

The Single Plan for Student Achievement

School: Russo/McEntee Academy
CDS Code: 43-69369-0114900
District: Alum Rock Union Elementary School District
Principal: Tereasa Smith
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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

Russo/McEntee Academy's Vision and Mission Statements

Vision

Our goal at Russo/McEntee Academy is to give students the foundational skills they need to be successful as they move on to be ready for a college education and/or career. Our students should discover their love of learning that will continue through their lives.

Mission

At Russo/McEntee Academy we are committed to providing students with an educational experience that is positive, successful, and encourages life-long learning. We are a collaborative learning community that utilizes technology to foster academic excellence through scientific inquiry and discovery.

The staff at Russo/McEntee Academy is focused on making the Common Core State Standards and Next Generation Science Standards accessible for every child. Russo/McEntee staff is focused on getting parents and guardians actively involved in the school and classrooms. Families are invited to attend parent cafes with the principal monthly to allow for community input and exchange of ideas. Russo/McEntee Academy students utilize the 12 tools for learning and life to interact with each other and to be the best version of themselves.

School Profile

Russo/McEntee Academy is a K-5 elementary school with a focus on Project based Learning(PBL) and Science, Technology, Engineering, and Mathematics (STEM) on the East Side of San Jose, California. Our enrollment is 460 students grades TK-5.

Our academic program is designed to address the specific needs of all our students and to close the achievement gap. Our teachers incorporate Project Based Learning (PBL) to differentiate instruction to meet the individual student needs based on student driven data. Struggling students receive additional support in the academic area of need through small group instruction. Teachers work together in grade level Professional Learning Communities (PLC), facilitated by our instructional coach, to provide a strong academic environment. Teachers engage in grade level planning teams for Common Core, utilizing data from iReady and Accelerated Reader to differentiate instruction to meet the needs of all their students. Students in all grades receive science laboratory once a week. They engage in hands-on laboratories and instruction that is aligned with the Next Generation Science Standards (NGSS), which in turn is aligned with the Common Core State Standards (CCSS).

In order to prepare our students for Common Core and 21st Century skills, technology is a key component to our instructional program using a variety of online programs that support reading, writing, and math. In order to create a safe learning environment, Russo/McEntee utilizes the Toolbox program to focus on the positives of student behavior and to reward students for their positive interactions with each other as well as staff. Students can earn Husky Bucks from any staff member for following the 12 tools for life and learning. Students can also earn the Husky Bucks for having monthly perfect attendance. Students collect their Husky Bucks and students from each class are selected on a bi-weekly basis to earn prizes from the principal. All of these components make Russo/McEntee Academy a learning environment that students are excited to come to every day.

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).

Student surveys are conducted to get a feel for how safe students feel at school and to guide staff in improving programs for the students we serve. Students are engaged as active stakeholder through the surveys. Summary results of the student engagement survey indicate that 81% of students in 2-5th grade feel pride in their school, 80.7% of students feel that they are being taught the skills needed to be successful for college and career readiness. 68.6% of students expressed interest in participating in school leadership opportunities and 79.2% of the students surveyed would like to participate in more project based learning opportunities.

When students were asked what they would like to see in order to make school a better place to be, they indicated they would like to have access to more playground equipment and have the opportunity to participate in more school-wide activities and events.

The school level Leadership team, through the problem of practice, sets needs to address the school goals and data collected. The primary focuses for the site level problem of practice align with the district priorities. All our instructional focuses are aligned with working not only with the EL and special education populations and strategies, but also incorporating best practices to address the needs of all as we strengthen our Common Core implementation.

Classroom Observations

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

School leaders monitor teaching and learning through several forms of classroom observations throughout the year. Formal and informal observations are conducted on an ongoing basis.

The school site leaders also conduct classroom visits to provide specific and timely feedback to teachers around school priorities and instructional priorities that are a focus area on our school problem of practice.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At Russo/McEntee Academy we depend on assessments to identify where instruction needs to be modified in order to maximize student achievement. Teachers utilize the Common Core assessments in language arts, math and writing to ensure students are mastering the standards being taught. Grade-level teams meet a minimum of monthly to analyze data and to develop action plans for improving instruction in order to improve future results with the guidance of our instructional coach.

