

The Single Plan for Student Achievement

School: Ben Painter Elementary
CDS Code: 43-69369-6046122
District: Alum Rock Union Elementary School District
Principal: George Kleidon
Revision Date: October 18, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on December 13, 2018.

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School Vision and Mission

Ben Painter Elementary's Vision and Mission Statements

Mission

In partnership with parents and the community, Ben Painter Elementary School's mission is to empower students to reach their potential as whole and unique individuals through the following: focusing on communication, collaboration, creativity, critical thinking, the meaningful use of technology, rigorous learning opportunities, and support of English Language Learners. This will enable our students to become productive, responsible 21st century thinkers.

Vision

Ben Painter inspires creativity and lifelong learning, which will prepare our students for successful careers.

School Profile

The Painter School team is committed to providing students with an educational experience that is positive, successful and encourages life-long learning. We empower our students to become successful, productive leaders by providing a learning environment that is respectful, inclusive, and diverse. Education is a partnership between home and school and thus, communication between parents and staff is essential. Please visit our website which is designed to provide you with helpful information about our school.

Student Enrollment by Grade Level

Grade Level	Number of Students
TK/Kindergarten	68
Grade 1	44
Grade 2	48
Grade 3	50
Grade 4	67
Grade 5	69

Total Enrollment: 346

Student Enrollment by Student Group

Student Group/Percent of Total Enrollment

Black or African American 1%

American Indian or Alaska Native 0.29%

Asian 29%

Hispanic or Latino . 51%

Native Hawaiian/Pacific Islander 16%

White 1%

Two or More Races 2%

English Learners 35%

Students with Disabilities 8%

Foster Youth .5%

Socioeconomically Disadvantaged 85%

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).

Survey's are used throughout the school year to gage parent and student engagement in activities and if there is a specific need for certain activities or programs they may improve the learning process. A survey is used to check the school culture and what may be some of the needs for improvement or change in our school wide Positive Behavior Intervention System (PBIS).

Classroom Observations

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

Classroom Walkthroughs are conducted weekly to support staff with curriculum implementation.

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)

State and local assessments are used by teachers to plan and drive instruction.

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

Student data is used by Painter teachers to assess student learning and to create small group instruction.

Staffing and Professional Development

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

All Painter teachers are highly qualified through successful through successfully completing subject matter assessments approved by the State of California in multiple subject content areas.

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

All Painter teachers are credentialed in the content areas in which they teach. All Painter students are taught by credentialed teachers.

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

All staff development at Painter and throughout Alum Rock Union Elementary School District is aligned with California Common Core Standards, and is selected based on assess student performance. Current professional development is literacy-based, including Constructing Meaning to support the assessed student performance needs of our English Learners.

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

Painter utilizes district and site instructional coaches to provide ongoing instructional assistance and support for teachers, as well as onsite administrator support from the principal.

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

Grade level teacher collaboration time is provided in a monthly protected time for each grade level to analyze data and plan instruction.

Teaching and Learning

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

Painter uses state approved and district approved texts that are aligned with the California Common Core State Standards to support student learning and in accessing grade-level texts to prepare for annual standardized assessments.

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

At Painter all teachers adhere to the recommend instructional minutes.

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

Teachers at Painter unitize pacing guides to create their unit plans and to plan small group intervention.

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

All groups have standards-based instructional materials and they are being used by teachers and students.

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)

N/A

Opportunity and Equal Educational Access

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

All teachers provide classroom instruction that is differentiated to meet the needs of all learners.

14. Research-based educational practices to raise student achievement

Professional developments are provided monthly to support teachers and administrators in curriculum implementation as well as research based instructional strategies by instructional services and at the school site.

Parental Involvement

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

Parent meetings are held regularly to discuss curriculum implementation, academic goals, and school wide data. Intervention plans, strategies, and resources are communicated and provided to families.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are invited to monthly parent coffees, School Site Council/ELAC meeting dates are provided to families. All stakeholders are invited to provided input on school wide goals as well as input on the LCAP.

Funding

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

Please refer to the School Summary of Expenditures sections for more information.

