

The Single Plan for Student Achievement

School: Clyde Arbuckle Elementary School
CDS Code: 43-69369-6046130
District: Alum Rock Union Elementary School District
Principal: Diederich A. Bonemeyer
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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

Clyde Arbuckle Elementary School's Vision and Mission Statements

Vision Statement

At Arbuckle Elementary School our vision is to provide an English-based academic education where students learn the skills needed to succeed in a competitive society. With a focus on balanced literacy and small group instruction, each child learns to be safe, respectful, and responsible, supported by teachers who believe in providing ample experiences to ensure each child develops social and responsible habits of mind.

Mission Statement

Arbuckle Scholars will develop 21st century skills through the implementation of a rigorous, challenging, and innovative instructional program.

School Profile

Clyde Arbuckle elementary school is a Transitional Kindergarten through fifth grade elementary school in the Alum Rock School District. We are a professional learning community consisting of caring educators, highly qualified staff, and dedicated volunteer leaders. We are supported by YMCA for our TK and kindergarten students before and after school. City Year Corp members work with students during the school day to improve their reading and math skills. They run an after school program that focuses on academics, enrichment and positive social choices. Additionally, Reading Partners offers tutoring to students to improve their reading skills. We also have community partnerships with Alum Rock Counseling Center and Foothill Community Center to support all our students with their mental health. Our teachers work collaboratively, backwards plan to ensure instruction of the Common Core State Standards, and incorporate Balanced Literacy components. We serve approximately 223 students all of them receiving universal free breakfast and lunch. We have one transitional kindergarten class, one kindergarten class, one first grade class, one second grade class, a 2nd/3rd grade combo, a third-grade class, a fourth grade class, a 4th/5th grade combo, and a fifth-grade class. We have on TK/kindergarten autism class, a 1st grade autism class, and a 2nd/3rd grade autism class. Our school demographics are 86.9% Hispanic/Latino, 9.5%, 1.5% Filipino and .9% African-American. In addition 93% of our students are socioeconomically disadvantaged.

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).

Results from parent/student surveys indicated that parents and students enjoy attending Arbuckle and volunteering at the school. The parents stated that we have hard-working teachers and a dedicated principal. They commented on how positive and helpful our office staff treats them. They feel their children are getting a good education. They are grateful to have City Year at the school to offer tutoring support during the day and an after school academic program. Results from the surveys were shared with the School Site Council and were noted so that we could celebrate our positives and make improvements to our program.

Classroom Observations

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

Arbuckle has classroom observations on a weekly basis. The areas of focus are engagement strategies for English Language learners and scaffolding for vocabulary acquisition, writing and literacy. Teachers are expected to use scaffolding, sentence frames, and

collaborative activities that encourage more student talk and critical thinking skills. Teachers post learning objectives using Depth of Knowledge and Benchmark/Bloom's Taxonomy. Professional development needs to be focused on technology and the continual integration of Common Core.

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)

Arbuckle school follows a data-driven cycle of inquiry called a Results Oriented Cycle of Inquiry (ROCI) the entry for improvement of teachers' practice. Teachers use a collaborative approach and a planning protocol with consistency. Currently, we use numerous data management systems: Smarter Balanced Assessments, Benchmark Advance, IlluminateEd, enVision Math, RAZ Kids, iReady, Data Zone, eSchool Plus, English Language Proficiency Assessment for California (ELPAC), and Accelerated Reader. The systems are easily accessible and simple to use, allowing teachers to access their students' performance data to compare it to school wide, grade level, district, state, and national data; and to guide their efforts are individualized instruction and to provide differentiate instruction that is responsive to students assess needs, as well as measure the effectiveness of their own instruction. The systems also allows the administrator to evaluate the effectiveness of curriculum and support intervention programs.

Our professional development focus will be on Constructing Meaning, Benchmark Advance, implementing Balanced Literacy practices, and the furthering our knowledge of the Common Core State Standard and backwards planning.

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

- Smarter Balanced Assessments
- iReady ELA and Mathematics Benchmark
- enVision unit assessment and quizzes
- Level Screeners
- Benchmark Advance unit assessments
- Language Live and breed while assessments
- Trimester writing assessments
- English Language Proficiency Assessment for California
- End of unit assessment for language Arts and mathematics
- Daily and weekly teacher formative assessments;
- Teacher quantitative and qualitative data shared during grade level collaboration

Staffing and Professional Development

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

Arbuckle elementary school has 12 teachers and staff including four special education teachers. Ten of the twelve teachers at Arbuckle have the full credential needed to perform in that position. We have two teachers on our staff who need to be highly qualified and are taking the necessary steps to do so.

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

Arbuckle Elementary School is composed of 10 teachers who are fully credential and two who are currently enrolled in either an intern program for the BTSA program. Our staff have been trained on the Common Core State Standards. Further professional development is offered at the school site on data to inform instruction, English language development, as well as Constructing Meaning. All teachers have access to district training such as Envision, Benchmark, and Language Live. The principal and the instructional coach attend monthly instructional leader professional learning communities through the ILT networks as well as ILTPLC.

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

The instructional leadership team meets monthly to analyze data and plan for Tuesday collaboration meetings. All of the members receive ongoing training through the ILT network. All members created the Problem of Practice, which is revised throughout the year. All teachers are participating in grade level collaborations with a focus Balanced Literacy components. Teachers will be encouraged to participate in new and advanced training with an emphasis on common core standards based materials.

- The school administrator will continue to participate in that data training in areas of curriculum and instruction.
- Teachers will participate in school and district sponsored grade level meetings with focus on standards based adopted instructional programs.
- Teachers will receive continuous training and technology to support our Promethean boards and LCD projectors to increase engagement.
- Teachers will receive continuous training in collecting and analyzing data. Teachers will be able to access data through IlluminateEd. and sites such as iReady, - Benchmark Advance, and the California Department of Education to drive instruction and provide differentiated instruction to increase academic achievement for students.
- All teachers will receive feedback for administrator classroom visits and will use the feedback to improve their practice to meet the needs of all students.
- All teachers will receive differentiated professional development based on intercession need as well as guided reading professional development during grade level collaboration. Staff meetings are dedicated to growth mindset as well as backwards finding of math and English language arts performance tasks.

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

Teachers receive additional support through the instructional coach through coaching cycles and modeling. The coaching cycle is our focus on Balanced Literacy. Teachers also receive training from staff members that have become on site experts in the areas of technology, Common Core, and Constructing Meaning. All staff members will benefit from ongoing professional development a teachers receive additional support through one instructional coach through coaching cycles and modeling. The coaching cycles will focus on Balanced Literacy. Teachers also receive training from staff members that have become on site expert in areas such as technology, Common Core, and Constructing Meaning. Teachers participating grade level collaborations and cross grade level collaboration monthly.

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

Every teacher is a member of a grade level team that meets collaboratively to engage in Results Oriented Cycles of Inquiry. Opportunities for collaboration occur frequently within staff meetings, Thursday minimum days, and grade level release days. All teachers are members of the Instructional Leadership Team.

