

# The Single Plan for Student Achievement

**School:** Sanger Academy Charter School  
**CDS Code:** 10-62414-6117873  
**District:** Sanger Unified School District - Sanger Academy Charter School  
**Principal:** Mark Coleman  
**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:

**Contact Person:** Mark Coleman  
**Position:** Principal  
**Phone Number:** (559) 524-6840  
**Address:** 2207 9th Street  
Sanger, CA 93657  
**E-mail Address:** mark\_coleman@sanger.k12.ca.us

**The District Governing Board approved this revision of the SPSA on November 14, 2017.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program .....	6
Description of Barriers and Related School Goals .....	8
School and Student Performance Data .....	9
CAASPP Results (All Students) .....	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Planned Improvements in Student Performance .....	15
School Goal #1.....	15
School Goal #2.....	18
School Goal #3.....	20
Centralized Services for Planned Improvements in Student Performance .....	22
Centralized Service Goal #1 .....	22
Summary of Expenditures in this Plan.....	24
Total Allocations and Expenditures by Funding Source .....	24
Total Expenditures by Object Type.....	25
Total Expenditures by Object Type and Funding Source.....	26
Total Expenditures by Goal .....	27
School Site Council Membership.....	28
Recommendations and Assurances.....	29

## School Vision and Mission

### Sanger Academy Charter School's Vision and Mission Statements

Sanger Academy Mission is designed to meet the academic and artistic needs of the students of Sanger Unified and surrounding areas. Sanger Academy Charter School's staff members are committed to providing a strong instructional program for all students enrolled. We believe that each child deserves to be healthy, safe, engaged, supported, and challenged. Our instructional vision is, "Sanger Academy community creates a collaborative culture of kindness, respect, and perseverance, promoting exceptional academic and behavioral expectations."

## School Profile

Sanger Academy and Sanger Unified School District  
Overview of School, Staff and Student Characteristics

### District Demographic Data

Sanger Unified School District is comprised of 4 preschools, which are located on elementary sites, 10 elementary schools, one middle school, one high school, three charter schools, an alternative education program, one community day school, and one adult school. The district covers approximately 180 square miles and serves a population of 31,000.

The District's area includes the city of Sanger and the communities of Centerville, Del Rey, Fairmont, Lone Star, Tivy Valley, and portions of the Sunnyside area of metropolitan Fresno. Attendance in the district's schools, as of October 2012 was 10,964 students. The make-up of the student population is: 11% Asian, 1% Filipino, 69% Hispanic, 2% African American and 16% White. 78% of the students participate in the free and reduced lunch program and 19% of the total student population is designated as English Language Learners.

### School Profile (2017)

#### Location

Address: 2207 Ninth Street

Phone: (559) 524-6840

County: Fresno

#### Legislative District and Member

31st State Assembly-- Joaquin Arambula

16th State Senate- Jean Fuller

16th U.S. Representative-- Jim Costa

### School Demographics 10/15/17

Type: Charter Enrollment: 627 Grades: K-8

#### Students by Ethnic Group

African American 1%

Asian 6%

Filipino 0%

Hispanic 87%

Pacific Islander 1%

White 5%

#### Teachers by Ethnic Group 31 Full Time

African American 0%

Hispanic 49%

Indian 4%

White 47%

Asian 0%

Certified & Classified Staff

Administrators 1

Pupil Services 3

Teachers

Self-contained 19

Single Subject 7

ISP 2

RSP 1

LST 1

Intervention 1

Teaching Credentials

Full Credential 29

Internship 2

Emergency 0

CLAD Certified 30

Classified

RSP Instructional Aide 1

Office/Clerical 2

Nurse 1

LVN 1

Special Friends Aide 1

Average Class Size

Kindergarten (25)

Grade 1 (25)

Grade 2 (25)

Grade 3 (25)

Grade 4 (35)

Grade 5 (32)

Grade 6 (32)

Grade 7 (32)

Grade 8 (32)

School-wide (627)

Technology

Number of computers (74)

Number of iPads (595)

Number of Students per technology device (1)

Number of classrooms with Internet (28)

Parent Education Level (STAR 2016 Data)

Percent with a response (100%)

Of those with a response:

Not a High School Graduate (10%)

High School Graduate (13%)

Some college (44%)

College graduate (28%)

Graduate School (5%)

Average Parent Education Level (3.0)

The average of all responses where "1" represents "Not a high school graduate" and "5" represents graduate school.

