferences and meetings.	2.5 Translators were provided for parent conferences and other parent meetings. Newsletters, flyers, and robocalls were sent out in English and Spanish	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Translator timesheets showed 36 time slots were made available for parents to use to hear about their student's progress and ask questions of the teacher.
2.6 Investigate the possibilities of other meeting/event times than week nights.	2.6 More social events were held on Friday nights. School functions still had good turnouts during the school week. Our Holiday Sing-Along was hugely attended at the start of school on a Wednesday morning in December.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Parent Sign In Sheets and parent emails about events stated that parents enjoyed what was being offered.

Annual Evaluation Goal 3:	The Delta View Staff and Community realize that we have a responsibility for supporting and developing the whole child. Opportunities and experiences needed to support the emotional and social attributes of students will be made available.	**Related State and/or Local Priorities:**
		X Other Pupil Outcomes
		Related LCAP Goals:

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	There will be an increase in the reclassification rate of our English Language Learners from 13.8% to 18%.	Actual Annual Measurable Outcomes:	There was not an increase in the percentage of students reclassified. Our rate dropped to 12.9%.

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Even though we did not increase the percentage of English Language Learners that reclassified, we still reclassified 84 students (a shortage of 3 students as compared to the previous year). We will continue to use data from CELDT and Adept to identify areas our EL students need support.

SPSA Year : 2016-17		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
3.1 Closely monitor Student Attendance and provide frequent notification to parents through letters and phone calls.	3.1 Attendance letters were sent every 3 weeks. Administration monitored SART and SARB meetings. Teachers and Administrators made calls home. Students were awarded each trimester was key chains for Perfect Attendance.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Attendance data and 29 SART meetings and 1 SARB meeting were held at Delta View. Two historically chronic absentee students changed their attendance habits and we saw significant student growth.
3.2 Ensure the whole child is supported at school. Continue to create counselling time, social skills opportunities and friendship groups.	3.2 Our new school counselor supported many more students with the increase in her time on campus (40% to 60%). She met with individuals, ran social skill groups and friendship groups. She also was a big part of our PBIS Tier 2 interventions (Check in Check Out). She also lead Second Steps sessions in some classes. Soul Shoppe offered 4 assemblies on ways to communicate.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Check In Check Out data and number of students served in counselling were identified by staff as reasons students' school behaviors changed. Teachers used the skills taught in Soul Shoppe throughout the year to help students with peer

		relations.
3.3 Ensure foster youth students have resources and knowledge to support their education.	3.3 Staff worked with our foster youth and Hope department to provide resources for foster youth and homeless students.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Calls made to District Foster Youth Services and HOPE departments were initial attempts to provide more support to our FYS and HOPE students.
3.4 Help students take pride and invest in their own education.	3.4 Student work was displayed in the hallways. Our Annual Art Gala selected 6 winners to have their artwork framed and displayed. 5th Grade held a State Float Parade	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Art Gallery Winners framed work were hung in the halls. Teachers and Parents commented how much they were missed when they were removed as part of our restoration. Both groups commented on the positive ambience when they were rehung.
3.5 Embed English Language Development standards in all content areas	3.5 Some ELD teachers worked with our ELD TOSA. Students continued to participate in 30 minutes of daily ELD/Language Art Rotation.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? RFEP data shows more students are being reclassified.

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2017-2018 SPSA	Annual Evaluation Impact on SPSA 2017-2018
A review of the Delta View SPSA was completed in the spring of 2017 by the School Site Council	Site Council members compared school goals with results from iReady. Input was gathered
Parent Teacher Association Meeting (PTA) - 9/27/17 - Principal discussed in general the three SPSA school goals	Parents were interested primarily in Goal 2. New parents questioned how they would know what program their child's teacher would use to communicate with them. A few parents suggested more Saturday events. Action 2.6 will remain in this year's plan.
Teachers Meeting 10/11/17 - Teachers worked in grade levels to review the CAASPP data. Teacher teams determined the progress made on the Spring 2017 CAASPP scores compared to the Spring 2016 scores. IReady scores were also discussed and compared to those of CAASPP scores.	Teachers determined that students did show a little progress in reading and maintained the same levels in mathematics.
Teacher Meeting 10/25/17 - Teachers evaluated last year's goals and actions.	Actions were reworded and added to better reflect our school's focus.
Site Council Meeting 10/26/17 - Members reviewed the plan and the LCFF budget.	The three goals were reviewed and input was gathered for the entire plan. Staff changes were pointed out before the council approved the plan.
ELAC Meeting 11/7/2017 - Reviewed SPSA.	Grouped discussed SPSA, specifically Goal 2 with the focus on supporting parents through training and parent meetings.