Teaching and Learning

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

Arbuckle Elementary follows the state mandate instructional minutes, standards-based instructional materials in all subject areas, and standards through the following practices:

- Arbuckle uses Benchmark Advance lessons that are accessible in digital form to support all our families
- The principal will continue to receive training on standards and how to coach, supervise, and evaluate teachers
- School site evaluations will focus on mastery of Common Core State Standard-based content
- All textbooks and supplemental materials align with the standards
- All grades will have 30 minutes of ELD instructions daily which may be embedded in small group instruction
- Grades 1st-3rd have a minimum of 2.5 hours of language arts-based instruction plus 30 minutes of ELD
- Grades fourth and fifth have a minimum of two hours of language arts-based instruction plus 30 minutes of the ELD instruction
- Grades third through fifth have Language Live/Read Well as ELA replacement for those students not at grade grade

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

Kinder students receive 90 minutes and language arts instruction and 30 minutes of mathematics plus 15 to 30 minutes of intense intervention instruction per day as evidence by classroom visits, lesson plans, and scheduled instructional minutes. First through third grade receive 150 minutes and language arts and 60 minutes of mathematics instruction plus 15 to 30 minutes of intense intervention per day as evidence by classroom visits lesson plans and scheduled instructional minutes.

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

Classroom teachers provide intensive support before and after school. Teachers differentiate the lesson to meet the needs of all students levels in the classroom. City Year, a full day support provider provides tier 1 and tier 2 support for third through fifth graders who have been identified. City Year also services 100 students in grades first through fifth and the extended learning program. Teachers collaborate with their grade level teams to provide additional support by using the Response to Intervention model. Additionally, teachers provide

provide intensive support before and after school. Teachers differentiate the lesson to meet the needs of all students levels in the classroom. City or a full day support provider provides tier 1 and tier 2 support for third through fifth graders who have been identified. Teachers collaborate with and grade levels to provide additional support by using the response to intervention model. Additionally, kindergarten, first, and second grade students receive individual tutoring from reading partners.

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

- The school has academic materials from the state adopted list aligning with the standards. Student work samples are used to assess alignment with content standards.
- All students have access to I ready at school and at home.
- Curriculum mapping is being implemented to assess instructional alignment with standard.
- Teaching lesson plans reference standards being tired.
- The instructional coach works with our staff members to ensure full implementation of standard aligned programs.
- Standards based assessments are fully utilized at the school site. Teachers regularly examine student data and student work samples at grade level meetings to ensure that students are mastering grade level standards.
- Staff development is provided in research based practices. Staff development is provided in the use of standard to line materials. Consumables are provided to implement standards-based instructional programs. State adopted ELD materials are used in K through fifth.

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)

Language Arts: Benchmark Advanced Kindergarten through fifth

English Language Development: Benchmark Advanced ELD component remedial Program:

SPED: Language Live/Read Well

Math: enVision Math for Kindergarten through fifth

History/Social science: Scott Foresman

Science: Benchmark Advanced science component for Kindergarten through fifth

Opportunity and Equal Educational Access

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

Teachers provide opportunities for underperforming students to meet the standards through differentiation in small group or one-on-one intervention, Student Success Team (SST) meet and create individual goals for certain students who need additional support. Student with an Individualized Education Plan (IEP) receive additional services from the RSP teacher. City Year core members provide small group tutoring for students who need additional support. Reading Partners work with kindergarten through 2nd grade students on literacy skills three times a week for at least 30 minutes. All teachers provide a 30 minute block for students who have not been reclassified. All teachers work with small groups 4 times per week for 30 minutes.

14. Research-based educational practices to raise student achievement

- Arbuckle Elementary provides the following regular services to enable underperforming students standards:
- Teachers receive training in differentiating instructional strategies in the areas of reading and mathematics
- The instructional coach will serve as a resource for classroom teachers to provide best practices in teaching strategies that best meet the needs of our students going below proficient in advance. - - The gradual release model is used in every classroom every day to allow time for teachers to work with individuals or small groups of students on targeted areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student. Teacher meet regularly as a grade level team so identify target students and monitor data for ELA and math growth grade.
- Grade levels or individual teachers meet regularly with the principal, instructional coach, or any other mentors to discuss the varied needs of students in each class. who is her teacher to discuss the various needs of students in each class.Strategies are discuss on how to best meet the needs of students.
- Staff meetings are dedicated to backwards mapping and Balance Literacy, integrated ELD, ELA and mathematics assessments. Professional development in the state adopted ELA and math curriculum are provided through the district.
- The instructional coach attends monthly coaching sessions through the New Teacher Center as well through SCCOE. Professional development on the latest technology, including Promethean boards, LCD projectors, and individual student needs
- Our tech liaison attends professional development.

Parental Involvement

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

Monthly principal coffee's offer parents an opportunity to come together to receive information regarding the school or the new business, receive trainings and technology and instructional strategies, and allow the parents a voice to share their ideas and suggestions to make Arbuckle a better place for all stakeholders. Parent trainings are provided by the district to better help parents support their children's academic progress such as DAC, DELAC, and Superintendent's Parent Advisory and Resource Council (SPARC).

A Student Success Team (SST) addresses the academic and behavioral needs of students and provides teachers and parents strategies to assist the student. A monthly newsletter as well as regularly updated flyers and updates are sent home to support parents and students. A Health aide is in place to address the health needs of families. The staff and the principal provide meetings that cover topics of importance for parents and students. The parents are provided opportunities to attend a district Parent University on a variety of topics.

The staff provides workshops for parents on building literacy and math skills at home. All parents of students who are not meeting grade level standards are given a letter during the first progress mark. Teachers conference with these parents and provide support so all students have the opportunity to succeed.

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)

All stakeholders are involved in the decision making process at Arbuckle Elementary, including but not limited to School Site Council, English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO), Instructional Leadership Team, and staff meetings. Our stakeholders are involved developing the school site plan, including the budget. Our stakeholders are involved in the process and they're encouraged to be part of the team that ultimately creates, reviews, and accepts the current school year's school plan.

Funding

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

Arbuckle Elementary provides the following categorical funds to enable under-performing students needs to meet standards:

- The principal, instructional coach, and classroom teachers need to analyze and assess data to determine if English language learners are meeting the annual yearly progress school (based on length of time in the district's language program).
- Effective implementation of interventions at Arbuckle has focused on the needs of advanced students.
- Teachers are given the option to provide after or before school intervention programs tutoring and academic support opportunities for students.
- Teachers are also allocated funds to provide supplemental materials for the students they serve.

18. Fiscal support (EPC)

Essential Program Components (EPC): the school receives both State and Federal funding.

Description of Barriers and Related School Goals

The majority of our students are second language learners. They are beginning to learn English and struggle with the academic language. The vocabulary that is presented in ELA and Math curriculum is advanced for their learning curve. These students need more time to comprehend what they are reading and need more time to process the vocabulary. They need front-loading of new concepts and scaffolding of lesson steps in order to be able to fully understand and process what they are reading, listening, speaking and writing.

The school demographics are: Hispanic or Latino are 86.9% of our population, English Learners are 77.1%, Socioeconomically Disadvantaged are 93%, Students with Disabilities 52.2% and Asian 9.5%.

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.