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

Russo/McEntee Academy has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers through IReady, online curriculum websites and the Illuminate data system. This allows teachers to access their students' performance data so that they can compare it to school-wide, district, and state data to ascertain student performance and guide their efforts to provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction.

Some of the ongoing state and local assessments used at Russo/McEntee to modify instruction and improve student achievement are the following:

- Benchmark ELA performance tasks, weekly and unit assessments and interim assessments.
- EnVision topic test and performance task assessments
- District Writing Assessment through the benchmark ELA performance tasks
- IReady diagnostic progress monitoring
- Accelerated Reader
- English Language Proficiency Assessments for California (ELPAC).

California Assessment of Student Performance and Progress (CAASSP) in 3rd to 5th grade

Staffing and Professional Development

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

All of the teaching staff at Russo/McEntee Academy meet the requirements for highly qualified staff.

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

Russo/McEntee Academy teachers have attended the curriculum trainings for both Benchmark and EnVision, as well as sessions on the Common Core State Standards. Teachers have attended IReady professional development provided at the school site. Furthermore, teachers participate in professional development on Project Based Learning and backward planning with supports for English Learners, including small group instruction, at the school site.

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

- Staff development is provided in the use of standards-aligned materials and research-based practices, including the adopted curriculum in Benchmark and EnVision.
- Ongoing staff development is offered in the implementation of utilizing technology in the classroom.
- All classroom teachers have ongoing opportunities to refine their implementation of project based learning and small group instruction through coaching and district led PD's.
- All teachers have received professional development in English Language Development strategies.
- All teachers participate in school and district-sponsored professional development on the CCSS.
- All teachers have received PD on the implementation of IReady.
- All teachers have received PD on growth mindset and Project Based Learning and Toolbox.

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

Russo/McEntee currently has a part time instructional coach and can request assistance from one of the four district instructional coaches as well.

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

At Russo/McEntee, all our efforts to improve instruction are dependent on the collaboration of grade-level teams. Teams meet bi weekly. The efficacy of the grade-level teams varies at different grades and conscious efforts are made by the administration and the support staff to improve the collaborative culture at all levels. We believe that our most powerful tool for school improvement is effective collaboration and we are committed to developing a professional learning community that is constantly improving instruction and achieving constantly improved results. Grade levels also meet with their instructional coach monthly to improve their collaboration skills and increase knowledge and implementation of adopted curriculum's and district priority initiatives. They do this through data driven cycles of inquiry.

Teaching and Learning

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

Russo/McEntee Academy has aligned curriculum instruction and materials to content and performance standards through the following practices:

- All adopted curriculum and supplemental materials align with the standards.
- Program evaluations stress student mastery of standards-based content.
- All professional development offerings to staff are tied to content standard instruction.

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

The instructional program at Russo/McEntee adheres closely to the recommended instructional minutes for reading/language arts and mathematics (K-8).

- Kindergarten has a minimum of 90 minutes of English/Language Arts (ELA) and 30 minutes of Math.
- Grades 1-2 have a minimum of 2.5 hours of ELA standards-based instruction plus 75 minutes of Math.
- Grade 3 has a minimum of 2.5 hours of ELA standards-based instruction plus 75 minutes of Math.
- Grades 4-5 have a minimum of 2 hours of ELA standards-based instruction plus 75 minutes of Math.

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

At Russo/McEntee Academy intervention takes many forms. Every classroom implements the workshop model as part of their language arts block. During the workshop time students are pulled in small groups for intervention opportunities according to their needs. Some students participate in before and after school intervention programs in the winter and spring taught by classroom teachers. The intervention classes target students with identified instructional needs. Some students attend our Think Together after school program where homework support is given.

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

Russo/McEntee Academy has ensured the availability of standards-based instructional materials for all students through the following practices:

- School provides state-adopted texts or instructional materials in ELA, math, science, English Language Development and history/social science for every student.
- Teachers regularly examine student work samples at grade level/staff meetings to ensure that students are mastering grade level standards.
- Teacher lesson plans make explicit reference to lesson objectives and you will find them written in plain sight for students and the principal.
- The principal works with all teachers to ensure full implementation of standards-aligned ELA and math programs.