18. Fiscal support (EPC)

Please refer to the School Summary of Expenditures sections for more information.

Description of Barriers and Related School Goals

Barriers to reaching school wide goals may be time for planning as a grade level. Looking at student data through the lens of providing small group instruction to fit the needs of all students. Continuing to engage parent support and engage them in school activities and the learning process to support their student. Action items have been placed into this document to assist teachers and families in breaking down these barriers.

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	71	64	60	68	60	57	68	60	57	95.8	93.8	95
Grade 4	68	73	69	65	71	68	65	71	68	95.6	97.3	98.6
Grade 5	73	76	73	70	72	72	70	72	71	95.9	94.7	98.6
Grade 6	1			1			1			100		
Grade 7	1	*	*	0	*	*	0	*	*	0		
Grade 8	2	*	*	2	*	*	2	*	*	100		
All Grades	215	215	205	206	203	198	206	203	197	95.8	94.4	96.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2408.5	2397.7	2416.0	22	13.33	17.54	21	23.33	19.30	19	28.33	40.35	38	35.00	22.81
Grade 4	2403.9	2436.9	2419.2	8	21.13	8.82	17	14.08	17.65	17	16.90	25.00	58	47.89	48.53
Grade 5	2499.1	2453.7	2479.5	19	11.11	18.31	29	15.28	18.31	24	25.00	21.13	29	48.61	42.25
Grade 6	*			*			*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	16	15.27	14.72	22	17.24	18.27	21	23.15	27.92	41	44.33	39.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	13.33	21.05	40	43.33	42.11	43	43.33	36.84
Grade 4	5	14.08	5.88	34	38.03	55.88	62	47.89	38.24
Grade 5	23	12.50	23.94	44	41.67	30.99	33	45.83	45.07
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	15	13.30	16.75	40	40.89	43.15	45	45.81	40.10

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	35	18.33	17.54	34	36.67	38.60	31	45.00	43.86
Grade 4	8	26.76	8.82	43	33.80	48.53	49	39.44	42.65
Grade 5	27	15.28	26.76	46	47.22	42.25	27	37.50	30.99
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	23	20.20	17.77	41	39.41	43.15	35	40.39	39.09

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	12	10.00	17.54	60	65.00	68.42	28	25.00	14.04
Grade 4	9	12.68	7.35	55	53.52	61.76	35	33.80	30.88
Grade 5	17	8.33	12.68	64	54.17	53.52	19	37.50	33.80
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	13	10.34	12.18	61	57.14	60.41	27	32.51	27.41

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	28	23.33	22.81	43	43.33	61.40	29	33.33	15.79
Grade 4	9	19.72	11.76	45	49.30	47.06	46	30.99	41.18
Grade 5	34	19.44	26.76	49	40.28	33.80	17	40.28	39.44
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	24	20.69	20.30	46	44.33	46.19	30	34.98	33.50

Conclusions based on this data:

1. ELA SBAC Assessment:

3rd grade: 37% met or exceeded

No previous data

4th grade: 26% met or exceeded

9% decrease from last year (35%)

5th grade: 37% met or exceeded

11% increase from last year (26%)

ELA overall: 33%

Writing was the strongest domain for 4th grade students

Listening is the weakest domain for 3-5

Research is the strongest domain in 3rd and 5th grade is the weakest in ELA of all the 3 grade levels

2. EL's: Met or Exceeded

In grades 3rd-5th 33% of students exceeded/met standards while 2% of English Language Learners met/exceeded standards on the 2018 ELA Assessment (SBAC).

Domains of need:

Listening (12%) above standard.