Goal #2 -- English Learners will have the required skills to reach grade level standards/proficiency

Goal #3-- Provide all students and families a safe, welcoming, and caring environment conducive to learning

Goal #4--Engage stakeholders in a meaningful way that promotes a positive learning, working, and community environment that is geared toward student achievement.

Because the majority of our soon to a second language learners they are beginning to learn English and struggle with the academic language. The vocabulary that is presented in ELA and math curriculum is advanced for their learning curve the students need more time to comprehend what they are reading and need more time to process the vocabulary. Students need front loading of new concepts and scaffolding of lessons in order to be able to fully understand and process what they are reading, listening, speaking, and writing. Another barrier which has been addressed throughout this process is that students from low socioeconomic homes come unprepared for TK and kindergarten very few students receive preschool or related services. Another barrier is lack of time to meet the needs of all students, especially time and money for interventions to fill holes/gaps to bring to students to grade level proficiency.

Parent committee's were involved in the implementation and planning of the school plan through monthly scheduled meetings such as School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and the Parent Teacher Organization (PTO).

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	60	50	53	60	50	51	59	50	51	100	100	96.2
Grade 4	57	48	45	56	48	43	56	48	43	98.2	100	95.6
Grade 5	37	43	41	37	42	41	37	42	41	100	97.7	100
All Grades	154	141	139	153	140	135	152	140	135	99.4	99.3	97.1

* 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	2368.5	2341.4	2353.9	7	6.00	5.88	8	4.00	11.76	37	24.00	19.61	47	66.00	62.75
Grade 4	2388.7	2383.7	2406.2	7	0.00	0.00	7	8.33	16.28	18	22.92	30.23	68	68.75	53.49
Grade 5	2457.6	2422.0	2453.2	14	4.76	0.00	16	14.29	21.95	22	14.29	29.27	49	66.67	48.78
All Grades	N/A	N/A	N/A	9	3.57	2.22	10	8.57	16.30	26	20.71	25.93	55	67.14	55.56

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	3	6.00	5.88	41	24.00	27.45	56	70.00	66.67
Grade 4	7	4.17	4.65	25	37.50	60.47	68	58.33	34.88
Grade 5	11	7.14	7.32	38	35.71	60.98	51	57.14	31.71
All Grades	7	5.71	5.93	34	32.14	48.15	59	62.14	45.93

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	5	2.04	5.88	41	34.69	31.37	54	63.27	62.75
Grade 4	7	0.00	0.00	27	29.17	51.16	66	70.83	48.84
Grade 5	19	9.52	7.32	32	30.95	43.90	49	59.52	48.78
All Grades	9	3.60	4.44	34	31.65	41.48	57	64.75	54.07

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	3	2.00	5.88	68	50.00	56.86	29	48.00	37.25
Grade 4	9	6.25	0.00	57	54.17	76.74	34	39.58	23.26
Grade 5	19	4.76	2.44	54	45.24	58.54	27	50.00	39.02
All Grades	9	4.29	2.96	61	50.00	63.70	30	45.71	33.33

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	10	8.00	7.84	51	34.00	41.18	39	58.00	50.98
Grade 4	9	0.00	4.65	41	50.00	53.49	50	50.00	41.86
Grade 5	16	11.90	9.76	51	26.19	51.22	32	61.90	39.02
All Grades	11	6.43	7.41	47	37.14	48.15	41	56.43	44.44

Conclusions based on this data:

1. Approximately 19% of all 3rd through 5th graders are at grade level in ELA. The majority of our students are not meeting standard. We must focus on our students in the Nearly Met strand to move them to the Standard Met strand.
2. Our greatest Above Standard percentage in all three grade levels is in Reading.
3. Based on these results, our greatest area of need is listening. Students need to be exposed to more opportunities to develop their listening skills. Additionally, students should have more opportunities to practice and develop their listening comprehension skills so that they can reference the text/source in their.

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	60	50	52	60	50	51	60	49	51	100	100	98.1
Grade 4	57	48	45	57	48	44	56	48	44	100	100	97.8
Grade 5	37	43	40	37	42	40	37	42	40	100	97.7	100
All Grades	154	141	137	154	140	135	153	139	135	100	99.3	98.5

* 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	2398.0	2366.2	2364.6	7	4.08	1.96	13	10.20	13.73	48	24.49	21.57	32	61.22	62.75
Grade 4	2388.8	2400.8	2408.5	2	0.00	0.00	5	0.00	9.09	23	39.58	36.36	70	60.42	54.55
Grade 5	2425.8	2410.3	2413.8	3	2.38	0.00	11	0.00	0.00	19	21.43	25.00	68	76.19	75.00
All Grades	N/A	N/A	N/A	4	2.16	0.74	10	3.60	8.15	32	28.78	27.41	54	65.47	63.70

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 3	15	6.12	10.20	37	16.33	28.57	48	77.55	61.22
Grade 4	4	0.00	2.33	13	14.58	18.60	84	85.42	79.07
Grade 5	5	2.38	0.00	8	9.52	2.50	86	88.10	97.50
All Grades	8	2.88	4.55	21	13.67	17.42	71	83.45	78.03

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	5	6.12	2.00	47	46.94	38.00	48	46.94	60.00
Grade 4	4	0.00	2.33	25	37.50	34.88	71	62.50	62.79
Grade 5	8	2.38	2.50	22	26.19	22.50	70	71.43	75.00
All Grades	5	2.88	2.26	33	37.41	32.33	62	59.71	65.41

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	7	6.12	6.12	65	40.82	42.86	28	53.06	51.02
Grade 4	2	0.00	0.00	25	37.50	41.86	73	62.50	58.14
Grade 5	8	0.00	0.00	30	23.81	37.50	62	76.19	62.50
All Grades	5	2.16	2.27	42	34.53	40.91	53	63.31	56.82

Conclusions based on this data:

1. Approximately 9% of all 3rd through 5th graders are at grade level in math. The majority of our students are not meeting standard. We must focus on our students in the Nearly Met strand to move them to the Standard Met strand.
2. Our greatest Above Standard percentage in all three grade levels is in Concepts and Procedures.
3. All grade levels need more exposure to CAASPP-like tasks throughout the year. Additionally, all teachers need to be more purposeful about how math instruction is requiring students to show their math reasoning through writing.

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: Reading Language Arts (ELA), Mathematics, Science Social, Science
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:
By the end of the year 70% (or better) of students in grades K-2 will be on grade level, according to district and school-wide implementations, moving toward 100% of students on grade level. 70% (or better) will meet or exceed standards on all district curriculum embedded assessments, school-wide implementations (AR) and CAASPP), moving towards 100% students meeting or exceeding standards.
Data Used to Form this Goal:
Student data collected will include, but is not limited to CAASPP scores, iReady scores, Accelerated Reader (AR) levels, Benchmark Advance assessments, enVision math assessments, English Language Assessment for California (ELPAC), writing samples and teacher created assessments.

Findings from the Analysis of this Data:**ELA:**

The overall results revealed that 20.72% of the students nearly met the goal; 3.57% exceeded; 8.57% met the goal while 3.57% exceeded the goal in Language Arts.

When looking at the mean score, 4th grade dropped 5 points in ELA and 5th grade ELA the students dropped 35.6 points.