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)

- Benchmark Reading and Envision Math, are the core curricular materials used at Russo/McEntee Academy. Every student has access to these curriculum on a daily basis. Teachers have been trained in these programs and receive support from the district. Curricular material used during intervention is pulled from Benchmark ELA and Envision Math. Any supplemental material that is used is carefully chosen to meet state grade-level standards.

Opportunity and Equal Educational Access

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

Russo/McEntee Academy provides the following regular program services to enable under-performing students to meet standards:

- Staff development is provided in differentiated instructional practices in the areas of ELA, ELD and math.
- Workshop model is used in ELA and math in classrooms to allow time for teachers to work with small groups of learners on specific areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using data and tools such as the ROCI process.
- Teachers meet regularly with the principal to discuss the various needs of students in each class. Strategies to meet academic and behavior needs are discussed.
- Students in all grades are targeted for participation in before and after school intervention classes taught by classroom teachers. Classes vary in length from 30-60 minutes and target specific areas of weakness for small groups of students.

14. Research-based educational practices to raise student achievement

Russo/McEntee Academy depends on a variety of research-based educational practices to raise student achievement:

- Ongoing, structured, grade-level collaboration which focuses on relevant and current data provides the foundation of our ongoing school improvement efforts.
- Teachers have received many hours of professional development on the most current best-practices in ELA and math such as backward planning, integration of technology, and how to use the gradual release of responsibility models as well as small group instruction.
- Teachers use EL strategies to support integrated ELD throughout the content areas and there is a designated ELD block to target specific proficiency levels for English Learners.

Parental Involvement

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

Russo/McEntee Academy provides the following family, school, district, and community resources to assist students:

- A Student Success Team (SST) responds to the concerns of classroom teachers and parents in regards to the academic and behavioral needs of students; and develops and monitors action plans to support learning.
- Parent training are provided by Russo/McEntee staff, district, and community organizations to better help parents support their child's academic progress.
- Teachers can provide workshops for parents on building literacy skills and math skills at home.
- Teachers meet with parents of students who are at risk of not meeting grade level standards to share strategies for supporting their learning at home.
- Monthly Principal Coffee gatherings are educational opportunities attended by 30 parents or more. The principal uses these gatherings to teach parents about their rights and responsibilities as public school parents. She discusses grade-level standards, the accountability system and of course, how the parents can be active participants in their children's education. Speakers on a variety of topics are brought in to present to parents.
- A community liaison enhances parent/school/community communication and activities.

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)

The School Site Council, the English Learner Advisory Council, and the Instructional Leadership Team are involved in all major decisions at Russo/McEntee Academy regarding budgets and programs.

Funding

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

Russo/McEntee Academy provides the following categorical funded services to enable under-performing students to meet standards:

- Before or after school intervention program provides tutoring, academic support, and enrichment opportunities for students.
- Before or after school intervention classes are offered to at-risk students scoring below proficient levels in ELA and Math.
- Accelerated Reader program is used to motivate students to read and to promote reading fluency and comprehension for all students as well as under-performing students.
- Two staff meetings per month are reserved to analyze data, action planning to improve teaching and learning in classrooms. Teachers develop action plans based on the data result for continuous improvement.

Grade levels meet monthly with the instructional coach to dig into student data and to optimize classroom instruction.

- The Principal and classroom teachers analyze student data to monitor progress of ELs on their annual progress goal (based on length of time in the district's ELD program).
- Full time science resource teacher instructs all grades in hands-on science class weekly.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Academic achievement for a subgroup of our students remains below standard. To help combat the academic deficiency with this group of students the following goals have been set in the school's problem of practice plan for the school year: -Students in 3, 4 and 5th grade will increase to 45% proficiency in math and 50% proficiency in ELA as measured by the 2018-2019 SBAC from where they are from the 2017-2018 SBAC, Students will engage in 2 PBL projects a year in ELA or math with 100% completion. With instruction in the classroom, teachers will use a balanced literacy approach, including small group instruction, whole group, and independent, using the gradual release of responsibility model and they will debrief and give/receive feedback to students about how the lesson went. In order to support the deficiencies in math academics, we will prioritize step 2 in the project based interactive learning in envision math. This component of the lesson explicitly develops the conceptual understanding of math concepts and allows learning of concepts to be organic and student-centered.

