

The Single Plan for Student Achievement

School: Renaissance at Mathson
CDS Code: 43 69369 0126284
District: Alum Rock Union Elementary School District
Principal: Doug J Kleinhenz
Revision Date: November 1, 2018

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

Renaissance at Mathson's Vision and Mission Statements

We believe all students will be successful when they are properly led and properly supported. We will build up our students' hearts and minds with the knowledge, skills, and habits to achieve success in high school, college, & life and to change their communities for the better.

School Profile

Renaissance is a small middle school of choice serving approximately 288 sixth, seventh and eighth grade students. The Renaissance instructional program places an emphasis on the arts, sciences, and social justice. All Renaissance students, parents, and educators have chosen to come to Renaissance to participate, work hard, and focus on preparing students to be successful in high school, college and beyond. At Renaissance there is a strong emphasis on building the student, parent, teacher relationship. The community believes that when all stakeholders know one another's hearts and minds well, the students will be best supported and able to achieve their full potential. The parents' active support and cooperation, combined with the staff's best professional efforts, will continue to make Renaissance a place for students to learn and grow. Renaissance provides a safe, equitable, rigorous, and relationship-centered learning environment for all students.

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).

Renaissance students are administered surveys on a weekly basis. These surveys are designed to provide staff with input regarding the students beliefs about the academic program and the culture of the school. These surveys are also intended to encourage students to reflect on how they are approaching the learning process and influencing school culture.

Renaissance also administers the ARUSD coordinated Panorama survey to students, parents, and staff:

2018 Student Climate Survey Results (148 responses)

Climate of Support for Academic Learning: 86% favorable

Knowledge and Fairness of Discipline, Rules and Norms: 72% favorable

Safety: 66% favorable

Sense of Belonging (School Connectedness): 67% favorable

2018 Parent Survey Results (67 responses)

After School Programs: 98% favorable

Climate of Support for Academic Learning: 98% favorable

Knowledge and Fairness of Discipline, Rules and Norms: 98% favorable

Safety: 89% favorable

Sense of Belonging (School Connectedness): 97% favorable

2018 Staff Survey (8 responses)

Climate of Support for Academic Learning: 96% favorable

Knowledge and Fairness of Discipline, Rules and Norms: 93% favorable

Safety: 95% favorable

Sense of Belonging (School Connectedness): 92% favorable

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 regularly. Site administrators conduct two formal observations for each teacher who is being evaluated. Additionally, site administrators visit all classrooms biweekly.

Teachers are encouraged to complete peer observations. One floating sub is hired each month allowing selected teachers the opportunity to observe their colleagues teach.

The focus of classroom observations is on student engagement and how the teacher has designed the lesson to make certain the students are playing active roles as learners.

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)

Renaissance Academy has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement. Renaissance is implementing data-driven instruction by making state test (CAASPP and CELDT) data readily available to all teachers and by encouraging teachers to track student mastery of standards on local assessments. Renaissance uses two district provided data systems: Illuminate and Data Zone. These platforms allow teachers to access their students' performance data (CAASPP, CELDT, and local assessments) so that they can determine which students are performing at grade level and mastering the state content standards within each subject area. Teachers use this data to inform and drive their lessons and classroom instruction. Teachers use this data to determine the types of additional support and intervention programs specific students will benefit from.

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

- Illuminate & Data Zone
- Locally Created Standards Based Benchmark (formative) Exams
- Local Writing Assessment
- Standards-based weekly homework assignments
- Student notebooks in each content area

Staffing and Professional Development

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

All staff 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)

Teachers have access to SB472 training on State Board of Education-adopted instructional materials, Constructing Meaning training, and nationally acclaimed conferences specific to teachers' content area.

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

We have a comprehensive staff development initiative that focuses on using effective, research-based instructional strategies with our ELD students in all subject areas.

Renaissance teachers participate in voluntary weekly collaboration sessions. During collaboration time, teachers address the needs and performance of English Language Learners, and both content area and grade level topics.

During collaboration time teachers discuss and share EL strategies, analyze student work, analyze assessment data, and plan standards-based lessons.

Within each content area teachers work collaboratively to identify essential standards and "I can..." statements which are used to guide teaching and student assessment.

Teachers in all content areas pursue subject area specific trainings, workshops, and professional development opportunities.