We need to continue teaching a higher rigorous program with our new ELA program (Benchmark Advance). Intervention is our focus for the students who need more support with our small group instruction in classes. City Year tutoring occurs throughout the day, individually, as well as within classrooms to assist with small group instruction.

Teachers provide opportunities for under performing students to meet the standards through small group instruction, one on one intervention, Student Study teams, and individual goals for certain students. We also have RSP when students have been identified with learning disabilities. These students receive instruction with Read Well Language Arts Programs as needed.

Our long term ELL students are not advancing according to our CELDT test results. We found a need to be working on Cloze strategies in reading comprehension and Cloze strategies in vocabulary. After looking at our local assessments it is evident that there is a need to increase the rigor after the second assessments and local assessments.

Math:

The overall results for 3rd grade revealed that 24.49% of the students nearly met the goal while 4.08 exceeded; 10.20 met and 61.22% did not meet the goal. The overall results for 4th grade revealed that 39.58% of the students nearly met the goal while 0% exceeded; 0% met and 60.42% did not meet the goal. The overall results for 5th grade revealed that 21.43% of the students nearly met the goal while 2.38% exceeded; 0% met and 76.19% did not meet the goal.

Intervention is our focus for the students who need more support with our small group instruction in classes.

Teachers provide opportunities for under-performing students to meet the standards through small group instruction, one on one intervention, student study teams, and individually goals for certain students. We also have RSP when students have been identified with learning disabilities. These students receive instruction with en-Vison.

More attention needs to be set at comprehending number sense to master computation problems. Our ELD students had lower scores in this area due to a struggle to read word problems in grades 3-5 because they are more related to literacy skills.

Language of Math is used to help with Reading Comprehension and Problem Solving in the en-Vision Math Adoption.

Math en-Vision Data and Math Diagnostic i-Ready data:

How the School will Evaluate the Progress of this Goal:

Diagnostic Assessments: Benchmark Advance, i-Ready Diagnostic, enVision

Formative Assessments: Weekly Quizzes, Unit Tests (Benchmark Advance and enVision), Performance Tasks, Observations

Summative Assessments: CAASPP test scores, iReady

Local formal and informal ELA curriculum assessment, Benchmark Writing and including AR

Teachers will meet once a moth in grade level teams to analyze data and monitor students' progress. Teachers will backwards map ELA and math standards to meet the need of all studnets. Teachers are required to use multiple data points, such as curriculum quizzes and tests, and qualitative student data.

Strategy #1:

All teachers and parents will be prepared to ensure that students are prepared for Common Core State Standards through professional devvelopment, grade level collaboration, and the support of the instructional coach. Students identified for intervention will be offered a variety of intervention supports.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement: Parent committee's were involved in the implementation and planning of the school plan through monthly scheduled meetings such as School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and the Parent Teacher Organization (PTO).</p> <p>1. Back to School Night and grade level presentations will inform parents of academic requirements, common core state standards, and attendance and behavior expectations.</p> <p>2. Weekly information about upcoming events will be sent home to parents in English and Spanish.</p> <p>3. Information provided through the districts phone messenger system, Parent Link, will be used on a weekly or daily basis to keep parents informed.</p> <p>4. Parents will be strongly encouraged to participate in school activities, including but not limited to: Back to School Night, Open House, Parent Conferences, and other school community events.</p> <p>5. The Student Support Team (SST) process includes parents in addressing the particular needs of referred and under performing students.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p>	<p>Front Office Staff</p> <p>SSC</p> <p>ELAC</p> <p>PTO</p> <p>Teachers</p> <p>Instructional Coach</p> <p>Community Liaison</p> <p>Clty Year</p> <p>Reading Partners</p> <p>Principal</p> <p>Parents</p> <p>SOMOS Mayfair</p> <p>Little Heroes</p>	1. Extended Duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
			2. Flyers, materials, ink	4000-4999: Books And Supplies	LCFF - Supplemental	200
			4. Materials/supplies for parent events	None Specified	LCFF - Supplemental	500
			4. Teachers to plan and provide parent workshops (extended duty)	1000-1999: Certificated Personnel Salaries	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6. The community liaison will provide parents with support and communication to better strengthen a school home collaboration.</p> <p>7. Host parent meetings for at risk students to inform parents how to support their children academically.</p> <p>8. Kindergarten orientation and benchmark meetings held to inform parents of incoming and current students of necessary benchmarks for their child to reach by the end of kindergarten.</p> <p>9. Provide volunteer opportunities for parents to participate in their child's education.</p>						
<p>Accountability:</p> <p>1. The school will maintain and implement a Single Plan for Student Achievement. The principal and the school site council will monitor the school plan implementation on a monthly basis and make revisions as needed for school growth.</p> <p>2. The principal will conduct weekly classroom walk-throughs using the district tools. Teachers will receive immediate feedback in written and verbal form.</p> <p>3. The instructional coach will model lessons and participate in coaching cycles with teachers based on student data.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p>	<p>Principal</p> <p>Instructional Coach</p> <p>ILT</p> <p>Teachers</p> <p>Parents</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. All staff and grade level meetings will focus on data analysis, the planning of instruction, staff development, safety, and teachers will meet regularly to analyze student learning and consider new strategies and best practices.</p> <p>5. Classroom teachers will regularly assess student mastery of standards by examining student work, unit tests, chapter tests, weekly checkpoints that simulate the smarter balanced and benchmark assessments.</p> <p>6. Each classroom will use a specific whole classroom tracking/monitoring system and individual goal setting.</p> <p>7. Classroom teachers will regularly assess students mastery of standards by examining student work, unit tests, chapter tests, weekly checkpoints that simulate the smarter balanced and benchmark assessments at grade level collaboration meetings.</p> <p>8. All teachers will use a specific whole classroom tracking/monitoring system and individual goal setting.</p> <p>9. Teachers will assess all kindergarten through fifth grade students using Benchmark Advance Level Screen. All 2nd grade through fifth students will be assessed since using Level Screener and iReady.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>10. Teachers will administer all district required benchmarks, along with benchmark unit assessments and performance tasks.</p> <p>11. Conferences will take place with parents as needed in person, by phone, or written notice. Student progress reports and English language development reports will be sent home quarterly as appropriate.</p> <p>12. Report cards will be sent home twice a year.</p>						
<p>Staff development and professional collaboration:</p> <p>1. Staff development and instructional materials to increase teachers skills in the use of the districts reading program and develop lessons using the Common Core State Standards, and the development of Balanced Literacy.</p> <p>2. Teachers, administrators, and support staff, are given opportunities to attend relevant professional development workshops and conferences.</p> <p>3. Teachers and administration are given release time and instructional materials to support the implementation of Balanced Literacy and the implementation of CCSS.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p>	<p>ILT</p> <p>Instructional Coach</p> <p>Principal</p> <p>City Year</p> <p>Little Heroes</p> <p>District Office</p> <p>Staff</p> <p>Teachers</p>	<p>1. Various materials (i.e., classroom books, library materials, science, art, technology equipment, etc.)</p> <p>2. Travel and Conferences</p> <p>3. Extended Duty</p> <p>8. Instructional Materials</p> <p>8. Extended Duty</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>Title I</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>4295</p> <p>2000</p> <p>2000</p> <p>3000</p> <p>4000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. Staff receives professional development in the analysis of assessment data and the data management systems during grade level collaborations.</p> <p>5. The principal and instructional coach will provide time for grade level collaboration to engage in instructional planning with support from City Year and Little Heroes..</p> <p>6. The instructional coach and principal will provide support for teachers for release time as needed to serve each other and engage in peer coaching.</p> <p>7. The instructional coach will support teachers to implement an integrated ELD program.</p> <p>8. Teachers will analyze data on iReady to identify targeted focal students, discuss academic support, and develop strategic plans, such as after school and before school interventions.</p> <p>9. Teachers will receive professional development on effective use of technology integration into the core content.</p>						
<p>Opportunity and equal educational access:</p> <p>1. Students will use Benchmark Advance online applications,</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p>	<p>Instructional Coach</p> <p>Principal</p> <p>Little Heroes</p> <p>PTO</p> <p>Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Accelerated Reader, and RAZ Kids web-based software to increase achievement and content reading.</p> <p>2. All students will have an opportunity to participate in Little Heroes during recess.</p> <p>3. Students not meeting standards or proficiency are targeted for extended learning time in intervention programs during and after school.</p> <p>4. Other activities include but are not limited to: academic field trips, college tours, student council, band, science fair team workshops.</p> <p>5. In school interventions: Universal access provided in leveled groups during workshop time for at risk and basic students and in school tutors from Reading Partners.</p> <p>6. Teachers will be allotted \$200 each to purchase supplemental materials to provide equal education access to the state standards.</p> <p>7. Enrichment activities before, during, and after school meet the needs of all students. This includes peer coaches, mentors, and after school activities.</p> <p>8. School will continue to work towards creating a one on one environment for laptops in all grades.</p>	<p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p>	Parent Volunteers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. After school interventions will be available for students to increase their reading and language capacity.						
<p>Teaching and learning:</p> <p>1. Teachers will implement the standards based pacing guide of the district adopted Benchmark Advance with allocated time according to state requirements.</p> <p>2. The instructional coach will provide demonstration lessons and mini lessons to all teachers as needed.</p> <p>3. Grade level meetings will be held on a weekly basis to review student data and design during the day interventions for benchmark advanced workshop time.</p> <p>4. Cross grade level articulation will take place to discuss programs and how they affect student learning and to create benchmark assessments in grades kindergarten, first, and second.</p> <p>5. Purchase classroom supplies materials and equipment such as, but not limited to: materials for kindergarten to first grades to support routines, supplemental reading language arts materials, classroom library books, newspapers, AV equipment, document cameras, printers,</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p> <p>10. August - June</p>	Principal Instructional Coach Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>computers software maintenance of computers and print shop orders. Additionally, English language learners will have access to computers and iPads to improve: vocabulary, language skills, and provide blended and personalized learning opportunities. Students will use I Ready for educational support.</p> <p>6. The district funded instructional coach will provide assistance for teachers in the implementation of common core state standards instructional strategies and planning units of study.</p> <p>7. Teachers will implement and refine instruction on the writing process.</p> <p>8. Technology will be used as a tool to enhance and reinforce delivery of instruction.</p> <p>9. A copier and Riso-graph will be maintained for teachers and staff to use as needed.</p> <p>10. Students will have experiential learning outside of the classroom at two places around the bay area to broaden their understanding of state standards and global perspective.</p>						

