

The Single Plan for Student Achievement

School: William Sheppard Middle School
CDS Code: 43-69369-6046338
District: Alum Rock Union Elementary School District
Principal: Jacqueline Montejano
Revision Date: October 20, 2018

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

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

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School Vision and Mission

William Sheppard Middle School's Vision and Mission Statements

Vision & Mission

As part of the New Tech Network, Sheppard Middle School and its supporting community will use project based learning and advanced technology to prepare and inspire its students to become active and engaged learners as they pursue academic success, global citizenship, higher education and careers of their choosing.

Core Components:

- Project Based Learning (PBL)

Students learn through a specific methodical research based learning experience in which they build their knowledge through research, experience, collaboration and creativity.

- New Tech Network (NTN)

As part of a 200 school national network, Sheppard staff and students utilize advanced technology to solve problems and learn. Sheppard staff is on a continuous professional development path in learning the latest and most useful educational applications.

- Verizon Innovative Learning School (VILS)

As recipients of the Verizon grant, every student and teacher is assigned an iPad that they will use for the entire school year. Students will take home their iPads daily as part of “our around the clock” learning goal.

School Profile

Sheppard Middle School serves grades 6-8 as part of the New Tech Network, through Project Based Learning, and Tech Integration in partnership with Verizon Innovative Learning Schools.

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).

Alum Rock panorama family survey results for 1718 SY indicated the following:

- 99% of families report that the climate supports academic learning
- 96% of families report a sense of belonging
- 96% of families report fair and normed discipline

These results were expected as intense work in strengthening school community and home connections preceded this survey by multiple years.

Alum Rock panorama survey results for 1718 SY indicated the following:

- 90% of staff report that the climate supports academic learning
- 60% of staff report a sense of belonging
- 70% of staff report fair and normed discipline

Concerns were addressed through instructional leadership team (ILT). Goals around staff culture were added to the Theory of Action. Additionally, a staff culture survey was administered to better understand used to drill down on the low rated areas. The staff culture survey yielded the following results:

- 78% enjoy working at Sheppard
- 92% have close trusting relationship with peers
- 88% value building relationships with peers
- 80% are comfortable seeking support from a peer

- 92% feel appreciated by peers

The results of favorable relationships indicated a potential dissatisfaction with school wide systems to support student management. ILT also strengthened goals around school culture for students and positive behavior intervention systems (PBIS). STAR program to encourage student agency was established.

New Tech Network student climate survey for results 1718 SY indicate the following:

- 88% of students report school connectedness
- 49% of students report favorable learning experiences
- 61% of students report favorable experience pertinent to fair discipline
- 72% of students report strong peer relationships
- 76% of student report favorable relationships with adults

This data acts as a baseline for us in our first year of implementation of New Tech. Students will take this same survey 3 times a year during the 1819 SY.

Staff will also take the NTN staff culture survey 3 times a year. ILT will utilize data for revision of school goals and Theory of Action (TOA).

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 Walk-throughs are the main tool of classroom observation utilized by both administration, teachers and district level officials. Administration CWT findings are presented at staff meetings where feedback is given and adjustments are made through professional development and redesign and progression toward implementation. Teacher walk-throughs are intentionally structured to support NTN implementation and provides teachers an opportunity to visit classes and teachers in an effort to help collaboration and cross-curricular understanding.

Additionally, teachers are also evaluated by administration on a district cycle in which feedback is provided. If remediation is deemed necessary, the teacher will receive professional development and support.

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)

Data analysis of SBAC, ELPAC, iReady have allowed for the creation of intentional goals as described in our Theory of Action, to modify instruction and improve student achievement. For I-Ready, Sheppard's goal will uphold full participation in diagnostic assessments so that growth can be accurately determined and analyzed. The focus of Sheppard i-Ready is standards mastery analysis on a regular basis. SMS Teachers will plan to increase competency in student's Listening Skills. SBAC goals will continue to focus on growth and raised academic achievement through iReady standards mastery, CAASSP item analysis, and interim assessments data.

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

Teachers collaborate around common curriculum assessment data using a collaborative assessment analysis form and engage results analysis and response to iReady standards mastery, CAASPP item analysis, and interim assessments data.

Staffing and Professional Development

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

35 hours PD pertinent to school goals and professional development.

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

Credentialed teachers trained in curriculum implementation.

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

PD to directly strengthen strategic standards based instructional program, specifically English Learners.

SMS tools map and track standard mastery of EL's.

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

Instructional coach to provide tiered levels of support around the big three: PBL, NTN, VILS.

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

Direct and individual support provided at monthly grade level collaboration to progress implementation of NTN components.

Teaching and Learning

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

Prioritize alignment of curriculum, instruction, and materials to content and performance standards. Specifically support and monitor PBL practices and integrated technology.

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

Master schedule meets or exceeds recommended minute requirement for all students.

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

Designated ELD built into master schedule and offered as an option outside of the school day for students to have access to grade level enrichment classes.

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

All grade levels anchoring in standards based curriculum. Science team collaborating in targeting standards as transitioning to NGSS as well as STEM scopes for PBL.