Reading: comprehension (17%) above standard

Communicating in writing (18%) above standard

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	71	64	60	71	63	57	71	63	57	100	98.4	95
Grade 4	68	73	69	67	73	68	67	73	68	98.5	100	98.6
Grade 5	73	76	73	71	75	71	71	75	70	97.3	98.7	97.3
Grade 6	1			0			0			0		
Grade 7	1	*	*	0	*	*	0	*	*	0		
Grade 8	2	*	*	1	*	*	1	*	*	50		
All Grades	215	215	205	210	211	198	210	211	197	97.7	98.1	96.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2414.1	2417.8	2433.1	14	17.46	17.54	21	20.63	28.07	25	30.16	28.07	39	31.75	26.32
Grade 4	2424.7	2454.9	2443.3	6	20.55	10.29	16	17.81	23.53	24	23.29	30.88	54	38.36	35.29
Grade 5	2486.6	2451.1	2472.7	21	12.00	20.00	10	8.00	10.00	31	18.67	18.57	38	61.33	51.43
Grade 6	*			*			*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	14	16.59	15.74	16	15.17	19.80	27	23.70	25.89	44	44.55	38.58

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	28	33.33	35.09	18	33.33	31.58	54	33.33	33.33
Grade 4	15	28.77	16.18	16	17.81	35.29	69	53.42	48.53
Grade 5	24	13.33	27.14	23	17.33	12.86	54	69.33	60.00
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	22	24.64	25.38	19	22.27	26.40	59	53.08	48.22

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	18	19.05	28.07	42	47.62	36.84	39	33.33	35.09
Grade 4	10	28.77	11.76	40	24.66	47.06	49	46.58	41.18
Grade 5	21	12.00	22.86	34	32.00	27.14	45	56.00	50.00
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	17	19.91	20.30	39	34.12	37.06	44	45.97	42.64

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	18	17.46	22.81	48	52.38	54.39	34	30.16	22.81
Grade 4	16	23.29	13.24	27	34.25	50.00	57	42.47	36.76
Grade 5	18	12.00	18.57	49	34.67	31.43	32	53.33	50.00
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	18	17.54	17.77	41	39.81	44.67	41	42.65	37.56

Conclusions based on this data:

- Math SBAC Assessment:
3rd grade: 46% met or exceeded
No previous data
4th grade: 34% met or exceeded
4% decrease from last year (38%)
5th grade: 30% met or exceeded
10% increase from last year (20%)
Math overall: 36%

There is concern with concepts and procedures, communicating and reasoning at all grade levels.

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 and Mathematics
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:
Baseline Data: School wide 27% of students were at mid/late grade level according to the 2018 End of Year i-Ready ELA Diagnostic. Goal 1: Increase the percentage of students reading on grade level (mid/late) to 40% as measured by i-Ready Reading and/or the challenge level of the benchmark screener assessment. In grades 3rd-5th 33% of students exceeded/met standards while 2% of English Language Learners met/exceeded standards on the 2018 ELA Assessment (SBAC).
Data Used to Form this Goal:
1. 2018 SBAC Final Data 2. District Assessments (benchmark screener) 3. Curriculum Embedded Assessments 4. i-Ready data, EOY for 2018/19

Findings from the Analysis of this Data:

2018 SBAC Baseline Data to Inform Goal:

ELA SBAC Assessment:

3rd grade: 37% met or exceeded

No previous data

4th grade: 26% met or exceeded

9% decrease from last year (35%)

5th grade: 37% met or exceeded

11% increase from last year (26%)

ELA overall: 33%

Math SBAC Assessment:

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No previous data

4th grade: 34% met or exceeded

4% decrease from last year (38%)

5th grade: 30% met or exceeded

10% increase from last year (20%)

Math overall: 36%

How the School will Evaluate the Progress of this Goal:

District Assessments (i-Ready diagnostics), Benchmark Level Screener

Local Assessments such as:

- Growth monitoring assessments
- Small group instruction
- SBAC interim assessments
- Benchmark Advance Assessments
- Walk through data during instruction- using data to see trends and to plan professional development
- Collaboration time where teachers will discuss data, plan lessons, and backwards map units.

On a monthly basis grade level teams and the leadership team will analyze student progress in becoming proficient readers. Examples, of data assessments to be analyzed will be student reading behavior data collected from teacher led small group instruction, leveled screener data, unit performance tasks, SBAC interim assessments, and i-Ready growth monitoring/diagnostic results throughout the year. These assessments will help inform teachers of their students' areas of strengths and areas of needs. Teachers will strategically plan instruction to prepare students to master the Common Core State Standards and to achieve proficiency and advanced levels on the state's Smarter Balance CCSS Assessment in 2019.