Strategy #2:

Guide teachers to utilize formative assessment data to support all students. Teachers will constantly analyze data from both informal formal assessments or provide in class support for students at the targeted levels.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Teachers will constantly analyze data from both informal formal assessments or provide in class support for students at the targeted levels.</p> <p>2. The principal and instructional coach will complete weekly classroom visits. The principal will support teachers engaging all students in the grade level content- including communication, collaboration, creativity, and critical thinking and problem solving- and, supporting students with special needs and English language learners.</p> <p>3. All teachers have the opportunity to visit model classrooms to learn strategies to meet the needs of our students.</p> <p>4. Teachers will work together during staff and grade level meetings to monitor and revise lessons to meet the needs of all students.</p> <p>5. All teachers have the opportunity to attend both district and state professional development opportunities.</p> <p>6. All teachers will use the school-wide data assessment system to</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p>	<p>Teachers</p> <p>Principal</p> <p>Instructional Coach</p>	4. Extended Duty	1000-1999: Certificated Personnel Salaries	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>analyze data and create goals to meet the needs of all students.</p> <p>7. All teacher will provide scaffolded support at multiple levels to support all students.</p>						
<p>Provide strategies responsive to student needs:</p> <p>1. Teachers will meet in grade levels once a month to plan instruction and engage in data analysis, such ROCI ensuring consistency and adherence to the common core state standards.</p> <p>2. Teachers have access to standards based software programs such as but not limited to RAZ-Kids, Accelerated Reader, and I ready.</p> <p>3. Constructing Meaning will be implemented with all students to ensure oral language and vocabulary development and increase student engagement.</p> <p>4. Teachers will use differentiated instruction during universal access by grouping students according to specific needs.</p> <p>5. Teachers use the latest technology (iPads, Promethean Boards, LCD projectors laptops speakers, etc.) to respond to all students needs and maintain high engagement.</p> <p>6. Teachers will provide small group</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p>	<p>Teachers</p> <p>Principal</p> <p>Instructional Coach</p>	<p>RAZ Kids</p>	<p>1000-1999:</p> <p>Certificated</p> <p>Personnel Salaries</p>	<p>Title I</p>	<p>2000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction in reading at students working ability level.						
<p>Increased learning time:</p> <p>1. Assessment results for reading language arts, and writing will be used to develop after school intervention programs.</p> <p>2. Teachers will identify and provide targeted first through fifth grade students with strategic after school interventions for students by Reading Partners.</p> <p>3. The principal, instructional coaches, and teachers will provide data of students in the intervention programs to monitor student progress.</p> <p>4. Homework and enrichment activities will be provided by City Year during extended learning time.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p>	<p>Teachers</p> <p>Principal</p> <p>Instructional Coach</p> <p>City Year</p>				
<p>Involve teachers in academic assessment:</p> <p>1. The principal, instructional coach, and teachers will analyze CAASPP, iReady, and Accelerated Reader data and apply analysis of results to instructional content standards, after school program and in school universal access groups.</p> <p>2. Teachers will analyze standards-based unit tests and benchmarks to</p>	<p>1. August - June</p> <p>2. August - June</p>	<p>Teachers</p> <p>Principal</p> <p>Instructional Coach</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
track individual student progress and to recommend for intervention programs.						
<p>Provide an environment conducive to learning:</p> <p>1. Classroom displays will be regularly updated and standards aligned by teachers (i.e., standards, cluster goals, school focus, writers' wall, PBIS, daily objectives and schedules will be posted as well as expected behaviors and consequences.</p> <p>2. Teachers will promote and maintain effective classroom management procedures and parent communication.</p> <p>3. Teachers will use rubrics so students understand the expectations of written and oral responses in accordance to benchmark advance in constructing meaning.</p> <p>4. Teachers will have laptops, Promethean boards, document cameras, LCD projectors, iPads. Technology helps to fully engage all students.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p>	<p>Teachers</p> <p>Principal</p> <p>Instructional Coach</p>				