Participants in Free or Reduced Lunch (74%)

## **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).

Our parents complete multiple surveys each year in which to provide feedback to our school and district on ways to enhance and improve the education process for their child. Each Fall, we ask all parents to complete a survey regarding how LCAP funds should be spent within our district and site. This survey inquires as to what parents like and want the district and school to continue and what they would like to see added. In addition, all parents receive a survey in the Spring in which we ask for feedback on the overall school, instructional practices, safety and cleanliness of our campus, as well as food service and transportation. In addition, there is a comment section for commendations and recommendations. The top 3 commendation for Sanger Academy were: Quality of school, Informed of child's progress, and maintaining a safe environment. The top 3 recommendations were: School meeting math needs, addressing harassment and bullying, and meal offerings.

### **Classroom Observations**

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

Administration and instructional and literacy coaches are in classrooms weekly for informal and formal observations, which include follow-up communication with teachers. Each teacher participates in goal-setting meetings at the beginning of the school year, the progression towards these goals is one of the topic within meetings with teachers. Additionally, each grade level PLC typically discuss these goals and feedback to help build the capacity of the entire team. There are also district observations and walk throughs focused on school and district goals. This feedback is shared with the entire staff.

### **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)

Sanger Academy was able to analyze the CAASPP and make comparisons with baseline data from the previous year. This comparison data provided opportunities for us to make changes regarding lesson design and instructional planning for the current year. Student results provided insight into modifications needed as well as data in which we created our intervention groups. We used the data to create flexible groups which provide interventions and enrichment to support deeper understanding of concepts and standards.

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

All teachers are participants of our weekly Professional Learning Communities (PLC). Data analysis around student assessments is what drives all instructional decisions of that team. This includes addressing the four questions around: what do we want students to learn, how we will measure their learning, what will we do if they didn't master that skill, and what will we do to enrich their understanding if they did master it?

#### **Staffing and Professional Development**

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

All staff participates in district-wide training throughout the year centered around various instructional focuses within their grade level. For example, primary teachers receive multiple days of training around literacy instruction for students. All multiple subject teachers receive training around core instruction focused on the California State Standards, while our single subject teachers received specific training around their subject competency. Additionally, site professional development is provided within our minimum day scheduled around topics such as: English Learners - designated ELD and integrated, technology training, and additional literacy training. Teachers were also offered three days of on site professional development which included instructional rounds, DIS training, and other instructional support requested by the grade levels.

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

All staff uses State Board of Education adopted material for all core subjects. In addition, teachers participate in professional development around the new state content standards and create units to best meet our students academic needs.

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

Staff participates in district and site professional development around content standards as well as instructional practices to support student's academic achievement. The student achievement is measured by multiple measures across all content areas.

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

Sanger Unified has contracted with many educational professionals to support all teachers through professional development. Additionally, teachers are supported on site by our two instructional support providers as well as our Early Literacy Specialist.

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

All teachers are provided multiple opportunities each week to collaborate in their PLC meetings within each grade level as well as subject areas.

### Teaching and Learning

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

Each grade level meets weekly to discuss core content units, ensuring lessons are aligned to standards and meeting academic needs of students. These discussions include core tier 1 instruction as well as reteach/enrichment lessons to ensure students have access to instructional needs.

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

Each grade level submits an instructional schedule which is aligned to all required instructional minutes as outlined by CDE. These schedules are then embedded in the school's master schedule.

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

Each grade level creates a scope and sequence at the beginning of each school year. This schedule is reviewed each week to ensure pacing is adjusted according to students academic needs. Daily intervention blocks are built into the school's master schedule.

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

Standards based instructional materials are provided to all teachers and available to each student in all curriculum areas.

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)

Each classroom has materials to use with core and intervention which are approved by the State Board of Education.

### Opportunity and Equal Educational Access

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

Sanger Academy provides instruction and needed services to all under-performing students to meet the standards. The school's master schedule provides protected times to ensure all services are provided.

14. Research-based educational practices to raise student achievement

All teachers are trained and provide instruction with the use of researched-based educational practices meant to support all academic needs of students.

## Parental Involvement

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

Sanger Academy works together to ensure all students, parents, and community has access to resources to meet the needs of under-achieving students. Sanger Academy has expanded after-school tutoring and homework support for students through our daily Learning Enrichment Activity Program (LEAP) and morning math homework help/club. Additionally, parent workshops are provided to assist on various topics throughout the school year.