Strategy #1:

Implement ELA and Math Common Core State Standards with a focus on 21st Century skills (Communication, Collaboration, Critical Thinking and Creativity) needed for College and Career readiness. Teachers will be provided site based and district professional development around balanced literacy components such as read alouds, shared reading, and guided reading. Strategically looking at student reading behaviors and developing lessons focused on student reading behaviors which will increase student reading proficiency in language arts and mathematical. Teachers will collaborate to backwards map units in ELA and plan small group reading lessons focused student learning outcomes. Teachers will continue to look at student data using the ROCI process which will drive students instructional needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Prepare students for college and careers in the 21st Century	August 2018- June 2019	Academic Services Principal, Teachers, and Instructional Coach	Instructional Supplement Materials for teachers (LCAP)	4000-4999: Books And Supplies	Supplemental/Conce ntration	3,400
Teachers will participate in professional development opportunities provided by Academic Services on a balanced literacy approach focused on read alouds, close reading, and guided reading.	August 2018- June 2019	Teachers, Academic Services Instructional Coach, Principal	Grade Level Collaboration Time to plan instruction.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,920
Teachers will develop and implement ELA -CCSS lesson plans and instructional activities (instructional materials) during grade level collaboration time with a focus on balanced literacy components; read alouds, close reading, and guided reading.	August 2018- June 2019	Teachers	Instructional Coach	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	49,001
Grade level teams will participate in school site Grade Level Collaborations (GLC) with district/site instructional coaches and site administration. There will also be full release professional development days for teachers throughout the school year. The emphasis will be on the development of lesson and unit plans which address read alouds, close reading, guided reading, learning objectives, and unit performance tasks. Teams will be focusing on creating small groups	August 2018- June 2019	Instructional Coach, and Principal		1000-1999: Certificated Personnel Salaries	Supplemental/Conce ntration	16,334
	October 2018- May 2019	Teachers, 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>using i-Ready, student reading behavior data, benchmark screener instructional reading levels. Meetings will be data driven.</p> <p>Teachers will provide small group Reading instruction daily that is personalized differentiate for students on a daily basis. Teachers will plan and implement structured talk strategies and activities which support language acquisition for students.</p> <p>Purchase school wide guided reading leveled books to be used during teacher led small group instruction.</p> <p>Instructional coach/Principal will facilitate grade level collaborations, ILT meetings, and will create professional developments in unit planning, creating small group reading groups, read alouds, close reading, guided reading, and student structured talk activities. The instructional coach/principal will support teachers in planning lessons, units, and model instructional practices. The instructional coach will work with teachers in analyzing and unpacking student data and will assist teachers in planning instruction utilizing data.</p>	<p>September 2018 - June 2019</p> <p>November 2018</p> <p>August 2018- June 2019</p>	<p>Teachers, Principal</p> <p>Instructional Coach, and Principal</p>				
Develop and implement K-5 ELA - CCSS unit plans created by backward mapping with a culminating performance writing tasks for the	September 2018- May 2019	Teachers	Grade Level Collaboration Time to plan instruction.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,360