Mt. Diablo Unified's Local Control Accountability Plan
LCAP At-A-Glance 2017-2018

College and Career

California State Standards (CCSS)	Interventions	Access to College and Career	Access and Integration of Technology	Extra curricular activities, arts and athletics	Positive and supportive learning environment
Goal 1.1-1.5, 1.22-1.24	Goal 1.6, 1.13-1.17	Goal 1.12, 1.18, 1.19	Goal 1.7	Goal 1.20,1.21	Goal 1.8-1.11

Professional Learning

Professional development, coaching and support	Teacher and staff collaboration	Leadership coaching and support	Professional development focused on special populations
Goal 2.1, 2.3-2.5, 2.11	Goal 2.2, 2.10	Goal 2.6	Goal 2.7-2.9

Parent/Family & Community Engagement

Expand outreach to parents/guardians	Increase parent/ family education opportunities	Outreach to special populations	Increase engagement in advisory groups	Expand translation services
Goal 3.1, 3.3	Goal 3.4	Goal 3.6-3.8	Goal 3.2	Goal 3.5

A focus on Equity and Special Populations- including English learners, foster youth , special education & low socio-economic students

State Indicators:	3rd-8th grade ELA & Math	College & Career*	Graduation rate	Chronic Absenteeism	Suspension	Reclassification
Local Indicators:	1st & 3rd grade literacy	6th grade ELA & Math	Algebra pass rates	9th grade credits	Climate surveys	Advisory mtg. Attendance

* Includes: A-G eligibility, pathway completion, 11th grade EAP results ELA & math

Section 2: Goals, Actions, Expenditures

Goal 1:	All students and teachers will have access to and utilize Common Core aligned curriculum, strategies, and 21st century technology skills in a safe environment.	Related State and/or Local Priorities:

Related State and/or Local Priorities:
- X Basic
- X Implementation of State Standards
- X Pupil Achievement
- X Course Access

Related LCAP Goals:
- X MDUSD LCAP Goal 1
- X MDUSD LCAP Goal 2

Identified Need :	Teachers shared that the materials used in the classroom need to better model what is expected on the CAASPP than the Engage New York materials. Continued use of iReady and the analysis of the data are necessary to monitor progress. Further iReady training may be needed to help teachers become more comfortable assigning intervention lessons and using teacher lead lessons to support struggling students.

Goal Applies to:	Grade/Department/Other:	All TK-5 grade levels
	Applicable Pupil Subgroups:	English Learners, Low Income, Foster Youth and Special Education

SPSA Year : 2017-18

Expected Annual Measurable Outcomes:	Our overall student ELA CAASPP score will increase from 2452 to 2469 mean scaled score points. * Our overall student Math CAASPP score will increase from 2465 to 2483 mean scaled score points.* Our Low Income students will increase the CAASPP distance from a level 3 by increasing the ELA mean scaled score points from a 2437 to 2455. * Our Low Income students will increase the CAASPP distance from a level 3 by increasing the Math mean scaled score points from a 2410 to 2422* Our Special Education students will increase the CAASPP distance from a level 3 by increasing the ELA mean scaled score points from a 2379 to 2408.* Our Special Education students will increase the CAASPP distance from a level 3 by increasing the Math mean scaled score points from a 2376 to 2415.* *Mean scaled score is the average of 3rd, 4th, and 5th grade Mean Scale Score. There will be a decrease in the percentage of students performing at the Tier III level on the IReady #2 ELA Diagnostic from 14% to 10% and on the IReady #2 Math Diagnostic from a 8% to 6%. There will be an increase in the percentage of students performing at the Tier I level on the IReady #2 ELA Diagonstic from 26% to 36% and on the IReady #2 Math Diagnostic from a 22% to 38%.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Provide professional development to support the implementation of Common Core standards. Arrange release days to be used to support visitations and team collaboration. Some topics could include Wonders Adopted Materials, Close	X All Students	Substitutes	Base (0301, 0701, 0801)	2000.00
		Additional Pay	Base (0301, 0701, 0801)	2000.00
		Conference Registration	Base (0301, 0701, 0801)	2000.00