Teachers will also use benchmark and envision performance tasks to help students build an understanding around how to break apart and do the work needed to express their thinking, strategies and problem solving.

Academic support to EL students is still not at the level that we are meeting their needs 100%. Our largest concentration of students is in the nearly met standards in ELA and math. Our annual goal is that RFEPS will increase from 28% to 35% as measured by ELPAC and district reclassification criteria, in order to support this designated ELD will be taught through small group model using the adopted curriculum. Also, integrated ELD will be taught throughout the content area to provide explicit language instruction to understand standards through the content areas.

We are always striving to improve student attendance. Students who have poor attendance tend to be the ones who struggle academically. In order to improve student attendance, incentives will be offered on a classroom by classroom basis, with a system implementation expectation for all classrooms.

Within school climate, school staff is always striving to make sure our students treat each other with respect and work to improve their interactions with each other in a "treat others the way you wish to be treated" mentality. This is critical in order for students to feel safe and to create a climate that is conducive for learning. School goals to improve overall student behavior include a school-wide introduction of the Toolbox program for social/emotional learning. We also utilize an incentive program through using "Husky Bucks" when students demonstrate use of their 12 tools. School teaching staff is directly teaching the 12 tools this year so students become aware of and put them into use when interacting with others. Classroom systems are also in place to support an supportive and effective classroom climate.

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 3	87	88	79	84	86	79	84	86	79	96.6	97.7	100
Grade 4	99	88	91	98	87	88	98	87	88	99	98.9	96.7
Grade 5	100	96	89	98	95	87	98	95	87	98	99	97.8
All Grades	286	272	259	280	268	254	280	268	254	97.9	98.5	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 3	2411.4	2386.6	2409.3	18	11.63	17.72	24	20.93	25.32	32	26.74	25.32	26	40.70	31.65
Grade 4	2435.7	2449.4	2428.5	16	14.94	10.23	20	27.59	22.73	20	21.84	23.86	43	35.63	43.18
Grade 5	2504.7	2476.7	2494.8	17	17.89	17.24	34	25.26	28.74	24	15.79	29.89	24	41.05	24.14
All Grades	N/A	N/A	N/A	17	14.93	14.96	26	24.63	25.59	25	21.27	26.38	31	39.18	33.07

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 3	18	16.28	18.99	43	39.53	44.30	39	44.19	36.71
Grade 4	16	17.24	12.50	36	55.17	53.41	48	27.59	34.09
Grade 5	19	16.84	21.84	49	43.16	58.62	32	40.00	19.54
All Grades	18	16.79	17.72	43	45.90	52.36	40	37.31	29.92

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 3	21	12.79	20.25	48	37.21	48.10	31	50.00	31.65
Grade 4	16	11.49	10.23	42	55.17	45.45	42	33.33	44.32
Grade 5	20	20.00	24.14	56	44.21	49.43	23	35.79	26.44
All Grades	19	14.93	18.11	49	45.52	47.64	32	39.55	34.25

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 3	13	11.63	21.52	65	53.49	58.23	21	34.88	20.25
Grade 4	11	13.79	9.09	64	60.92	68.18	24	25.29	22.73
Grade 5	20	15.79	12.64	63	55.79	65.52	16	28.42	21.84
All Grades	15	13.81	14.17	64	56.72	64.17	21	29.48	21.65

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 3	21	10.47	21.52	55	52.33	45.57	24	37.21	32.91
Grade 4	17	21.84	11.36	49	54.02	55.68	34	24.14	32.95
Grade 5	40	22.11	25.29	49	45.26	49.43	11	32.63	25.29
All Grades	26	18.28	19.29	51	50.37	50.39	23	31.34	30.31

Conclusions based on this data:

1. Third grade has 43% of students performing at or or above the standard in English/Language Arts. The fourth grade cohort has the percentage of students performing at or above grade level of 33%. The fifth grade cohort has 46% of students at or above standard. Administration and the instructional coach will work with teachers in the implementation of small group reading instruction to meet the differing needs of our students.