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
different writing genres.	October 2018- June 2019	Teachers				
Teachers will integrate guide reading strategies to support students in small groups.		Teachers				
Teachers will focus on student reading behaviors with an emphasis on vocabulary and comprehension development during teacher led small groups.	October 2018- June 2019					
Small group after school intervention in reading will be held for students for students (possibly Springboard).	August 2018 - May 2019	Principal, Teachers, Academic Services, Parents and Community members.				
Teachers will in grades 3rd - 5th will receive professional development in Project Based Learning. The teachers will collaborate with other elementary schools in the cluster and in their grade level to design PBL projects for the students. Teachers will attend PBL-PLC's throughout the year.		Teachers, Principal,				
The school will host a PBL exhibition where students and classes can present their projects to family and community members.	January 2019 - April 2019					
Small group after school intervention in reading will be held for students for students (Springboard).	August 2018- June 2019	Teachers, Special Ed. Department				
Our Special Education department will develop and implement K-5 ELA, and Math plans which align to the CCSS. They will attend regular		Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>professional professional development's to continue to look at student data. Teachers will focus on creating small groups based instructional reading levels.</p> <p>Prepare students with disabilities for college and careers in the 21st Century.</p> <p>Students with Disabilities will participate in all school wide activities like Spelling Bee Science Fair, Science Camp, etc.</p>	<p>August 2018- June 2019</p> <p>August 2018- June 2019</p>	Teachers, Parents				
<p>Teachers will utilize teaching and learning practices which increase academic proficiency of all students.</p> <p>Utilize i-Ready, benchmark screener data, and student work to inform and support small group leveled reading instruction.</p> <p>Two site rep. teachers who have been trained in in implementing our EnVision curriculum will provide additional support and Professional development to teachers.</p> <p>Implement specific, targeted strategies and academic vocabulary in math.</p> <p>Teachers will use specific, targeted strategies in teaching the</p>	<p>October 2018- June 2019</p> <p>October 2018- June 2019</p> <p>October 2018- June 2019</p> <p>October 2018- June 2019</p> <p>October 2018- June 2019</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
mathematical areas of number sense, geometry, pre-algebra, and problem solving.	2018					
Provide and maintain copy machines (Canon IR2225), RiSO RZ220, and laminator for office needs, instruction and homework.	August 2018- June 2019	Principal and Administrative Assistant	Print shop materials	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	1,000.00
			Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	2,000.00
Purchases, copier maintenance, copy paper and use of the district's Print Shop, and school wide materials and supplies	August 2018- June 2019	Principal and Administrative Assistant	Materials and supplies	4000-4999: Books And Supplies	Supplemental/Conce ntration	566

Strategy #2:

Integrate technology into the instruction of the ELA and Mathematics Common Core State Standards and use CCSS comprehensive assessments and analysis of data to improve student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PB's, LCD projectors, computers, document cameras, ear buds, AV equipment, extra materials and supplies will be provided as funding permits (instruction materials).	August 2018 – June 2019	Principal	Technology for student and classroom use.	4000-4999: Books And Supplies	Title I Part A: Allocation	4,100
			Technology for student and classroom use.	4000-4999: Books And Supplies	Supplemental/Conce ntration	2,000
Establish an innovative Instructional Leadership Team for district and site GLC's to increase student achievement.	August 2018 – June 2019	Principal	Instruction Leadership Team meetings, planning for GLCs and staff meetings.	1000-1999: Certificated Personnel Salaries	Supplemental/Conce ntration	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instruction Leadership Team will meet at least once monthly to discuss school issues, develop our school wide Theory of Change, and plan for the facilitation of team meetings and grade level meetings.</p> <p>Analyze State, District and local assessment student achievement data to determine student progress.</p>		<p>ILT</p> <p>ILT and Staff</p>				
<p>Provide after school program (Think Together) focusing on academic and whole child development. Think Together (After-school program) will be providing homework assistance and furthering the students 21st century skills (CCSS).</p>	August 2018 – June 2019	Principal, Teachers, After School Program supervisor , and Instrucuional Coach				