### 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)

Sanger Academy has a charter advisory committee which meets to plan, implement, and evaluate all programs.

## Funding

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

Sanger Academy does not receive categorical funds. However, Sanger Academy uses LCAP funds to provide direct services to students who are under-performing. We have Intervention teachers and Instructional support providers to provide direct services.

### 18. Fiscal support (EPC)

The school/district's general and LCAP funds are coordinated, prioritized, and allocated to align with the full implementation of the EPC's in ELA/ELD, mathematics and the Single Plan for Student Achievement.

## **Description of Barriers and Related School Goals**

In analyzing the student achievement data for all students in Sanger Academy, there were several trends which were identified by staff and administration. Some of these trends highlighted the need for our administrator and teachers to provide access as well as increase opportunities for students to participate in various instructional strategies. These trends show the need of added supports and equitable access for all our students within various subgroups.

Sanger Academy has created several goals this year based on the barriers and trends identified in our student achievement data. The following are instructional goals for Sanger Academy: To identify students who need more established Tier I and Tier II supports, develop student long-term and short-term goal setting implemented throughout the grade levels to help students understand their own learning, increase the percentage of students' active engagement within lessons and decrease our passive engagement, increase the instructional rigor of lessons as they progress through core units, and increase opportunities for students to use technology within the concept of blended learning within their daily classroom activities.



## 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	69	69	72	69	69	72	69	69	72	100.0	100	100
Grade 4	62	68	64	62	68	64	62	66	64	100.0	100	100
Grade 5	64	61	66	64	61	66	64	61	66	100.0	100	100
Grade 6	62	59	64	62	58	64	62	58	64	100.0	98.3	100
Grade 7	62	62	57	61	62	57	61	62	57	98.4	100	100
Grade 8	61	53	63	61	53	63	61	53	63	100.0	100	100
All Grades	380	372	386	379	371	386	379	369	386	99.7	99.7	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	2438.6	2426.0	2434.2	22	17	26.39	36	30	20.83	25	28	33.33	17	25	19.44
Grade 4	2523.9	2483.8	2495.0	45	26	34.38	37	33	32.81	15	21	15.63	3	20	17.19
Grade 5	2541.8	2581.4	2522.3	30	51	24.24	47	44	33.33	14	3	27.27	9	2	15.15
Grade 6	2567.4	2585.4	2587.9	26	34	45.31	40	47	31.25	31	12	20.31	3	7	3.13
Grade 7	2579.4	2599.7	2565.5	16	26	21.05	46	50	38.60	33	16	22.81	5	8	17.54
Grade 8	2599.5	2595.2	2614.1	18	19	30.16	52	42	55.56	20	32	7.94	10	8	6.35
All Grades	N/A	N/A	N/A	26	29	30.31	43	41	34.97	23	19	21.50	8	12	13.21

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	29	28	18.06	51	45	51.39	20	28	30.56
Grade 4	42	20	26.56	53	53	53.13	5	27	20.31
Grade 5	38	52	21.21	52	43	57.58	11	5	21.21
Grade 6	31	29	35.94	50	60	54.69	19	10	9.38
Grade 7	28	45	24.56	61	44	52.63	11	11	22.81
Grade 8	38	32	31.75	49	55	60.32	13	13	7.94
All Grades	34	34	26.17	53	50	54.92	13	16	18.91

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	13	29.17	61	65	52.78	20	22	18.06
Grade 4	45	32	34.38	50	55	51.56	5	14	14.06
Grade 5	41	57	45.45	45	41	45.45	14	2	9.09
Grade 6	34	53	46.88	60	38	45.31	6	9	7.81
Grade 7	36	35	24.56	51	56	63.16	13	8	12.28
Grade 8	30	26	39.68	57	64	53.97	13	9	6.35
All Grades	34	36	36.79	54	53	51.81	12	11	11.40

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	22	20	11.11	70	70	73.61	9	10	15.28
Grade 4	37	24	26.56	61	67	64.06	2	9	9.38
Grade 5	31	33	19.70	64	64	59.09	5	3	21.21
Grade 6	19	29	28.13	81	67	68.75	0	3	3.13
Grade 7	25	29	22.81	67	65	68.42	8	6	8.77
Grade 8	21	19	25.40	69	66	71.43	10	15	3.17
All Grades	26	26	22.02	69	66	67.62	6	8	10.36