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

Ongoing instructional assistance is provided by the principal, vice principal, and instructional coaches. In addition, teachers participating in the BTSA program meet weekly with a district-assigned instructional coach.

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

Renaissance Academy staff meets 35 times per year for informational, grade level and department meetings. Teachers collaborate weekly by departments and monthly by grade level teams.

Teaching and Learning

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

Content area teachers collaborate weekly to plan and revise units of study based on the state standards and locally identified essential standards. These meetings allow teachers to coordinate the instruction of the standards according to grade level, and to address specific student populations, such as ELD and Special Ed. Content area teachers create local pacing guides to ensure all content and state standards are covered over the course of a school year. The school year is divided into three trimesters and each 12 week trimester is divided into two six week units of study. On the sixth week a summative assessment is administered in each content area. Throughout the six week unit of instruction formative assessments are administered.

Grade level teachers collaborate weekly to review student performance and to address grade-level issues and projects. Grade level teachers create and review individualized learning plans for their students. Grade level teachers share their findings of student mastery of content and performance standards to determine each student's needs when creating learning plans.

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

At Renaissance Academy students receive 320 minutes of weekly instruction in three content areas: math, social studies, and language arts. Students receive 240 minutes of instruction each week in science. Instruction in science and social studies is designed and intended to reinforce skills and content standards from language arts. Teachers have identified specific English Language Arts content standards that are used to support instruction in social studies and science. Science instruction supplements and reinforces math instruction when applicable.

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

Teachers create local pacing guides which are reviewed annually and modified when necessary. Teachers differentiate during core instructional time and run specific intervention activities to supported targeted students. In addition, teachers run before and after school homework centers and intervention classes to support select students.

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

District adopted materials are available in the classroom in all content areas.
To support speaking and writing, Renaissance is implementing Constructing Meaning across the curriculum.
Teachers seek out and incorporate additional standards-based supplemental materials and activities to support their instruction.

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)

Renaissance Academy uses State Board of Education-adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Each teacher has identified students by their CAASPP score level, and instruction is delivered and monitored according to specific student needs.

Each teacher has identified English Learners by their CELDT level and differentiates instruction and assignments to better serve and support these students.

Learner-led conferences are held three times each year. During these conferences the student, parent(s), and teacher meet to review the student's work, grades, CAASPP scores, and individual learning plan.

The school counselor works with every grade level to provide academic counseling support, motivating students to achieve higher standards. Every class at Renaissance has received academic counseling services via our counselor. Students are aware of the amount of credits and GPA needed to achieve the next grade level.

Under performing students are given priority admission to Citizen Schools, our extended learning day program. In Citizen Schools students receive targeted homework support and participate in enrichment opportunities.

14. Research-based educational practices to raise student achievement

Heterogeneously grouped cohorts/classes of students for core content instruction.
Marzano's high yield strategies
Depth of Knowledge
ELD strategies which include GLAD, SDAIE, and Constructing Meaning strategies.
Instructional strategies emphasized in Doug Lemov's book, Teach Like a Champion
Instructional strategies emphasized in John Hattie's book, Visible Learning

Parental Involvement

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

Part-time (50%) instructional coach provides coaching support to classroom teachers and supports with planning and facilitation of site-based collaboration and professional development.

Part-time (50%) Academic Counselor who monitors student academic progress and conferences with students regularly regarding their academic performance and college entrance (A to G) requirements.

Counselor coordinates with outside counseling service agencies to provide additional counseling support to select students.

Community liaison helps strengthen parent and teacher partnerships and provides interpretation and translation support when needed.

A Student Success Team (SST), when initiated by a concerned teacher, will meet to review the academic and behavior needs of students.

A family handbook is provided for all students and parents.

Parent trainings are provided by the district to help parents to support their children's academic progress.

The Citizen Schools program provides enrichment activities as well as Homework Center support.

Home Access Center (HAC) allows parents to access their child's assignment and course grades online.

A health aide provides health services to students.

ARUSD website and Renaissance Academy website which provide updated information and links to various resources to students, parents, and staff

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)

Parents, community representatives, classroom teachers, other school personnel, and students were involved in the planning, implementation, and evaluation of consolidated application programs, and were intimately involved in drafting the Renaissance Single Plan for Student Achievement.

Funding

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

Before and after school intervention classes and homework center for students

Before school ELD class for English Learners

Investing in technology as an instructional aide for students

Comprehensive professional development for all staff in the areas of reading, writing, math, and ELD.