Reading Strategies, Readers Workshop model (Lucy Calkins' Units of Study), Project Based Learning (STEAM), and Assessment Analysis (iReady & EADMS), to name a few.				
1.2 Provide instructional materials to support Common Core State Standard implementation and the NGSS standards	X All Students X Low Income Pupils X English Learners X Foster Youth	Instructional Materials	Base (0301, 0701, 0801)	27,249.00
		Increase the number of fiction and nonfiction books available to students	Targeted Supplemental (0930)	5000.00
		Increase the number of leveled high interest reader books available to students in classroom libraries and the school library	Targeted Supplemental (0930)	1500.00
		Purchase nonfiction current event materials for students to read at home with parents.	Targeted Supplemental (0930)	4575.00
1.3 Assess and expand staff and student access to tools and technology	X All Students X Low Income Pupils X English Learners X Foster Youth X Other Subgroups: (Specify) Special education	Purchase Computer Hardware	Base (0301, 0701, 0801)	2000.00
		Purchase Software licenses to support English Language Arts (i.e. Razkids, etc.)	Base (0301, 0701, 0801)	3000.00
		Purchase software licenses that can be used as additional practice and intervention. (Big Brainz, etc.)	Targeted Supplemental (0930)	2500.00
		Purchase iPads for students to use as part of the implementation of the small group instruction component like Imagine Learning, various parts of Engage New York and NGSS curriculum.	Base (0301, 0701, 0801)	1750.00
		Purchase chromebooks for classes to be used as mini labs in the classrooms. Students will be able to use Google accounts, complete research and use intervention apps.	Base (0301, 0701, 0801)	6000.00
1.4 Technology Support	X All Students	20% Site Tech	Targeted Supplemental (0930)	9710.00
1.5 Provide additional intervention support to those students identified as "at risk".	X Low Income Pupils X English Learners X Redesignated Fluent English Proficient	Purchase licenses to provide additional English Language Developmental instruction.	Targeted Supplemental (0930)	3000.00
		Provide an Intervention Teacher to target reading skills for those	Targeted Supplemental (0930)	37821.00

	X Other Subgroups: (Specify) Special Education	Kindergarten 1st, and 2nd graders that are not reading at grade level. Consider other computer based programs to support various intervention needs.		
1.6 Include celebrations for academic achievements as part of our monthly student recognition.	X All Students	Purchase awards and incentives	Base (0301, 0701, 0801)	500.00
1.7 Begin the implementation of project based learning, including the NGSS standards through the use of Project Lead the Way	X All Students	Purchase materials needed to allow classes to use project based learning. Investigate the possibilities of providing a STEAM adult to assist teachers in setting up the activities and making connections to other cross-curriculum areas	Base (0301, 0701, 0801) Base (0301, 0701, 0801)	1500.00
1.8 Continue to offer student leadership opportunities through Student Council, Privilege Pass Holders and Mouse Squad.	X All Students X Low Income Pupils X English Learners X Foster Youth	Provide compensation to teachers that guide these groups of students in their pursue of leadership skills.	Targeted Supplemental (0930)	1500.00

Goal 2:	All stakeholders; parents, students, and staff; will be engaged and will work together as partners in activities that reflect the importance of students being college and career ready.

Related State and/or Local Priorities:

X   Parental Involvement

X   Pupil Engagement

X   School Climate

Related LCAP Goals:

X   MDUSD LCAP Goal 3

Identified Need :	Parents have shared that they would like to have more classes that help them support their child in understanding homework. Parents also continue to inquiring about holding events other than school day evenings. i.e. Saturday mornings. New parents inquired how they would know what way their child's teacher would communicate with them. All parents shared they want to know how their child did in school on a regular basis and about events that are going on at the school.
Goal Applies to:	Grade/Department/Other: All TK-5 grade levels
	Applicable Pupil Subgroups: All

SPSA Year : 2017-18

Expected Annual Measurable Outcomes:	We will continue to maintain student suspensions to 1 student. 91% of parents surveyed on the California Healthy Kids Survey in 2017 agreed with the statement "This school is a safe place for my child." 70% of parents surveyed on the California Healthy Kids Survey in 2017 agreed with the statement, "This school has high expectations for all students." We will continue these percentages on this year's parent survey.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Investigate and create ways to communicate to parents about "What happened today" at Delta View. More efforts will be made to include social media as a way to report to parents.	X All Students X Low Income Pupils X English Learners X Foster Youth	Support teachers in using web-based programs like Class Dojo, Remind, Seesaw, Google Classroom Announcements, Twitter and/or Instagram.	Targeted Supplemental (0930)	1500.00
		Work with parent groups to poll the most effective ways to communicate with families.	Targeted Supplemental (0930)	50.00
		Provide School Folders for students in TK - 3rd and Homework Planners for 4th and 5th graders.	Targeted Supplemental (0930)	1000.00
		Continue to support teachers in the use of Google Classroom to include parents.	Targeted Supplemental (0930)	50.00
2.2 Arrange for Parent/Family Nights to help partner with parents to provide additional support for students, especially in helping with the new Common Core strategies in math, reading and Next Generation Science Standards.	X All Students	Contract with Consultants	Targeted Supplemental (0930)	1000.00
		Purchase Instructional Materials	Targeted Supplemental (0930)	2000.00