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	36	13	33.33	43	71	45.83	20	16	20.83
Grade 4	40	26	39.06	56	61	50.00	3	14	10.94
Grade 5	36	59	31.82	58	39	48.48	6	2	19.70
Grade 6	37	50	62.50	61	45	34.38	2	5	3.13
Grade 7	30	39	31.58	62	61	47.37	8	0	21.05
Grade 8	34	40	42.86	57	51	50.79	8	9	6.35
All Grades	36	37	40.16	56	55	46.11	8	8	13.73

**Conclusions based on this data:**

1. We had pockets of strong success and areas to target. In literacy, the data showed we scored highest in reading and listening. Our area of opportunity being writing and research/inquiry. We will look toward aligning the writing from 8th grade to kinder this year to build upon the foundations built in the early grade levels.
2. Sanger Academy will continue its focus on early literacy and ensuring instruction is centered around a balanced literacy block with reading, comprehension, and writing.
3. Students will be provided continual opportunities to listen, speak, read, and write with daily content instruction across all curricular area. We will also continue building upon our student collaborative discussions using academic discourse.

## 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	69	69	72	69	69	72	69	69	72	100.0	100	100
Grade 4	62	68	64	62	68	64	62	68	64	100.0	100	100
Grade 5	64	61	66	64	61	66	64	61	66	100.0	100	100
Grade 6	62	59	64	62	58	64	62	58	64	100.0	98.3	100
Grade 7	62	62	57	61	62	57	61	62	57	98.4	100	100
Grade 8	61	53	63	61	53	63	61	53	63	100.0	100	100
All Grades	380	372	386	379	371	386	379	371	386	99.7	99.7	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	2436.1	2438.0	2444.7	14	13	19.44	39	41	34.72	32	26	36.11	14	20	9.72
Grade 4	2533.6	2499.1	2507.4	39	35	29.69	40	21	32.81	19	28	28.13	2	16	9.38
Grade 5	2516.8	2562.2	2515.3	16	44	22.73	23	33	22.73	50	18	34.85	11	5	19.70
Grade 6	2554.9	2557.3	2579.0	18	28	35.94	39	26	32.81	34	33	25.00	10	14	6.25
Grade 7	2574.1	2558.3	2537.8	23	16	19.30	25	29	22.81	34	40	29.82	18	15	28.07
Grade 8	2614.5	2549.5	2585.6	36	15	20.63	25	21	25.40	26	26	33.33	13	38	20.63
All Grades	N/A	N/A	N/A	24	25	24.61	32	29	28.76	33	29	31.35	11	18	15.28

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	36	23	29.17	42	51	55.56	22	26	15.28
Grade 4	69	40	45.31	27	34	34.38	3	26	20.31
Grade 5	20	49	30.30	56	39	39.39	23	11	30.30
Grade 6	39	36	45.31	39	36	40.63	23	28	14.06
Grade 7	38	26	28.07	38	50	26.32	25	24	45.61
Grade 8	49	28	26.98	33	32	42.86	18	40	30.16
All Grades	42	34	34.20	39	41	40.41	19	26	25.39

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	20	26	25.00	52	51	54.17	28	23	20.83
Grade 4	32	21	29.69	65	62	46.88	3	18	23.44
Grade 5	14	46	22.73	63	44	43.94	23	10	33.33
Grade 6	16	24	35.94	63	53	48.44	21	22	15.63
Grade 7	25	21	22.81	64	56	42.11	11	23	35.09
Grade 8	38	23	28.57	49	47	50.79	13	30	20.63
All Grades	24	27	27.46	59	53	47.93	17	21	24.61

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	25	32	30.56	58	54	54.17	17	14	15.28
Grade 4	48	41	32.81	45	41	50.00	6	18	17.19
Grade 5	16	43	28.79	55	52	39.39	30	5	31.82
Grade 6	21	26	34.38	61	57	57.81	18	17	7.81
Grade 7	33	21	28.07	61	63	50.88	7	16	21.05
Grade 8	30	11	25.40	56	60	61.90	15	28	12.70
All Grades	28	30	30.05	56	54	52.33	16	16	17.62

**Conclusions based on this data:**

1. We found a drop in our scale score in 5th and 7th grade. We are implementing a co-teaching model for both of these grade levels to improve our tier 1 intervention within the classroom.
2. School-wide we found an increase in Concepts-Procedures, and a decrease in Problem Solving and Communicating Reasoning. We will concentrate on using complex tasks aligned to the common core problems students are seeing on the CAASPP. Illustrative tasks, with student groups presenting their findings is one example of this type of strategy.
3. We will utilize IAB's this year in each grade level to give our students practice that looks similar to the CAASPP problems.