Comprehensive collaboration for all staff

Three Learner-Led Conferences each school year

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

One of our school goals is for all ELD students to gain one (overall) CELDT proficiency level. At the middle school level most of our English learners are long-term English learners. We have been strategic and intentional about providing these students with increased supports: designated ELD each day, small group support during core instructional day, use of integrated ELD language strategies during core instructional day, and priority access to the extended learning day program.

Despite these supports our English learners remain our most under performing student population as measured by GPA & test scores.

One of our schools goals is to implement an effective restorative justice program. This is a new initiative and we are currently working to identify an outside organization that would be best equipped to train our staff.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	97	85	82	96	84	81	96	84	81	99	98.8	98.8
Grade 7	91	98	79	90	95	79	90	95	79	98.9	96.9	100
Grade 8	91	94	97	91	93	93	91	93	93	100	98.9	95.9
All Grades	279	277	258	277	272	253	277	272	253	99.3	98.2	98.1

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2575.4	2528.3	2510.8	32	16.67	14.81	39	28.57	28.40	23	30.95	23.46	6	23.81	33.33
Grade 7	2561.3	2606.0	2564.1	18	26.32	20.25	38	52.63	31.65	27	16.84	29.11	18	4.21	18.99
Grade 8	2577.4	2576.3	2612.1	20	18.28	29.03	35	41.94	47.31	26	18.28	13.98	19	21.51	9.68
All Grades	N/A	N/A	N/A	23	20.59	21.74	37	41.54	36.36	25	21.69	21.74	14	16.18	20.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	25	17.86	21.25	52	46.43	37.50	23	35.71	41.25
Grade 7	18	32.63	26.58	54	51.58	45.57	28	15.79	27.85
Grade 8	26	26.88	38.71	47	48.39	46.24	26	24.73	15.05
All Grades	23	26.10	29.37	51	48.90	43.25	26	25.00	27.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	42	20.24	21.25	48	51.19	45.00	10	28.57	33.75
Grade 7	32	49.47	26.58	53	47.37	59.49	14	3.16	13.92
Grade 8	31	29.03	46.24	46	54.84	41.94	23	16.13	11.83
All Grades	35	33.46	32.14	49	51.10	48.41	16	15.44	19.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	10.71	11.25	63	67.86	66.25	6	21.43	22.50
Grade 7	14	24.21	12.66	69	62.11	67.09	17	13.68	20.25
Grade 8	22	18.28	17.20	63	61.29	74.19	15	20.43	8.60
All Grades	23	18.01	13.89	65	63.60	69.44	13	18.38	16.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	55	33.33	35.00	41	47.62	42.50	4	19.05	22.50
Grade 7	38	56.84	26.58	50	40.00	60.76	12	3.16	12.66
Grade 8	32	36.56	55.91	51	41.94	35.48	18	21.51	8.60
All Grades	42	42.65	40.08	47	43.01	45.63	11	14.34	14.29

Conclusions based on this data:

1. One of our greatest ELA competency area challenges is "Listening." In 2018: 18% of our students were above standard, 65% were at or near standard, and 17% were below standard.
2. One of our greatest ELA competency area challenges is "Reading." In 2018: 29% of our students were above standard, 43% of our students were at or near standard, and 27% were below standard.
3. Our greatest ELA strength is "Research/Inquiry" with 40% of our students being above standard. This is on par with the 2017 percent of students achieving above standard within the Research/Inquiry claim.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	97	85	83	96	85	81	96	85	81	99	100	97.6
Grade 7	92	98	79	91	95	78	91	95	78	98.9	96.9	98.7
Grade 8	91	94	97	91	93	92	91	93	92	100	98.9	94.8
All Grades	280	277	259	278	273	251	278	273	251	99.3	98.6	96.9

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2566.7	2532.7	2502.2	31	21.18	20.99	27	18.82	13.58	28	35.29	25.93	14	24.71	39.51
Grade 7	2551.5	2615.6	2561.7	26	48.42	24.36	22	25.26	24.36	26	14.74	29.49	25	11.58	21.79
Grade 8	2561.1	2540.0	2644.8	24	20.43	56.52	11	20.43	15.22	29	15.05	14.13	36	44.09	14.13
All Grades	N/A	N/A	N/A	27	30.40	35.06	20	21.61	17.53	28	21.25	22.71	25	26.74	24.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	44	27.06	25.93	36	38.82	27.16	20	34.12	46.91
Grade 7	32	61.05	30.77	31	22.11	42.31	37	16.84	26.92
Grade 8	29	23.66	61.96	23	26.88	23.91	48	49.46	14.13
All Grades	35	37.73	40.64	30	28.94	30.68	35	33.33	28.69