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 #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 Development
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency
SCHOOL GOAL #2:
Goal 2: Increase the percentage of ELs exceeding/meeting standard in ELA by 10% as measured by Spring 2019 SBAC ELA data.
Data Used to Form this Goal:
2018 End of the Year i-Ready diagnostic data 2017-2018 CELDT/ELPAC Scores District and Local Assessments
Findings from the Analysis of this Data:
Painter Elementary has been meeting its AMAO1 target goal the last five year.
How the School will Evaluate the Progress of this Goal:
2018–2019 ELPAC and local/benchmark assessment data and measures such as i-Ready, benchmark level screener (teachers will monitor 3 times a year), and CAASPP assessment.
Strategy #1:
Implement ELD Common Core State Standards with a focus on 21st Century skills (Communication, Collaboration, Critical Thinking, and Creativity - the four C's) needed for College and Career readiness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Offer PD on designated ELD and implementation of the ELD - CCSS.</p> <p>The district's Academic Services Dept. will provide PD to teachers on the designated ELD and the implementation of the ELD – CCSS and how they align to the ELPAC.</p>	<p>August 2018 - June 2019</p> <p>December 2018 - June 2019</p>	<p>Principal, Staff, Collaboration support from academic services, Instructional Coach</p>				
<p>Targeted instruction will be provided to support all learners and in particular the learning needs of English Learners. English Language Development will be provided in a designated ELD block.</p> <p>Implementation of Designated ELD includes:</p> <ul style="list-style-type: none"> • Teachers using Grammar and Writing CCSS/ELD standards focus during the designated ELD block • Teachers providing 30 minutes of ELD instruction in K-5 for 30 minutes. <p>o Teachers implementing structured talk strategies and activities which support language acquisition for students.</p>	<p>October 2018 - June 2019</p> <p>October 2019 - June 2019</p>	<p>Principal, Teachers, Instructional Coach</p> <p>Principal, Teachers, Instructional Coach</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will develop lesson plans which support oral language acquisition, vocabulary, key concepts and essential questions.</p> <p>Teachers will be given time to plan as a grade and to prepare instructional materials for student activities that promote the below instructional practices:</p> <ul style="list-style-type: none"> Oral Language Development strategies are used on a regular basis Staff will group students to differentiate instruction. Teachers will provide frequent verbal and non-verbal responses throughout lesson. <p>o GLC teachers will collaborate & identify strategies and techniques to use in the support of language acquisition</p> <p>o Teachers will focus on structured student conversation.</p>	<p>October 2018 - June 2019</p> <p>October 2018 - June 2019</p>	<p>Principal, Teachers, Instructional Coach</p> <p>Principal, Teachers, Instructional Coach</p>				
EL students in grades K-2 will use programs on an ipad throughout our K-2 classrooms as a tool in assisting them in their learning.	October 2018 - June 2019	Principal, Teachers, Instructional Coach				

Strategy #2:

Teachers will be supported to integrate EL strategies and techniques into core subject areas (Math and ELA)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EPLAC testing and monitoring of EL students.	September 2018 - June 2019	Principal, Teachers, EL Liaison, Instructional Coach				
EL Liaison and Instructional coach will coordinate ELPAC testing and monitor EL students' growth.	October 2018– June 2019	EL Liaison, Instructional Coach				
Provide EL information to teachers.	October 2018– June 2019	EL Liaison, Instructional Coach				
EL Liaison and Instructional coach will provide information to teachers from the EL Liaison meetings.	October 2018– June 2019	EL Liaison, Instructional Coach				
Use the EL standard bookmark provided Use your ELD matrix to guide and provide targeted instruction.	October 2018– June 2019	Principal, Teachers, Instructional Coach				
Incorporate structured oral language practice Use sentence frames and stems.	October 2018– June 2019	Teachers				
Multiple production opportunities for written/oral (presentations, projects, writing, etc.) Use student production to identify next steps Adjust the "EL Matrix" to reflect student progress.	October 2018– June 2019	Teachers				

Strategy #3:

Involve parents of English Language Learners in educational opportunities and in the School Site Council/English Language Advisory Committee.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Council will act as our site English Language Advisory Committee	October 2018 - June 2019	Principal, Community Liaison, School Linked services coordinator Parents, Teachers				
Offer parent education classes for parents of English Learner students.	January 2019 - May 2019	Community Liaison, School Linked Services Coordinator				
Parent education classes will be provided for parents on how to help their EL child succeed in school.	November 2018 - May 2019	Community Liaison, School Linked Services Coordinator, Instructional Coach				