Strategy #3:

Refine Math CCSS backwards planning process, allowing for development of weekly grade level plans, and regular analysis of assessment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement:</p> <p>1. The following parent committees were involved in the planning and implementation of the school plan: School site council, English language advisory committee, and parent teacher organization.</p> <p>2. Back to School Night parent programs in classroom presentations will be held to introduce math standards and math benchmarks.</p> <p>3. Teacher will present at workshops with a focus on assisting students in math or reading (i.e., Math/Literacy Night)</p> <p>4. Parent teacher conferences report cards and progress report etc. will be sent home to advise parents of students math progress.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p>	<p>Teachers</p> <p>Principal</p> <p>Instructional Coach</p>	<p>1. Targeted reading materials (i.e., read-alouds, classrooms library books, AR, guided reading materials)</p> <p>2. Materials for reading for small group, such as listening centers</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>2257</p> <p>1000</p>
<p>Standards, Assessments, and Accountability:</p> <p>1. Classroom teachers will assess students mastery of math standards by examining CAASPP scores in Envision unit assessments and performance tasks student work.</p> <p>2. Teachers will use re-teaching strategies and differentiation of instruction to ensure all students master the standards.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p>	<p>Principal</p> <p>Instructional Coach</p> <p>Teachers</p>	<p>5. Materials and Supplies</p> <p>6. Extended Duty</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>Title I</p>	<p>500</p> <p>6000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. All enVision Math assessments will be analyzed and discussed at teacher collaboration time provided by principal and instructional coach.</p> <p>4. Classroom walk-through will be conducted to ensure clear focus on common core state standards, oral and written language development in math, and instruction focused on supporting students to deepen the depths of knowledge.</p> <p>5. Student progress reports will be sent home quarterly as applicable. Academic report cards will be sent home twice a year for our students.</p> <p>6. After School interventions will be provided for at risk second through fifth grade students not achieving standard in mathematics.</p>						
<p>Staffing and professional development:</p> <p>1. Teachers while attend Envision training and Constructing Meaning trainings.</p> <p>2. Teachers will be given opportunities to visit other classrooms to observe best teaching practices in mathematics.</p> <p>3. Teachers will be provided grade level time for collaboration analyzing their formative assessments and/or other standardized assessment as</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p>	<p>Principal</p> <p>Instructional Coach</p> <p>Teachers</p> <p>City Year</p> <p>Little Heroes</p>	<p>3. Substitutes during GLCs</p> <p>5. Travel and Conferences</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>Title I</p>	<p>1250</p> <p>2000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>well as to plan instruction developing interactive flip charts for the Promethean board.</p> <p>4. The instructional coach will provide demonstration lessons and mini lessons to all teachers focusing on math practices.</p> <p>5. Professional developmen will be provided and offered in improving math oral and written language practices.</p> <p>6. Staff development is offered to teachers, administrators, and other staff in best practices for addressing standards using district adopted curriculums from the district.</p> <p>7. Staff meetings and grade level collaborations are dedicated to backwards planning math standards and skills and performance tasks.</p> <p>8. Teachers will have the opportunity to attend professional development that enhances the use of technology to improve students math skills.</p> <p>9. Teachers will receive professional development on instructional practices to support our students.</p>						
<p>Opportunity & Equal Educational Access :</p> <p>1. Students will use enVision math to</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p>	<p>Principal Instructional Coach Teachers</p>	<p>3. Field Trips</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p>	<p>2000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>increase achievement in mathematics.</p> <p>2. At risk students will have specialized learning time in small groups.</p> <p>3. Students will be able to go on math and science related field trips such as, The Tech Museum and children's discovery museum.</p> <p>4. Student will be recognized during quarterly assemblies for effort and academic success, and for making improvement and growth in both.</p> <p>5. Students will be provided with after school intervention based on their needs and improvements as needed.</p>	5. August - June					
<p>Teaching and learning:</p> <p>1. Teachers are to use the district adopted mathematics curriculum and standards based pacing guides to deliver standards-based direct instruction.</p> <p>2. Teachers will meet by grade level to plan instruction and monitor student progress towards mastering the standards engaging in ROCI cycles, and developing common core state standard units of study.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p>	<p>Principal</p> <p>Instructional Coach</p> <p>Teachers</p> <p>City Year</p> <p>Little Heroes</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. The principal and teachers will analyze student data and develop strategic action plans based on results.</p> <p>4. Supplementary materials such as hands-on materials will be provided in order to differentiate instruction.</p> <p>5. Daily lesson plans focus on lesson objectives in common core state standards.</p> <p>6. The district pacing guides for math curriculum is followed by our teachers. The pacing guide may be supplemented to support our students.</p> <p>7. Teachers will use reteaching strategies and differentiation of instruction.</p> <p>8. Teachers will use a Promethean board to engage students in the lesson as well as provide support for differentiation.</p>						

Strategy #4:

All students with special needs will meet or exceed standards in reading language arts and mathematics by the end of 2018 2019 school year, while also meeting the yearly individualized education plan goals with 8% proficiency or higher. This may be achieved by: All special education teachers will attend all Common Core and curriculum trainings, assessing students using local and state assessment data to monitor student growth as necessary.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. The principal will conduct walkthroughs and provide feedback.	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p>	Principal Instructional Coach Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Teachers will use Read Well whole class and blended learning component and computers with supplemental Common Core materials</p> <p>3. Teachers will be released to observe other classrooms implementing Common Core and Balanced Literacy with students on their caseloads.</p> <p>4. Teachers will have access to our school technology including but not limited to head phones, iPads, computers, Promethean boards, and document cameras.</p>	4. August - June	Arbuckle SPED Department				
<p>Professional development:</p> <p>1. Staff members will participate in professional development on Read Well whole class, Inclusion, CCSS, etc..</p> <p>2. Teachers will develop Individualized Education Plan (IEPs) which meet academic and social needs of identified students and upload them into the SEIS system.</p>	<p>1. August - June</p> <p>2. August - June</p>	Principal Instructional Coach Teachers Arbuckle SPED Department	2. Extended Duty for IEP Meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
<p>1. IEP meetings will review student concerns if applicable.</p> <p>2. Include special ed teachers in grade level collaborations.</p> <p>3. Teachers that have students with disabilities in their classes will utilize</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p>	Arbuckle SPED Department	5. Technology and specialized materials to support students with IEPs	4000-4999: Books And Supplies	LCFF - Supplemental	3148

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>teaching and learning practices which increases academic proficiency of identified students.</p> <p>4. On a daily basis, teachers with students with disabilities will implement the material to meet the needs of all learners, check for understanding, adjust and modify lessons as necessary, and provide multiple opportunities for scaffolding the curriculum.</p> <p>5. Teachers will enhance lessons with the use of technology and specialized materials.</p> <p>4. Teachers will backwards map English language arts and math standards and plan for performance tasks.</p>						
<p>1. Teachers will assess students and share the process at meetings with families including conferences, IEPs, and 504 meetings.</p> <p>2. Teachers will collaborate with general education teachers to analyze data.</p> <p>3. Teachers, the principal, and the instructional coach will use the Student Support Team (SST) process to identify students that need additional support and may possibly have a learning disability.</p>						

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 (ELL)
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
25% of our English Language Learners will be reclassified during the 2018-2019 school year. English language learners strategic and guided monitoring during staff and grade level meetings to monitor progress of all students.
Data Used to Form this Goal:
2017-2018 English Language Proficiency Assessment for California (ELPAC)
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Strategic and guided monitoring of English language learners' progress during staff and grade level meetings to monitor progress of all students. Teachers will meet at least once a month in grade level teams to analyze data and monitor student progress. Teachers will monitor data and backwards math standards and English language arts standards to meet the needs of all students. Teachers are required to use multiple data point, such as curriculum quizzes and test and access them through various data platforms used by the district.
Strategy #1:
Structures will be developed and monitored to effectively support all English language learners with structures and differentiated during designated ELD and throughout the daily core instruction.