		Pay teachers to plan and provide Family Nights/Events	Targeted Supplemental (0930)	1000.00
		Pay teachers to organize and host STEAM Parent Nights. Students will demonstrate their STEAM projects and explain the science, technology, engineering, art and/or math aspects.	Targeted Supplemental (0930)	750.00
2.3 Investigate ways to build relationships with families, especially those in our subgroups.	X Low Income Pupils X English Learners X Foster Youth	Additional Teacher Pay	Targeted Supplemental (0930)	750.00
		Light food/snacks	Targeted Supplemental (0930)	400.00
2.4 Ensure the school environment is inviting to all.	X All Students	Purchase materials to increase ownership of all members and display student work as a way to encourage academics	Base (0301, 0701, 0801)	500.00
		Continue to purchase more banners, posters, and supplies that support our PBIS process and encourage expected school behaviors.	Targeted Supplemental (0930)	1000.00
2.5 Continue to provide translation services for parent conferences and meetings. Also make translation services available for students with IEPs.	X English Learners X Other Subgroups: (Specify) Special Education Students	Provide translators for families from languages other than English	Targeted Supplemental (0930)	2500.00
2.6 Investigate the possibilities of other meeting/event times than week nights.	X All Students	Continue to work with parent leadership groups to consider other possibilities for holding events.	Targeted Supplemental (0930)	100.00

Goal 3:	The Delta View Staff and Community realize that we have a responsibility for supporting and developing the whole child. Opportunities and experiences needed to support the emotional and social attributes of students will be made available.	**Related State and/or Local Priorities:** X Other Pupil Outcomes **Related LCAP Goals:** X MDUSD LCAP Goal 1

Identified Need :	Teachers shared that it would be nice to have more Spirit Days throughout the year and investigate ways for students to share projects similar to the 5th grade State Float Parade.

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All

SPSA Year : 2017-18

Expected Annual Measurable Outcomes:	Our English Learners will increase the CAASPP distance from a level 3 by increasing the ELA mean scaled score points from a 2368 to 2408. Our English Learners will increase the CAASPP distance from a level 3 by increasing the Math mean scaled score points from a 2410 to 2430. There will be an increase from 18 to 22 number of students redesignated as English proficient. We will decrease our chronic absenteeism rate from % to %.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Closely monitor Student Attendance and provide frequent notification to parents through letters and phone calls.	X All Students X Low Income Pupils X English Learners X Foster Youth	Attendance letters will be mailed or sent home to keep parents informed of student's attendance.	Targeted Supplemental (0930)	700.00
		Phone calls will be made by teachers and administrators to our "at risk/chronic" students.	Targeted Supplemental (0930)	100.00
		Students will be motivated with grade level monthly trophies.	Base (0301, 0701, 0801)	200.00
		Parent Leadership groups will discuss the importance of attendance and the district policy		
3.2 Ensure the whole child is supported at school. Continue to create counselling time, social skills opportunities and friendship groups.	X Low Income Pupils X English Learners X Foster Youth	Provide substitutes so SST and Parent Meetings can take place.	Targeted Supplemental (0930)	1000.00
		Analyze the need to increase School Psych 20%	Targeted Supplemental (0930)	24000.00
3.3 Ensure foster youth, Special Education and homeless students have resources and knowledge to support their education.	X Low Income Pupils X Foster Youth	Work with the district to have Care team members find supports for foster students, Special Education students	Targeted Supplemental (0930)	50.00