## 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			1	25		1	50	50	5		25		25	25	1
1	4	3	3	42	55	9	38	31	3	4	10	1	12		
2			6	29	29	11	71	50	12		21	1			1
3	19			33	33	5	43	67	11	5		3			1
4	40		1	20	40	8	40	60	5						
5		20		86	60		14	20	2			4			2
6		20		***	60			20		***					
7		***	1		1		***	***							
8				***	***										
<b>Total</b>	8	4	11	38	40	34	47	47	39	3	8	9	4	1	5

#### Conclusions based on this data:

1. Teachers are participating in ELD training around strengthening our Integrated ELD time around new ELD standards in tandem with our ELA/Literacy standards to develop critical English language skills, knowledge and abilities needed for content learning in English.
2. Our largest population EL students scored within the intermediate level. We will be looking closely at cluster scores to target specific instructional needs based on students CELDT scores and how they are accessing core instruction in the classroom. Students will be taking the ELPAC this spring which will give us another set of data to analyze.
3. Many of the students within our Early Advanced and Advanced will be looked at for reclassification. This process is underway.

## 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			1	3	15	1	50	40	5	27	35		20	10	1
1	4	3	3	42	52	9	38	35	3	4	10	1	12		
2			6	29	29	11	71	50	12		21	1			1
3	19			33	33	5	43	67	11	5		3			1
4	40		1	20	40	8	40	60	5						
5		20		86	60		14	20	2			4			2
6		14		***	57			29		***					
7		***	1				***	***							
8				***	***										
<b>Total</b>	6	4	11	30	37	34	47	46	39	9	12	9	8	2	5

#### 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:

<b>SUBJECT: Overall Academic Achievement</b>
<b>LEA/LCAP GOAL:</b>
The district will provide a high quality educational system to raise the academic achievement of ALL students.
<b>SCHOOL GOAL #1:</b>
Sanger Academy Charter will provide rigorous tier 1 classroom instruction utilizing teaching strategies as outlined in our instructional vision.
<b>Data Used to Form this Goal:</b>
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments. Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Student Goal Setting CAASPP Unit Common Formative Assessment	2017-18 Yearly, Trimester, Weekly	Teacher, student, ISP's, RSP	Teachers will work with their students to develop long-term and short-term goals	4000-4999: Books And Supplies	LCFF - Supplemental	3400
			Teachers and students will assess and discuss goals and outcomes throughout the year.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase library books and books sets to support instructional units.	2017-2018 School year	Teachers, Librarian/ Principal	Increase amount of library books for student use.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Provide additional text sets to support balanced literacy.	4000-4999: Books And Supplies	LCFF - Supplemental	2000
Instruments, equipment and materials for VAPA.	Nov 2017- Feb 2018	Vapa teachers/Principal	Expand inventory of instruments and visual art equipment for all students.	4000-4999: Books And Supplies	LCFF - Supplemental	24,864.00
Develop a Innovation Lab	November 2017- January 2018	Principal/ Teachers	Students will have multiple opportunities to apply their understanding around STEM, design and innovation.	4000-4999: Books And Supplies	LCFF - Supplemental	20,000
Universal Design for Learning	November 2017- February 2018	Principal/ ISP's/ Teachers	Teachers will develop flexible learning environments that can accommodate individual learning differences.	4000-4999: Books And Supplies	LCFF - Supplemental	9,600
Purchase learning applications for electronic devices.	November 2017- March 2018	Principal/ ISP's/ Teachers	Purchase of iPad apps to provide additional means of content delivery by teacher.	4000-4999: Books And Supplies	LCFF - Supplemental	3,000.00
Professional development for classroom teachers.	October 2017- April 2018	DIS/ISP/LST/Principal	Specialized training to support Tier 1 instruction.	None Specified	LCFF - Supplemental	9,240.00
Purchase of supplemental science materials	September 2017- Febraary 2018	Science teachers/Principal	Provided extended opportunities for enrichment materials to support STEM.	4000-4999: Books And Supplies	LCFF - Supplemental	6000.00
			Purchase of materials to support students understanding of NGSS.	4000-4999: Books And Supplies	LCFF - Supplemental	3000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of materials to support early literacy instruction	September 2017-March 2018	LST/Principal	Purchase of materials and supplies for Word Work. Purchase of high quality books for repeated interactive read-a-louds. Purchase of headphones to access iRead program, promoting students literacy at independent levels.	4000-4999: Books And Supplies	LCFF - Supplemental	8,000.00
VAPA and STEM enrichment materials.	October 2017-February 2018	Principal	Purchase of additional VAPA materials and supplies for after school clubs. Purchase of STEM materials and supplies for enrichment activities and clubs.	4000-4999: Books And Supplies	LCFF - Supplemental	24,000.00
Provide technology for Intervention classes	Nov 2017-Feb 2018	Principal/ Intervention	Purchase SmartBoards/projectors / monitors for Intervention	4000-4999: Books And Supplies	LCFF - Supplemental	10,500
Replace/repair technology in classrooms	Nov 2017-Feb 2018	Principal/ISP's/ Teachers	Replace classroom technology that is not working properly or is need of upgrades	4000-4999: Books And Supplies	LCFF - Supplemental	12500
Outside Schema building options and opportunities	Nov 2017- March 2018	Principal/ ISP/ Teachers	Academic field trips to provide access to state standards for all students.	None Specified	LCFF - Supplemental	9400