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	32	16.47	20.99	48	55.29	35.80	20	28.24	43.21
Grade 7	33	47.37	28.21	42	37.89	50.00	25	14.74	21.79
Grade 8	25	27.96	48.91	47	27.96	34.78	27	44.09	16.30
All Grades	30	31.14	33.47	46	39.93	39.84	24	28.94	26.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	26	23.53	17.28	60	43.53	30.86	14	32.94	51.85
Grade 7	32	41.05	23.08	46	50.53	56.41	22	8.42	20.51
Grade 8	27	23.66	46.74	53	37.63	43.48	20	38.71	9.78
All Grades	28	29.67	29.88	53	43.96	43.43	18	26.37	26.69

Conclusions based on this data:

1. Applying mathematical concepts and procedures is our greatest strength and greatest weakness; 29% of our students performed below standard and 41% performed above standard. In this category we had the fewest amount of students (31%) performing at or near standard.
2. In Problem Solving and Modeling Data Analysis (2%) and in Concepts and Procedures (5%) there is a greater percentage of students performing below standard in 2018 than there was in 2017.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

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: Instructional Program
LEA GOAL:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century.
SCHOOL GOAL #1:
55% of 6th grade students will meet or exceed grade-level standards, as measured by SBAC, in ELA. 55% of 7th grade students will meet or exceed grade-level standards, as measured by SBAC, in ELA. 70% of 8th grade students will meet or exceed grade-level standards, as measured by SBAC, in ELA. 40% of 6th grade students will meet or exceed grade-level standards, as measured by SBAC, in math. 50% of 7th grade students will meet or exceed grade-level standards, as measured by SBAC, in math. 65% of 8th grade students will meet or exceed grade-level standards, as measured by SBAC, in math.
Data Used to Form this Goal:
Disaggregated 2018 SBAC ELA data: Incoming 6th grade: 38% meet/exceed Incoming 7th grade: 42% meet/exceed Incoming 8th grade: 52% meet/exceed Disaggregated 2018 SBAC math data: Incoming 6th grade: 26% meet/exceed Incoming 7th grade: 35% meet/exceed Incoming 8th grade: 48% meet/exceed
Findings from the Analysis of this Data:
The scores 2018 SBAC scores suggest 44% of our current students are performing at or above grade level in ELA and 36% of our students are performing at or above grade level in mathematics. We will be focused on students demonstrating academic growth this school year.

How the School will Evaluate the Progress of this Goal:

Local writing assessments/performance tasks

Test; student performance on content area exams, iReady, and SBAC IAB

Course grades/Trimester GPA

Strategy #1:

Academic support.

We believe that the content being delivered in class is effective. We also believe that our standards are consistent with all students achieving at a high level. We want to ensure that students are spending the independent practice time that is necessary for mastering the ELA & math skills they need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Citizen Schools will provide: 1. at least 1 hour of homework support daily 2. an opportunity for students to stay for a 2nd hour of homework support 3. procedures for teachers to pull students out to work in teacher-directed classrooms	August 2018 - June 2019	Citizen Schools (Extended Learning Day)	District Funded			
Grade level teachers will establish & publicize office hours/interventions to support struggling students. 1. Teachers will notify parents of struggling students of this option & Citizen Schools	August 2018 - June 2019	Grade Level Teachers	None		Title I	26600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Teachers will coordinate Learner-led Conferences for all students two times each school year. Teachers will coordinate a third Learner-Led Conference for all students who have below a "C" in a class during the third trimester.						
Teachers will create documents to support students with independent practice/homework. This includes the printing of student agendas.	August 2018 - June 2019	Teachers			Supplemental/Concentration	3000.00
Bilingual staff will provide interpretation and translation services to support the communication between school staff and parents who do not speak the same languages.	August 2018 - June 2019	Staff			Title I	2548.00
Staff will use Newsela as a platform to present students with written content and to analyze student reading and writing skills.	August 2018 - June 2019				Title I	900.00