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 3	87	88	79	86	88	79	85	88	79	98.9	100	100
Grade 4	99	88	91	99	88	90	99	88	90	100	100	98.9
Grade 5	100	96	89	98	96	89	98	96	89	98	100	100
All Grades	286	272	259	283	272	258	282	272	258	99	100	99.6

* 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 3	2436.1	2411.7	2427.0	21	12.50	18.99	26	23.86	16.46	33	26.14	41.77	20	37.50	22.78
Grade 4	2451.6	2456.3	2443.2	13	11.36	8.89	22	26.14	21.11	38	29.55	38.89	26	32.95	31.11
Grade 5	2481.7	2476.3	2488.0	14	16.67	15.73	15	13.54	19.10	29	22.92	26.97	42	46.88	38.20
All Grades	N/A	N/A	N/A	16	13.60	14.34	21	20.96	18.99	33	26.10	35.66	30	39.34	31.01

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	15-16	16-17
Grade 3	35	25.00	29.11	45	38.64	36.71	20	36.36	34.18		
Grade 4	19	22.73	17.78	29	35.23	30.00	52	42.05	52.22		
Grade 5	15	17.71	20.22	26	22.92	35.96	59	59.38	43.82		
All Grades	23	21.69	22.09	33	31.99	34.11	45	46.32	43.80		

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 3	27	17.05	22.78	44	38.64	37.97	29	44.32	39.24
Grade 4	14	14.77	14.44	45	42.05	38.89	40	43.18	46.67
Grade 5	16	17.71	11.24	43	36.46	48.31	41	45.83	40.45
All Grades	19	16.54	15.89	44	38.97	41.86	37	44.49	42.25

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 3	26	17.05	21.52	60	44.32	54.43	14	38.64	24.05
Grade 4	17	18.18	14.44	45	43.18	47.78	37	38.64	37.78
Grade 5	14	16.67	8.99	49	39.58	58.43	37	43.75	32.58
All Grades	19	17.28	14.73	51	42.28	53.49	30	40.44	31.78

Conclusions based on this data:

1. Third grade has 35% of students meeting or exceeding standard . The fourth grade cohort has 30% of students meeting or exceeding standards. Fifth grade 35% of students meeting or exceeding standards. Administration and the instructional coach will support teachers in implementation of the EnVision math program and helping students comprehend the demands of Common Core math standards.

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: Academic Programs
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:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
Data Used to Form this Goal:
ELPAC results (ELL specific) District ELA Benchmark Assessments 2017-2018.
Findings from the Analysis of this Data:
See data and explanations from data on data specific pages.
How the School will Evaluate the Progress of this Goal:
The school will evaluate the progress of this goal through local assessment: <ul style="list-style-type: none">• Benchmark assessments• Level Screener• AR assessment• iReady diagnostic results• Writing Assessment