	X Other Subgroups: (Specify) Special Education Students	and homeless families.		
		Work with the district to have teachers paid for after school tutoring	Targeted Supplemental (0930)	750.00
		Work with foster families to connect them with community resources that provide students with school uniforms, etc.	Targeted Supplemental (0930)	350.00
3.4 Help students take pride and invest in their own education.	X All Students	Display student work in common areas and recognize efforts at monthly award assembly.	Base (0301, 0701, 0801)	150.00
		Participate in monthly Student Council spirit days.	Base (0301, 0701, 0801)	50.00
3.5 Embed English Language Development standards in all content areas	X English Learners	Provide professional development opportunities for teachers that include the EL TOSA or other trainings.	Targeted Supplemental (0930)	500.00
		Offer EL parents the option to attend conferences	Targeted Supplemental (0930)	1000.00
		Offer Parent Nights that accommodate parents that speak another language instead of English	Targeted Supplemental (0930)	500.00

Section 3: Increased or Improved Services for Unduplicated Pupils

A. In the textbox, explain how the services provided in the SPSA year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils. Use a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For schools with below 40 percent of enrollment of unduplicated pupils in the SPSA year, when using supplemental funds in a schoolwide manner, the school must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of projected Supplemental grant funds:	106,656.00
As a site that is over 40% duplicated target student count, we will use the Supplemental funds to support increasing achievement of our English Language Learners, Foster Youth, and Low-Income students as well as increase parent engagement and a positive school climate. Specifically, we will be adding more time with our ELD teacher to work as an intervention teacher/coach. We will provide services to support the whole child. We will investigate ways to communicate and engage our parents as partners. We will also continue to build the staff's knowledge of and implementation of Common Core Strategies, the newly adopted Wonders curriculum, Engage New York curriculum and 21st Century skills.	

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Base (0301, 0701, 0801)	48,899.00	0.00
Targeted Supplemental (0930)	106,656.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Base (0301, 0701, 0801)	48,899.00
Targeted Supplemental (0930)	106,656.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.

2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.

3. Provide professional development and conference information.

4. Provide for parent education and involvement.

5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).

6. Maintain master file of records and correspondence regarding the Consolidated Application.

7. Assist with and maintain purchasing verifications and records.

8. Provide budget assistance for schools.

9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.

10. Complete and submit district applications.

11. Conduct compliance reviews.

12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.

13. Coordinate revision, amendments and correspondence with the California Department of Education.

14. Acquire materials for district-wide use.

15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.

16. Compare and align district curriculum with State standards and benchmarks.

17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.

18. Coordinate District Advisory Committees.

19. District wide assessment and supplemental services for English learner students.

20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.

21. Provide specific reports and files related to district developed performance assessments.

22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.

23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: Delta View Elementary School   **Year: 2017-2018**

(1) Principal	(3) Teachers	(1) Other school staff
(5) Parents and other community members		

Schoolsite Council
Elementary

() Principal	() Teachers	() Other school staff
() Parents and other community members	() Students	

Schoolsite Council
Secondary

() Principal	() Teachers	() Other school staff
() Parents and other community members	() Students	

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Cheryl Champion	X				X					
Giovanna Fleming	X						X			
Alicia Sanchez	X					X				
Hilles Smith	X					X				
Karen Pressler	X					X				
Theresa Brandt	X	X		X						
Zohra Richardson	X	X		X						
Alfredo Hinojosa	X	X	X	X						
Reba Sudduth	X	X		X						
Karen King	X	X		X						
Numbers of members	**10**	**5**	**1**	**5**	**1**	**3**	**1**			

Section 4: Common Pages

English Learner Advisory Committee

School: Delta View Elementary School　　　　　　　　　　　　　　　　**Year: 2017-2018**

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: N/A

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a.　Principal/ Principal's Administrative designee:

　　Joseph Bruno

b.　Five parents, elected by parents of English Learners:

　　1.　Guadalupe "Mireya" Gonzalez

　　2.　Indira "Yaszmin" Peraza

　　3.　Estela Nunez

　　4.　Maria Edith Carbajal

　　5.　Enrique Sanchez

c.　Two Staff members, elected by staff:

　　1.　Kim LaCroix

　　2.　Laura Kelty

Section 4: Common Pages

Schoolsite Councils/Committees
Assurances & Recommendations

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this Single Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This Single Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the Single Plan for Student Achievement on	11/30/2017
	Council Approval Date
Karen Pressler	11/30/17
Typed name of chairperson — Signature	Date

If Applicable **English Learner Advisory Committee reviewed the SPSA on**	11/7/2017
	Council Approval Date
Joesph Bruno	12/4/2017
Typed name of chairperson — Signature	Date

Cheryl Champion	11/30/2017
Typed name of Principal — Signature	Date