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>Involvement:</p> <p>1. Students will be grouped according to level in grades K through fifth during the 30 minutes of ELD designated ELD instruction.</p> <p>2. Teachers will use Constructing Meaning planning tools went backwards planning for students structured talk, academic discussions, and writing.</p> <p>3. All staff will incorporate Constructing Meaning by implementing Student Structured Talk, graphic organizers and other supports for English language learners.</p> <p>4. Teachers will use various strategies to support academic discussions and provide students with hands on activities.</p> <p>5. The instructional coach will lead grade level collaborations with a focus on supporting English language learners.</p> <p>6. Teachers will support students language through visuals, modeling, sentence frames, and collaborative partners talks.</p> <p>7. Teachers will require students to express their thinking verbally and in writing, using graphic organizers.</p> <p>8. Teachers will model how to use a Graphic organizer.</p> <p>The Single Plan for Student Achievement</p> <p>9. Teachers will use Constructing Meaning strategies during ELD</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p>	<p>Principal</p> <p>Teachers</p> <p>Instructional Coach</p>	<p>2. Materials and Supplies</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	<p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Standards assessment and accountability:</p> <p>1. School staff will monitor in English language learners using the English Language Proficiency Assessment for California, statewide testing, district benchmarks, site common assessments, and site computer programs to track academic achievement.</p> <p>2. Upon redesignation, students will be monitored for two years to ensure academic success. The principal and the English learner site coordinator will monitor and process paperwork to ensure a timely response with documentation.</p> <p>3. Student progress on assessments and progress towards standards will be communicated to parents in English and Spanish. Staff will attempt to provide primary language support for meetings and conferences.</p> <p>4. The school staff will monitor the progress designation, since will be monitored for two years to ensure academic success. English learner site coordinator will monitor and process paperwork to ensure timely response with documentation. The instructional coach will monitor the progress of RFEPs and LTELLs.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p>	<p>Principal</p> <p>Teachers</p> <p>Instructional Coach</p>	<p>1. Materials and Supplies</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	<p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staffing and professional development:</p> <p>1. Professional development will be provided focusing on language development in the areas of guided reading, writing and math, and Balanced Literacy.</p> <p>2. Teachers will be trained in Constructing Meaning and those who have not been to the training will:</p> <ul style="list-style-type: none"> • identify bricks and mortar when planning for performance tasks. • identify a target response for performance tasks • provide opportunities for students with skills to be successful on the smarter balanced assessment <p>and,</p> <ul style="list-style-type: none"> • support students with graphic organizers, anchor charts and sentence frames. 	<p>1. August - June</p> <p>2. August - June</p>	Principal Teachers Instructional Coach	1. Conference and Travel	5000-5999: Services And Other Operating Expenditures	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Opportunity and equal educational access:</p> <p>1. Students will be moved to different ELD groups as they demonstrate proficiency and based on their needs.</p> <p>2. Teachers will meet in grade level and vertical articulation teams to review and discuss instructional strategies to increase academic achievement for English language learners.</p> <p>3. At Risk students will get after school interventions to support them with their English Language Development.</p>	<p>1. August - June</p> <p>2. August - June</p>	<p>Principal Teachers</p> <p>Instructional Coach</p>	2.Subs for Release Time	1000-1999: Certificated Personnel Salaries	Title I	1000
			3. Extended Duty	1000-1999: Certificated Personnel Salaries	Title I	2000

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, Welcoming School Culture and caring environment / PBIS
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
All students will be educated in a learning environment that is safe and welcoming and conducive to learning, while celebrating academic and social emotional growth.
Data Used to Form this Goal:
Suspension and office referral rates Parent Survey Student Survey
Findings from the Analysis of this Data:
Students enjoy taking on responsibility Students learn more when there is a consistent structure (classroom and on campus - recess and lunch recess)
How the School will Evaluate the Progress of this Goal:
Attendance at school, Quarterly Character/Good Citizenship Assemblies, and PBIS recognitions (use of Dragon Scales).

Strategy #1:

School safety will be maintained through the development and monitor of our school safety plan, progressive student discipline (incorporating social justice practices) and community partnerships.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement:</p> <p>1. Materials and support will be provided for parents, such as community activities and school trainings.</p> <p>2. The principal will monitor best practices and promote an environment conducive to learning. School Site Council will conduct periodic review of the school safety plan.</p> <p>3. The principal and teachers will work with the school counselors (from Foothill and Alum Rock Counseling Center) directly with parents of students who are socially and emotionally at risk and provide outside resources and referrals.</p> <p>4. Parents and students will assist in following safety protocols before and after school to ensure safety.</p> <p>5. Stakeholders will discuss school safety issues with parents during monthly community meeting</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p>	<p>Principal</p> <p>Community Liaison</p> <p>Teachers</p> <p>Parents</p> <p>Foothill Counseling</p> <p>Alum Rock Counseling</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Standards, assessment and accountability:</p> <p>1. A focus on character education will continue to take great importance in a school environment and Rewards will be provided to students demonstrating high character values and positive discipline.</p> <p>2. Teachers will continue to use positive Dragon Scales (positive praise notes) to reward student behavior. Teachers and staff will document offenses and will inform parents.</p> <p>3. Teachers will also use referrals and develop support behavior plans when necessary.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p>	<p>Principal</p> <p>Community Liaison</p> <p>Teachers</p> <p>Parents</p> <p>Foothill Counseling</p> <p>Alum Rock Counseling</p>	<p>1. School climate materials and supplies</p> <p>2. Materials and Supplies</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>Title I</p>	<p>3000</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staffing and professional development:</p> <p>1. The principal will continue to support teachers implementing PBIS program.</p> <p>2. Professional development will encourage staff members to implement restorative justice practices. The use of research-based professional publications and strategies focus on school culture to meet school goals.</p> <p>3. Instructional leadership team will facilitate courageous conversations focused on equity, development of an effective nurturing environment, and social justice.</p> <p>4. The Instructional leadership team will lead staff to build team relations, refine vision for the school year, conduct professional development and collaboration around the implementation of Common Core State Standard an integrated technology.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p>	<p>Principal</p> <p>Community Liaison</p> <p>Teachers</p> <p>Parents</p> <p>Foothill Counseling</p> <p>Alum Rock Counseling</p>	4. Extended Duty	1000-1999: Certificated Personnel Salaries	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Opportunity and equal education access:</p> <p>1. Funds will be allocated to continue positive reinforcements for appropriate playground behavior and the PBIS program</p> <p>2. Students will learn about growth mindset and teachers will continue to lead by example through the use of growth mindset.</p> <p>3. Each morning will begin with morning classroom meetings to provide a communal start to the day, allow for daily announcements, and reinforce school culture.</p>	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p> <p>5. August - June</p>	<p>Principal</p> <p>Community Liaison</p> <p>Teachers</p> <p>Parents</p> <p>Foothill Counseling</p> <p>Alum Rock Counseling</p>	1. Materials and supplies	1000-1999: Certificated Personnel Salaries	Title I	1000
<p>Teaching and learning:</p> <p>1. Teachers will implement the PBIS program in the classroom using common language, character traits should be highlighted during English language arts instruction in English language development instruction.</p>	1. August - June	<p>Principal</p> <p>Community Liaison</p> <p>Teachers</p> <p>Parents</p> <p>Foothill Counseling</p> <p>Alum Rock Counseling</p>				