Strategy #1:
Russo/McEnteel will implement English Language Arts Common Core State Standards to support the academic achievement of all students through a rigorous and balanced curriculum to address needs of each student to be ready to meet state and national Common Core standards requirements in Language, Listening and Speaking, Reading (Foundational Skills, Reading Literature and Informational texts), and Writing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. School staff will continue aligning K-5 Curriculum and assessment in ELA with the requirements of the CCSS and identifying and developing transitional resources for Imagine It! for implementation of the CCSS.</p> <ul style="list-style-type: none"> School personnel will engage in district and other professional development opportunities designed to facilitate the implementation of balanced curriculum of the Common Core. Teachers will implement instructional norms that align to the CCSS and adjust the learning environment to support the Language Arts instruction required by the CCSS through the use of supplemental resources (materials and supplies, copier costs, informational texts, performance based projects and activities, etc.) School staff will meet in grade level Professional Learning Communities (PLCs) to utilize Benchmark curriculum and instructional strategies to fully implement the CCSS. 	2018-2019	Principal and Russo/McEntee Faculty	Science resource teacher	1000-1999: Certificated Personnel Salaries	Title I	35,635
			Teacher additional time and sub release	1000-1999: Certificated Personnel Salaries	Title I	8,500
				1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	10,000
			Materials and supplies	4000-4999: Books And Supplies	LCFF - Supplemental	4,400
			Copier rentals and leases	5000-5999: Services And Other Operating Expenditures	Title I	9,600
2. Use data to inform Language Arts	2018-2019	Principal and	See previous entry			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>instruction (level screener, AR, diagnostic, benchmark, LA unit assessments, and performance assessments)</p> <ul style="list-style-type: none"> • Use grade level meeting time to meet in grade level groups to analyze Language Arts assessment data and share best practices. • Teachers will provide small group instruction for re-teaching concepts and provide interventions as needed. • Initiate intervention/enrichment activities to provide Language Arts instruction for students identified with specific needs. • The ILT team will meet throughout the school year to cover Common Core State Standards and review best practices with continued implementation of targeted interventions and focused instruction. 		Russo/McEntee Faculty				
<p>3. School staff will provide the opportunity for students to participate in extracurricular activities to apply literacy skills learned in class.</p> <ul style="list-style-type: none"> • Students will have the opportunity to participate in academic fieldtrips 	2018-2019	Principal and Russo/McEntee Faculty	\$10,000 ASB			

Strategy #2:

Teachers will integrate technology into teaching and learning practices where appropriate as an effective instructional tool aligned to the implementation of the Language Arts CCSS and in preparation for the transition to Smarter Balance Assessment System.

[illegible]

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students with the access to engaging rich media across all curriculum areas designed to support multiple learning modalities with content that is easy to integrate, aligned to Common Core State Standards.</p> <p>(Resources: Discovery Education, Brain Pop, Accelerated Reader, Typing Agent, Raz Kids, IReady).</p> <ul style="list-style-type: none"> Continue to provide students with appropriate technology to promote further development of standards based literacy skills. As needed, replace key components of classroom technology to utilize rich interactive resources to prepare for the Smarter Balance Assessment System administered in Spring. <p>(ex. of technology hardware: Chromebooks, LCD projector bulbs, LCD projectors, pens etc.)</p>						
<p>2. According to computer based assessment teachers will identify level of reading skills of each student and target individual literacy needs with the help of classroom technology and on-line resources.</p> <ul style="list-style-type: none"> Continue providing training for instructional staff and monitoring on administering Accelerated Reading 	2018-2019	Principal and Russo/McEntee Faculty	Accelerated Reader	5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>assessment as well as setting individual student's goals to improve reading levels throughout the school year.</p> <ul style="list-style-type: none"> • Provide staff (K-5 teachers) and students with the access to Accelerated Reader resources to monitor students' progress toward CCSS expectations, to personalize and guide independent reading practice, to develop lifelong readers and learners, to tap into unlimited access to all quizzes and enjoy online support, and increase parental support with web-based, school-to-home communications. <p>(resource: Software-Accelerated Reader will be implemented to improve reading comprehension)</p> <ul style="list-style-type: none"> • Provide additional resources for teachers and students to promote on-going practice to help students improve their reading skills as they listen to a book read for modeled fluency and take interactive quizzes available at the end of each book to check for understanding. <p>(resource: Software-Raz Kids and</p>						

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

Strategy #3:

During 2018-2019, the school will implement math Common Core State Standards to support the academic achievement of all students through a rigorous and balanced curriculum to address needs of each student to be ready to meet state and national Common Core standards requirements in math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. School staff will continue aligning K-5 Curriculum and assessment in math with the requirements of the CCSS and identifying and developing transitional resources for the implementation of the CCSS.</p> <ul style="list-style-type: none"> School personnel will engage in district and other professional development opportunities designed to facilitate the implementation of balanced curriculum of the Common Core. Teachers will implement instructional norms that align to the CCSS and adjust the learning environment to support the instruction required by the CCSS through the use of additional resources (performance based projects and activities, etc.) To support classroom teachers in implementation of CCSS and the Next Generation 	2018-2019	Principal and Russo/McEntee Faculty	see entries in Strategy 1 and 2			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Science Standards, the science resource teacher will assist in assessment, intervention, and instruction.</p> <ul style="list-style-type: none"> School staff will meet in Professional Learning Communities (PLCs) to strategize in identifying and developing teaching approaches for the implementation of the math CCSS. 						
<ul style="list-style-type: none"> Use grade level meeting time to meet in grade level groups to analyze math assessment data and share best practices. Teachers will provide small group instruction for re-teaching math concepts and provide interventions as needed. Initiate intervention/enrichment activities to provide math instruction for students identified with specific needs. The ILT team will meet throughout the school year to cover Common Core State Standards and review best practices with continued implementation of targeted interventions and focused instruction. 	2018-2019	Principal and Russo/McEntee Faculty				
3. School staff will provide the opportunity for students to	2018-2019	Principal and Russo/McEntee				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
participate in extracurricular activities to apply math and science skills learned in class. <ul style="list-style-type: none"> Students will have the opportunity to participate in academic fieldtrips Students will have the opportunity to participate in the annual Science Fair Students will have the opportunity to participate in academic fieldtrips 		Faculty				

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 #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:
English Learners will have the required skills to reach grade level standards/proficiency.
Data Used to Form this Goal:
Short Cycle assessments, <ul style="list-style-type: none">• Benchmark assessments,• Quarterly progress reports• Monthly Grade Level data discussions• ELPAC Data• Annual Evaluation of multiple measures by ILT• District and Local Benchmarks• Re-designation rates for 2016-2019
Findings from the Analysis of this Data:
There is a continued need to improve the language proficiency of our English Language Learners.
How the School will Evaluate the Progress of this Goal:
The number of students being redesignated from one year to the next will increase by 10%.

Strategy #1:

Russo/McEntee school will implement English language Development instruction aligned with the Common Core State Standards to support the academic achievement of ELL students through a rigorous and balanced curriculum to address needs of each ELL student to be ready to meet state and national Common Core standards requirements in Language Arts and math. We will increase the number of RFEP students to insure that their level of English proficiency is adequate to meet the demands of CCSS, Smarter Balance Assessment System and the transition to middle school.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. School staff will continue aligning K-5 ELD curriculum and assessment with the requirements of the CCSS and identifying and developing transitional ELD resources for the implementation of the CCSS.</p> <ul style="list-style-type: none"> School personnel will engage in district ELD professional development opportunities designed to facilitate the implementation of balanced curriculum of the Common Core for English Language learners. Teachers will implement instructional norms that aligned to the CCSS and adjust the learning environment to support ELD instruction required by the CCSS Flexible small group instruction within classrooms and/or grade levels will allow for a focus on targeted student growth based on achievement and mastery of CCSS standards. Teachers will incorporate the major shifts of the CCSS in ELD instruction and begin to integrate them into the instructional program for all content areas through the development of academic English language and content CCSS instruction for ELL student. 	2018-2019	Principal and Russo/McEntee Faculty	See expenses in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. School staff will use ELPAC results as well as diagnostic, benchmark, unit assessments, and performance assessments data to inform instruction.</p> <ul style="list-style-type: none"> • During grade level meetings teachers will analyze ELPAC and other assessment data to inform ELD instruction and share best practices. • School staff will meet in grade level Professional Learning Communities (PLCs) to strategize in identifying and developing transitional resources for ELL students for the implementation of the CCSS • Based on assessment available, staff will initiate appropriate intervention/enrichment activities for ELL students • School staff will provide in class small group instruction. Some teachers may provide before or after school intervention classes for ELL students and students below proficient based on assessments. 	2018-2019	Principal and Russo/McEntee Faculty	See expenses in Goal 1			

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

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: Safe and welcoming environment
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
Data Used to Form this Goal:
Attendance Data SARB Data and Truancy Rates Suspension Data Intervention Sign-in Sheets
Findings from the Analysis of this Data:
A higher percentage of attendance is always desired. Rewards are in place to encourage better attendance from students.
How the School will Evaluate the Progress of this Goal:
Monthly monitoring of attendance data Suspension Data Observations during safety drills Incident reports