Strategy #2:

Common Core State Standards; Teacher Collaboration –content & practice related to Common Core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Content area collaboration led by teachers for purposes of sharing teaching practices & standards and for developing shared assessments & curriculum.	August 2018 - June 2019	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use materials and supplies to reinforce CCSS instruction/learning. (i.e.: paper, manipulatives, lab equipment)	August 2018 - June 2019	Teachers			Supplemental/Conce ntration	2800.00
Teachers will create documents to support students with guided and independent practice of CCSS. (copy machine lease and maintenance costs)	August 2018 - June 2019	Teachers				
Substitute teachers will be hired to release teachers to collaborate and to conduct peer observations.	August 2018 - June 2019	Principal			Title I	2000.00
Teachers will have the opportunity to attend professional development/learning that is designed to help them grow their instructional and professional skills.	August 2018 - June 2019					

Strategy #3:

Teachers will develop ELA performance task assessments & formative CCSS assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELA teachers will: 1. Familiarize themselves with existing Common Core assessments (online). 2. Develop common assessments for use across all of Renaissance Academy. (writing, reading comprehension, language, and listening & speaking). 3. Develop a common assessment schedule across all of Renaissance Academy.	August 2018 - June 2019	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will create tests or use CCSS tests to assess student learning of CCSS.	August 2018 - June 2019	Teachers				
Teachers will collaborate to develop, administer, and score performance tasks that build and assess students reading, writing, and critical thinking skills.	August 2018 - June 2019	Teachers				

Strategy #4:

STRATEGY: Use supplemental supplies, equipment, technology and experiences (i.e. field trips and student clubs) to support student mastery of CCSS and to prepare students with interests and skill sets that will prepare them for future life and career opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase and maintain technology that will support facilitation of CCSS lessons (printers, computers, projectors, document cameras, projector bulbs, etc.)	August 2018 - June 2019	Administrator & Teachers			Supplemental/Concentration	12796.00
Provide students with the resources needed to think critically and explore concepts in lab science courses.	August 2018 - June 2019	science teachers and administrators			Supplemental/Concentration	2000.00
Teachers and administrators will plan and coordinate field/study trips to reinforce student learning of CCSS.	August 2018 - June 2019	Principal and Teachers			Title I	7400.00
Provide students with the materials and resources they need to engage in projects that will help in expanding their creativity and skills in the area of visual arts. And/or to provide the art teacher with art-focused	August 2018 - June 2019	Art teacher and administrators			Supplemental/Concentration	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
professional development experiences.						
Provide students with the resources and experiences they need to support their development as musicians: instruments and or performance resources.	August 2018 - June 2019	band teacher and administrators			Supplemental/Conce ntration	1500.00

Strategy #5:

STRATEGY: Use supplemental supplies, equipment, technology and experiences (i.e. field trips & student clubs) to support student mastery of CCSS and to prepare students with interests and skill sets that will prepare them for future life and career opportunities. (strategy #4 continued)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will have the opportunity to participate in Student Council. This experience will provide the entire student body with an appreciation for civic duty and responsibility. Students will participate a the democratic process and community organizing. An advisor(s) will be compensated to oversee this group.	August 2018 - June 2019	Staff			Supplemental/Conce ntration	1500.00
Students will have the opportunity to participate in a student drama club. An advisor(s) will be compensated to oversee this group and/or an outside organization will be hired to support with this work.	August 2018 - June 2019	Principal			Title I	2500.00
Students will have the opportunity to participate in a Digital Arts Club. An advisor will be compensated to oversee this club.	August 2018 - June 2019	Art teacher			Supplemental/Conce ntration	1500.00
Students will have access to chapter books and other print rich media that	August 2018 - June 2019	Teachers			Supplemental/Conce ntration	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
will supplement the existing curriculum and enhance a literacy rich learning experience.						