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 School Environment
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning
SCHOOL GOAL #3:
Provide for a safe, drug-free and positive school climate. All Painter students will be educated in a learning environment which is safe, nurturing, supportive and conducive to learning. The academic and behavioral systems in place at Painter will benefit all students.
Data Used to Form this Goal:
Attendance data from 2017-2018 Truancy data 2017-2018 Suspension data 2017-2018 Student and Parent Survey's
Findings from the Analysis of this Data:
Average daily attendance has been 95% Suspensions have been greatly reduced.
How the School will Evaluate the Progress of this Goal:
Results of District climate surveys by students and parents Monitor students with multiple office referrals Number of discipline referrals/suspensions SARB hearings Student and Parent Survey's
Strategy #1:
Implementation of Positive Behavior Intervention Systems for the 2018-19 school year to promote a safe and bully free campus

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote a safe, drug-free positive school climate.	August 2018- June 2019	Principal, Teachers and Painter Community	Student Incentive Program	4000-4999: Books And Supplies	Supplemental/Conce ntration	1,500
The School Safety, Climate and PBIS Team will promote and monitor the PBIS Program.	August 2018 - June 2019	Community Liaison, Teachers, Principal, Parents, School				
Recognize all students for being Safe, Respectful, and Responsible.	August 2018- June 2019	Linked Services coordinator				
All students will be recognized for being Safe, Respectful, and Responsible (Student incentives).	August 2018- June 2019	Community Liaison, Teachers, Principal, Parents, School				
Provide incentives through our Eagle Store for students	August 2018- June 2019	Linked Services Coordinator Community Liaison, Teachers, Principal, Parents, School Linked Services Coordinator				

Strategy #2:

Implement the Think Together Recess Program to promote a safe recess environment and organized sport activities for students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Think Together Program provides structured recess activities, classroom game times, a peer mentorship program, and sports tournaments for students.	October 2018 - June 2019	Think Together Coach/Staff				
The Think Together Coach will teach 4th and 5th grade students to be Playground Heroes during recess	November. 2018 - June 2019					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
time. Implement individual class instruction on using games for academic lessons	October 2018 - June 2019					

Strategy #3:

Implement targeted behavior strategies to reduce discipline referrals and promote emotional wellness

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide PD for staff in working with students in the classroom and on the school grounds with behavior concerns (ongoing).	August 2018– June 2019	Principal, Teachers, Community Liaison, School Linked Services Coordinator, Foothill Counselor				
Provide counseling for students with behavioral and emotional issues. The Foothill Community Health Center will provide counseling services to students from staff referrals approved by parents.	August 2018– June 2019					
School counselor will meet with students in need of support with behavioral and emotional issues. The counselor will also hold small group conflict resolution sessions with students as needed.	October 2018 - June 2019					
San Jose PD: will provide PD to teachers on how to deal with difficult students in the classroom and on the school grounds.	November 2018					
Bully prevention assembly with a follow up from the students of Sheppard Middle School	January 2019					

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: Stakeholder 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:
Increase parent and community engagement in the planning and participation in school activities.
Data Used to Form this Goal:
10 steps to a healthier you survey, event sign-in sheets, pre and post surveys for all workshops and as related to school climate.
Findings from the Analysis of this Data:
There needs to be more outreach in regards to inviting parents to school wide events and to engage them in their students learning.
How the School will Evaluate the Progress of this Goal:
Compare attendance sheets from one quarter to another quarter Compare tutoring scores from one year to another school year Family Narratives provided Overall school climate (student retention)