## 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:

<b>SUBJECT: MTSS</b>
<b>LEA/LCAP GOAL:</b>
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.
<b>SCHOOL GOAL #2:</b>
Provide intervention support in ELA and Math for all student groups who have not met or exceeded standards.
<b>Data Used to Form this Goal:</b>
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 n ?English Language Arts and Mathematics.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Hire a part-time ELA Intervention Teacher.	November 2017- April 2018	Principal	Provide tier II & III supports for students in ELA.  Meet with RTI team at data meetings to monitor students progress.  Meet with grade-level teachers each week to analyze data and share best practices around student's academic needs.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9000
Provide Intervention support before and/or after school	November 2017- May 2018	Principal	Before/After school turning and homework support	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6500
Hire a part-time Parent Liaison	August 2017	Parent		2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,866.00
Purchase supplemental math and ELA intervention materials.	August 2017- March 2018	RTI Coordinator/Principal	Expand ELA and math intervention material to support all students instructional needs.	4000-4999: Books And Supplies	LCFF - Supplemental	6,000.00
Purchase of books, realia, apps targeted toward language development.	November 2017- March 2018	EL coordinator/Principal	Books, artifacts, supplies and apps used to create language rich lessons.  Materials used for prompting or providing needed background knowledge.	4000-4999: Books And Supplies	LCFF - Supplemental	1600.00  400

## 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:

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
<b>SCHOOL GOAL #3:</b>
Positive Behavior Intervention Supports will be provided to ALL students, including Tier II and Tier III students.
<b>Data Used to Form this Goal:</b>
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.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Modify and increase student incentives to provide updated and greater variety.	October 2017-February 2018	PBIS coordinator/Principal	Purchase of student incentives.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Tier II and Tier III behavior intervention/support curriculum	November 2017	PBIS coordinator/Psychologist/Principal	Curriculum for specific, small group needs for Tier II and Tier III behavior interventions.	4000-4999: Books And Supplies	LCFF - Supplemental	1500.00
Implementation of after school/ before school clubs to help support positive behavior	December 2017	PBIS coordinator/Principal	After School Positive behavior support clubs	4000-4999: Books And Supplies	LCFF - Supplemental	6200.00

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>
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	189,170.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	15,500.00
2000-2999: Classified Personnel Salaries	9,866.00
4000-4999: Books And Supplies	145,164.00
None Specified	18,640.00

## 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	15,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,866.00
4000-4999: Books And Supplies	LCFF - Supplemental	145,164.00
None Specified	LCFF - Supplemental	18,640.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	146,504.00
<b>Goal 2</b>	32,966.00
<b>Goal 3</b>	9,700.00

## 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
Mark Coleman	X				
Jewely Lickey		X			
Silvia Torres		X			
Valorie Reeves				X	
Guadalupe Carrasco				X	
Samantha Cervantes		X			
Stephanie Moreno				X	
Eve Castellanos				X	
Corina Lucero				X	
Melissa Beasley			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Charter Parent Advisory Committee (CPAC)

\_\_\_\_\_  
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 24, 2016.

Attested:

Mark Coleman

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

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

\_\_\_\_\_  
Date

Jewely Lickey

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

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

\_\_\_\_\_  
Date