Strategy #6:

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

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: English Language Learners
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
All students classified as English learners will gain one (overall) ELPAC proficiency level.
Data Used to Form this Goal:
Disaggregated ELPAC data: Level 4 -- 14 students (19%) Level 3 -- 36 (51%) Level 2 -- 12 (17%) Level 1 -- 9 (13%)
Findings from the Analysis of this Data:
We have a number of students who have are long-term English learners who need to make better progress towards re-classification.
How the School will Evaluate the Progress of this Goal:
ELPAC test data Student performance in ELA and ELD courses Student performance on local literacy based assessments: iReady, content area, SBAC IAB

Strategy #1:

Identify ELD students so they can be specifically monitored during Advisory.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a list to all teachers of the ELD students at their grade level.	August 2018	Principal				
Monitor ELD student homework. Conference with parents as necessary.	August 2018 - June 2019	Teachers				

Strategy #2:

STRATEGY: Provide a designated ELD class to all English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teach designated ELD class for all EL students.	August 2018 - June 2019	ELD Teachers	2 Teachers (0.2 FTE) District Funded			
Use supplemental resources to assist students in achieving English proficiency (i.e. English 3D materials, chapter books, audio recording devices, computer programs)	August 2018 - June 2019	ELD Teachers	District Funded			

Strategy #3:

STRATEGY: Support all English Learners through integrated ELD support during all content area classes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Select teachers will attend a 5 day EL Achieve Constructing Meaning professional development series. This PD will provide teachers with the process and tools for weaving explicit language instruction into their content area teaching.	August 2018 - June 2019	District Office, School Administrators, Teachers	District Funded			

Strategy #4:

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

Strategy #5:

--

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

Strategy #6:

--

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

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: Learning Environment
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
Implement core character values and a social justice component that will positively influence school culture.
Data Used to Form this Goal:
Staff observations (survey and anecdotal) Parent & student culture surveys (local surveys and Panorama)
Findings from the Analysis of this Data:
There are discipline issues that could be eliminated if better managed at the classroom level. There are discipline issues that could be better addressed if students were guided through a restorative process that encouraged reflection and apology to the offended or community for harm that was done.
How the School will Evaluate the Progress of this Goal:
Staff observations Parent & Student culture surveys

Strategy #1:
Students will gain awareness of the concept of social justice and will develop the knowledge and skills needed to identify and address social justice issues that exist in the community and world.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Content area teachers will integrate social justice topics into their content-area curriculum and lessons.	August 2018 - June 2019	Principals				
Advisory teachers will explicitly teach the concept of social justice.	August 2018 - June 2019	Teachers				
Teachers will work in grade-level teams to plan and implement two academic exhibition projects in which students will communicate how their topic of study impacts society and people (social justice).	August 2018 - June 2019	Teachers				
Coordinate annual career day event in which professional presenters will be doing work that has an impact on people and society. Students will be challenged to make a connection between the work of professionals and how it relates to the concept of social justice.	August 2018 - June 2019	Teachers				

Strategy #2:

Work to build community and resolve conflict in a way that challenges students to be self reflective and respectful towards others.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cohort teachers will discuss behavior expectations with their cohort in all common areas/ classrooms.	August 2018 - June 2019	teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implement supports and initiatives that will serve to support the social and emotional needs of all students.</p> <p>Coordinate and supervise counselor interns. (intern counselor will be paid a stipend each semester)</p> <p>Coordinate individual and group counseling services with outside counseling agencies.</p>	August 2018 - June 2019	counselor			Title I	500.00
<p>School counselor will plan and coordinate community events including but not limited to career day, community resource fair, and high school fair.</p> <p>School counselor will purchase materials and supplies that will help students cope with stress and focus (stress balls, fidget tools, etc.)</p>	August 2018 - June 2019	Counselor			Supplemental/Concentration	750.00
<p>Specific praise: rather than saying, “good job”, staff will explicitly identify what students are receiving commendation for – this will increase the likelihood of repeat behavior.</p> <p>4:1 – for every discipline interaction with a student, staff will ensure at least three positive interactions with that student.</p>	August 2018 - June 2019	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development on restorative justice practices.	August 2018 - June 2019	Principals				

Strategy #3:

Staff will provide structured activities before school, during recess, during lunch time, and after school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff to coordinate and supervise morning-time (before school) activities	August 2018 - June 2019	principal				
Partnership with ASES provider, Citizen Schools, to provide an extended learning day for a select group of our student population.	August 2018 - June 2019	Director of State and Federal Programs and Site Principal	District Funded			
Provide after school athletics programming: league dues, coach stipends, referee fees, facilities fees, transportation, uniforms, materials and supplies	August 2018 - June 2019	Athletic Director & Principal			None Specified	15737.00
Provide a week-long summer bridge program in August for all of our incoming 6th grade students.	August 2018 - June 2019	Principal			Title I	3100.00
Provide students with an opportunity to participate in the yearbook club.	August 2018 - June 2019	Yearbook Advisor			Title I	1500.00