Strategy #1:
Involve parents and community in the planning and implementing of the Single Plan for Student Achievement, School Climate, Safety and Activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for parents to get involved in school leadership	August 2018– June 2019	Community Liaison, Principal, Teachers, Committee Leaders,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Organize and coordinate School Site Council/English Language Advisory Committee and Parent Coffees (Incentives and supplies).	August 2018– June 2019	and School Linked Service Coordinator				
Seek out partnerships with outside businesses and agencies for additional funding, college and career exploration and on-site volunteers.	October 2018- June 2019					
Provide opportunities for parents to volunteer at school, in the classroom, school wide events, and on field trips.	August 2018 - June 2019	Community Liaison, Principal, Teachers, Committee Leaders, and School Linked Services Coordinator	Teachers and classified staff working together to plan events and activities.	1000-1999: Certificated Personnel Salaries	Supplemental/Conce ntration	2,300.00
Parents who volunteer on a regular basis in a classroom or during recess time will need to be finger printed. (Finger printing fee - \$35.00 per parent).	August 2018 - June 2019	Teachers, Parents, School Linked Services Coordinator	Transportation to Science camp	5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Conce ntration	2,000
Family Literacy Night will provide information and strategies for parents to continue to support their students as growing readers (materials/supplies).	February- 2019					
Community Events (Harvest Festival costume dance/parade, Community day, movie nights and Walkathon).	October 2018 - June 2019	Teachers, Parents, School Linked Services Coordinator, Community Liaison				
Provide parent education classes. Parent education classes focused on providing information on i-Ready and supporting student learning at home. Will create a Community Resource Fair for parents.	October 2018 - June 2019	Instructional Coach, School Linked Services Coordinator, Community Liaison, Teachers				
Provide a Kindergarten parent	August 2018 and May 2019					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>orientation meeting. An orientation meeting and visitations will be offered to parents of in-coming Kindergarten students. Parents will receive materials to help prepare their child for Kindergarten.</p> <p>All 5th grade students will be invited to our annual science camp.</p>	April 2019	<p>TK/K- Teachers</p> <p>Principal, Parents, 5th grade Teachers</p>				
<p>Provide School to Home Communications via school newsletters classroom newsletters, Parent Link and District and School Parent Handbooks. Provide Clerical support to assist families.</p> <p>Parents will be kept informed of all school events, classroom activities, progress reports, and district guidelines. (Printing and mailing costs)</p> <p>Parents will be kept informed of their child's academic progress.</p> <p>Parents will be informed of their child's academic progress through Progress Reports, Report Cards and the state's yearly standardized assessment.</p> <p>A campus collaborative for school wide events has been created to provide input and support</p>	<p>August 2018 - June 2019</p> <p>October 2018- June 2019</p> <p>August 2018 - June 2019</p> <p>August 2018 - June 2019</p> <p>September 2018- June 2019</p>	<p>Community Liaison, Principal, Teachers, and School Linked Services Coordinator</p> <p>Community Liaison, Principal, Teachers, Committee Leaders, and School Linked Services Coordinator</p>	<p>Classified staff preparing communications, supporting families at school events and much more.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>Supplemental/Conce ntration</p>	<p>1,500.00</p>

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

Strategy #2:

Involve Parents and Community in 21 Century learning for students in science, technology, engineering and mathematics

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Family Science, Technology, Engineering, Art, and Mathematics (STEAM) Showcase will be offered to encourage parents to participate in their child's education	January 2018 - February 2018	Community Liaison, Principal, Teachers, and School Linked Services Coordinator				
Family Science Professional development for parents. Synopsis will give a PD to the parents to help their students manipulate and create mini science projects.	January 2018 - February 2018					
Working with parents on providing reading strategies which they can use with their students at home.						

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	62,380.84	62,380.84
Supplemental/Concentration	32,200.00	-400.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	20,634.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	1,500.00
4000-4999: Books And Supplies	Supplemental/Concentration	7,466.00
5000-5999: Services And Other Operating	Supplemental/Concentration	1,000.00
5800: Professional/Consulting Services And	Supplemental/Concentration	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	56,281.00
4000-4999: Books And Supplies	Title I Part A: Allocation	6,100.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	32,600.00
Title I Part A: Allocation	62,381.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	76,915.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	13,566.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	87,681.00
Goal 3	1,500.00
Goal 4	5,800.00

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
George Kleidon	X				
Anusha Sriprasad		X			
Chris Miller		X			
Susie Avila			X		
Maria Rivera				X	
Kenneth Raras				X	
Sophia Duran				X	
Nadia Zaragoza				X	
Numbers of members of each category:	1	2	1	4	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/26/17.

Attested:

George Kleidon

Typed Name of School Principal

Signature of School Principal

Date

Anusha Sriprasad

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date