Strategy #1:
All Russo/McEntee students will be educated in environments that are safe, nurturing, supportive, healthy, drug-free, and conducive to learning. By June 2019, the number of suspensions will decrease by 10%. The academic and behavioral systems in place will benefit 100% of the students. Russo/McEntee will maintain an Average Daily Attendance of 97%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. School personnel will promote the physical and emotional well-being of all students and teach appropriate social interactions. <ul style="list-style-type: none"> Full-time recess coach will teach students how to play organized games and introduce game rules through the Little Heroes Program. School wide assemblies will be dedicated to anti-bullying, safety, and character building. 	2018-2019	Principal and Russo/McEntee Faculty	Recess coach	5800: Professional/Consulting Services And Operating Expenditures	Title I	13,500
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	13,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. School Wide Positive Discipline program will be implemented that encourages positive interaction between students and adults.</p> <ul style="list-style-type: none"> • Appropriate social skills and character development will be promoted through the use of the Toolbox Program. • The ILT team will meet throughout the school year to review continued implementation of Toolbox Program. • Use staff meeting time to discuss the implementation of Toolbox Program and share best practices. • School wide incentive program (Husky Bucks) will reward good choices and appropriate behavior. • Perfect attendance incentives will be implemented to reward students with perfect attendance. 	2018-2019	Principal and Russo/McEntee Faculty				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. School safety concerns will be addressed through implementation of the Toolbox program and discipline procedures <ul style="list-style-type: none"> School personnel will engage in district and other safety professional development opportunities (ex. :Blood borne pathogens training, etc.) School wide staff training on disaster drills will be implemented in accordance with Comprehensive School-Wide Safety Plan. All school personnel and students will participate in regular fire, earthquake, and disaster drills. Parents will prepare and organize disaster cards and food bags for disaster drills. 	2018-2019	Principal and Russo/McEntee Faculty				

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

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 in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
Data Used to Form this Goal:
Sign in sheets from school events
Findings from the Analysis of this Data:
There is always a desire to have more parents involved in school activities as well as in the education of their students.
How the School will Evaluate the Progress of this Goal:
An increased number of parents attending events. An increase in parents volunteering at school during the day. An active PTA where parents can work with school staff to plan and execute school activities.

Strategy #1:
To utilize our community liaison to engage parents in school and district activities and events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Community Liaison Community Liaison available for interpretation and facilitation of parent/staff meetings. Parent Café's held monthly to provide trainings to parents on a variety of topics Liaison assists parents in Los Dichos and PTA to engage with students and	2018-2019	Principal and Russo/McEntee Faculty	Community Liaison district funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the community in a positive manner.						
2. Efforts to increase parental engagement will be implemented <ul style="list-style-type: none"> • Increase attendance at parent coffees compared to last year. • Conduct PTA events to build community • Utilize community liaison to increase participation at coffees and parent trainings 	2018-2019	Principal and Russo/McEntee Faculty				

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

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	82,124.27	0.27
Supplemental/Concentration	42,500.00	32,500.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF - Supplemental	19,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	13,500.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	10,000.00
	Title I	5,889.00
1000-1999: Certificated Personnel Salaries	Title I	44,135.00
5000-5999: Services And Other Operating	Title I	9,600.00
5800: Professional/Consulting Services And	Title I	22,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	32,500.00
Supplemental/Concentration	10,000.00
Title I	82,124.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	54,135.00
4000-4999: Books And Supplies	19,000.00
5000-5999: Services And Other Operating Expenditures	9,600.00
5800: Professional/Consulting Services And Operating	36,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	97,624.00
Goal 3	27,000.00

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
Tereasa Smith	X				
Saul Delgado		X			
Shawn Rohan		X			
Brianda Cruz			X		
Sudha Kamath				X	
Allison Cingolani				X	
John Garza				X	
Joanna Pineda				X	
Numbers of members of each category:	1	2	1	4	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

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

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 30, 2018.

Attested:

Tereasa Smith

Typed Name of School Principal

Signature of School Principal

Date

Alison Cingolani

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date