Strategy #4:

Create a physical learning environment and program opportunities that inspire and prepare the students for success in college and 21st century careers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase furniture that will enhance the learning experience and environment.	August 2018 - June 2019	principal			Supplemental/Conce ntration	2454.00

Strategy #5:

School values (perseverance, advocacy, integrity, relationships, and wellness) will be taught and academic success will be honored.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will explicitly teach school value lessons. Lessons will spiral through the year.	August 2018 - June 2019	Teachers				
We will recognize strong student demonstration of school values (value awards, passes, etc).	August 2018 - June 2019	All site staff				
Students will do a bimonthly value self-assessment (school culture survey taken by students) which will be reviewed by all teachers.	August 2018 - June 2019	principal				
We will recognize students' academic success (honor roll certificates, t-shirts, Renaissance-logo items, etc.)	August 2018 - June 2019	principal & counselor			Supplemental/Conce ntration	6000.00

Strategy #6:

All staff will promote a college-going and career-going culture

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will take a minimum of	August 2018 - June	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
one college and one academic field trip each school year.	2019					
Teachers will facilitate college-oriented lessons during advisory.	August 2018 - June 2019	Teachers				
Teachers will promote college informational and workshop events.	August 2018 - June 2019	Teachers				

Planned Improvements in Student Performance

School Goal #4

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: Engaging Stakeholders
LEA GOAL:
Engage stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
Engage stakeholders to strengthen our school culture and academic program.
Data Used to Form this Goal:
Parent volunteer tracker.
Sign-in sheets.
Findings from the Analysis of this Data:
Approximately 5% of our parents are completing the 30 requested volunteer hours over the course of the school year.
How the School will Evaluate the Progress of this Goal:
Number and percentage of parents who: Complete 30 participation hours Attend Learner-Led Conferences Attend Back-to-School Night Attend Academic Exhibition events

Strategy #1:
Staff will strive to promote parent participation and volunteerism.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent participation hours will be recorded and parents will be hour-progress updates three times each	August 2018 - June 2019	Community Liaison				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school year.						
School will send weekly communication to parents to inform parents of school and district information.	August 2018 - June 2019	Community Liaison and All Staff				
Parents will be honored and recognized for the time that they contribute supporting the school.	August 2018 - June 2019	Community Liaison				

Strategy #2:

Host events to build school and community culture.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and food for events (back to school bbq, career day, community resource fair, etc.) that strengthen community and college going culture	August 2018 - June 2019	Counselor and office staff	General Fund			
Attend and coordinate recruitment and promotional events. Materials and supplies will need to be purchased to support with this effort.	August 2018 - June 2019	Community Liaison and recruitment team			Supplemental/Conce ntration	500.00

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Planned Improvements in Student Performance

School Goal #5

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:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Planned Improvements in Student Performance

School Goal #6

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:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

School Goal #7

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:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

School Goal #8

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:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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 English Language Arts (ELA) / Mathematics
SCHOOL GOAL #1:
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019. All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2017-June 2018	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2017-June 2018	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2017-June 2018	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2017-June 2018	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners
SCHOOL GOAL #2:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2017-2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2017-June 2018	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2017-June 2018	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2017-June 2018	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	47,048.17	0.17
Supplemental/Concentration	37,800.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	None Specified	15,737.00
	Supplemental/Concentration	37,800.00
	Title I	47,048.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
None Specified	15,737.00
Supplemental/Concentration	37,800.00
Title I	47,048.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,044.00
Goal 3	30,041.00
Goal 4	500.00

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
Doug Kleinhenz	X				
Jannet Galicia		X			
Abigail Papa		X			
Danelle Finnen		X			
Genisis Sanches			X		
Wilma Tamayo				X	
Dara Sek				X	
Consuelo Aguirre				X	
Olivia Ortiz				X	
Sandra Mendoza				X	
Numbers of members of each category:	1	3	1	5	0

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

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

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 November 1, 2018.

Attested:

Doug J Kleinhenz

Typed Name of School Principal

Signature of School Principal

Date

Dara Sek

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date