Strategy #2:

School culture will be established and reinforced through classroom morning meetings, student recognition, and school assemblies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide activities and student improvement recognition in academics and character traits during our quarterly assemblies.	<p>1. August - June</p> <p>2. August - June</p> <p>3. August - June</p> <p>4. August - June</p>	<p>Principal</p> <p>Community Liaison</p> <p>Teachers</p> <p>Parents</p>	1. Materials and supplies	4000-4999: Books And Supplies	LCFF - Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Committees are formed to set high standards and expectations as they relate to school culture and environment, student achievement, school safety and character building, student council and school events.</p> <p>3. Use incentives and recognition support materials to increase student participation in educational programs such as after school interventions.</p> <p>4. High standards and expectations for all students.</p> <p>5. Purchase school and classroom materials and incentives that promote positive student attitude and supports good health and fitness.</p> <p>6. Continue to implement the PBIS program with recognition from teachers using Dragon Scales.</p> <p>7. The Little Heroes Coach will train and monitor monitor student games during morning and afternoon recess.</p> <p>8. Adhere to the school Safety Plan.</p> <p>9. Provide behavioral counseling through Foothill Community and Alum Rock Counseling for student in crisis who need behavioral interventions.</p>	<p>5. August - June</p> <p>6. August - June</p> <p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p>	<p>Foothill Counseling</p> <p>Alum Rock</p> <p>Counseling</p>	2. Extended Duty	1000-1999: Certificated Personnel Salaries	Title I	1000
			3. Materials and Supplies	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
			5. Materials and Supplies	5000-5999: Services And Other Operating Expenditures	Title I	1000
			7. Little Heroes Contract	5800: Professional/Consulting Services And Operating Expenditures	Title I	16200

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: Engage Stakeholders and Parent Engagement
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:
Stakeholders are knowledgeable about the school vision and priorities.
Data Used to Form this Goal:
Discussions and feedback from all stakeholders during Staff Meetings/Professional Development Parent Surveys Parent attendance at workshops and night events Results from stakeholder surveys
Findings from the Analysis of this Data:
Arbuckle families feel welcome in our school and have expressed satisfaction with our school systems. They expressed that their child feels safe at school and that if there is a problem they feel that they will be heard by teachers, staff and principal.
How the School will Evaluate the Progress of this Goal:
Survey, attendance rate, student achievement.

Strategy #1:
Parents will be provided with opportunities to engage in the workshops, events, and conversations around student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Recognize parent volunteers at the end of the year with a parent volunteer recognition celebration.	1. August - June 2. August - June 3. August - June 4. August - June	Principal Community Liaison Teachers Office Staff	1. Materials and Supplies	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000
2. Our monthly newsletter will highlight school events.	5. August - June 6. August - June					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Opportunities will be provided for parent engagement such as school events, parent-oriented workshops, etc. Parents will be able to use a room on campus as a work place and meeting place.</p> <p>4. During our September Parent Coffee, parents provided input on school events and workshops offered during the 2018 2019 school year. Workshops offered may include positive parenting, anti-bullying, immigration, and college pathways.</p> <p>5. Materials for a parent workshops will be purchased so that parents can take-home resources monthly the coffees will be held the second Friday of every month. Materials and resources will be provided during the parent coffee's.</p> <p>6. Teachers will be paid extended duty to provide outreach and/or home visit for families. Kindergarten orientation meetings will be provided to incoming kindergarten and TK families.</p> <p>7. Promotional material such as signage flyers and brochures will be created to encourage parents to learn more about our program.</p> <p>8. Parent leadership opportunities will be provided through SSC, DELAC, PTO, and Coffee with the Principal.</p> <p>9. Parent feedback will be provided</p>	<p>7. August - June</p> <p>8. August - June</p> <p>9. August - June</p>		2. Materials and Supplies	5000-5999: Services And Other Operating Expenditures	Title I	500
			5. Materials and Supplies	4000-4999: Books And Supplies	Title I	458
			6. Extended Duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
			7. Materials and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
on our Single Plan for Student Achievement during the School Site Council meeting as well as during the Title 1 and LCAP meetings.						

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: Positive Behavior Interventions and Supports for School Climate (PBIS)
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #6:
Students will be educated in an environment that is safe, drug-free and conducive to learning.
Data Used to Form this Goal:
Parent surveys Discussions Parent Coffees PTO meetings Coffee with the Principal .. discussions and feedback from parents
Findings from the Analysis of this Data:
Students enjoy taking on responsibility Students learn more when there is a consistent structure (classroom and on campus - recess and lunch recess)
How the School will Evaluate the Progress of this Goal:
Less suspensions, higher attendance rate, positive behavior, more students discussing which college they might like to attend. Teachers surveys that show less student detentions.

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	50,408.76	0.76
Supplemental/Concentration	25,400.00	25,400.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,900.00
5000-5999: Services And Other Operating	LCFF - Supplemental	3,500.00
None Specified	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Title I	20,750.00
4000-4999: Books And Supplies	Title I	5,458.00
5000-5999: Services And Other Operating	Title I	8,000.00
5800: Professional/Consulting Services And	Title I	16,200.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	25,400.00
Title I	50,408.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	27,250.00
4000-4999: Books And Supplies	20,358.00
5000-5999: Services And Other Operating Expenditures	11,500.00
5800: Professional/Consulting Services And Operating	16,200.00
None Specified	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,150.00
Goal 2	7,000.00
Goal 3	25,700.00
Goal 4	2,958.00

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
Diederich A. Bonemeyer	X				
Deanna Thompson			X		
Jennifer Maloney		X			
Jaskamal Kaur		X			
Joanne Saucedo		X			
Maria Perez				X	
Juanita Torres				X	
Elizabeth Quezada				X	
Berenice Ortiz				X	
Maricela Duran				X	
Numbers of members of each category:	1	2	2	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 October 23, 2018.

Attested:

Diederich A. Bonemeyer

Typed Name of School Principal

Signature of School Principal

Date

Maria Perez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date