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)

SBE Curriculum ELD materials to be used during Designated ELD.

Opportunity and Equal Educational Access

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

Differentiated instruction, small group support, workshops targeting specific skills

14. Research-based educational practices to raise student achievement

As part of our NTN and Verizon Innovative School grant, we implement PBL, Tech integration. Both have targeted outcomes including agency, collaboration, written and oral communication, critical thinking, and knowledge and thinking.

Parental Involvement

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

Tutoring, academic counseling, conferencing, grade level progress report tracking provide continuous ongoing support. Citizen Schools also provided extended learning opportunities to increase academic achievement, school connectedness, and career exploration.

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)

Routine parental participation on site teams including School Site Counsel, Campus Collaboration, English Learners Acquisition Committee, Parent Coffees. Data drives the work and parent collaboration is an integral part. A parent Earners Program, inspired by parents for parents, promotes active participation and unity within the community.

Funding

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

ILT and grade level teams work to monitor progress toward goals in accordance with actions defined in our TOA. This includes PD, release days, staff culture activity supplies, student culture activities and supplies.

Intervention, instructional support, and strategic teams monitor student progress, and differentiation with appropriate scaffolds support all learners.

Integrated technology provides unique learning experiences and the latest learning apps present 21st century tech integration, thereby supporting diverse learning needs, and promoting choice in projects.

Safety, positive climate, and productive learning spaces reflect growth mindset and inclusion are priorities..

After school tutoring is provided for struggling students.

Academic and behavior recognition, rewards, and incentives fuel a robust PBIS. Students strive for excellence in Safety, Trust, Agency, and Respect (STAR) A leveling up system provides positive reinforcement for desired behaviors.

18. Fiscal support (EPC)

Categorical funding and Local control funding

Description of Barriers and Related School Goals

CCSS shifts have assisted in our transition in instruction over the years. Assessments have been aligned to permit grade level collaboration around student work. Tracking standards mastery was assessed through summative tests and routine learning targets were not assessed on a short cycle.

This year goal #1 regarding rigorous academics addresses this obstacle, in that we have identified iReady as the tool we will use to analyze standards mastery and to reteach target standards to increase fluency and comprehension. Tools will support teacher analysis and target interventions.

The NTN model is a complex, strategic model that requires practice, and revision. It's design requires multiple years of adult learning for implementation as well as ongoing support and new learning. The design is all encompassing and targets outcomes including academic rigor with PBL and tech integration, as well as agency and student culture.

Goals # 1 regarding rigorous academics, # 2 regarding under performing subgroups, # 3 regarding english learners, #4 positive school engagement and community, all emphasis development of skills required for successful NTN implementation. The TOA provide specific actions to monitor progress toward goals.

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												
Grade 6	182	194	187	179	190	183	179	190	182	98.4	97.9	97.9
Grade 7	235	187	206	228	182	200	228	182	200	97	97.3	97.1
Grade 8	243	233	190	240	230	186	240	230	186	98.8	98.7	97.9
All Grades	660	614	583	647	602	569	647	602	568	98	98	97.6

* 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 6	2502.8	2490.7	2487.6	13	11.05	8.79	29	20.53	28.02	25	32.63	21.43	33	35.79	41.76
Grade 7	2518.3	2530.8	2517.5	10	12.09	11.50	26	35.71	26.50	29	21.98	24.00	35	30.22	38.00
Grade 8	2547.9	2544.8	2548.9	14	11.74	10.75	28	31.30	37.10	25	25.65	24.19	33	31.30	27.96
All Grades	N/A	N/A	N/A	13	11.63	10.39	28	29.24	30.46	26	26.74	23.24	34	32.39	35.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	13	12.11	15.38	48	48.42	40.11	39	39.47	44.51
Grade 7	14	20.44	18.50	43	47.51	39.00	43	32.04	42.50
Grade 8	25	19.57	18.82	38	46.52	46.77	38	33.91	34.41
All Grades	18	17.47	17.61	42	47.42	41.90	40	35.11	40.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	22	15.26	11.60	40	44.21	37.02	38	40.53	51.38
Grade 7	23	23.76	16.00	45	46.96	47.50	32	29.28	36.50
Grade 8	21	17.39	23.12	48	52.17	43.55	32	30.43	33.33
All Grades	22	18.64	16.93	45	48.09	42.86	34	33.28	40.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	12	6.84	8.24	64	62.11	58.24	23	31.05	33.52
Grade 7	11	5.52	5.00	64	61.88	61.50	25	32.60	33.50
Grade 8	12	6.96	10.75	63	65.22	66.13	25	27.83	23.12
All Grades	12	6.49	7.92	64	63.23	61.97	24	30.28	30.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	26	24.74	18.68	50	41.05	49.45	24	34.21	31.87
Grade 7	19	30.39	28.50	48	44.20	41.00	33	25.41	30.50
Grade 8	26	27.95	28.49	47	48.03	52.15	27	24.02	19.35
All Grades	24	27.67	25.35	48	44.67	47.36	28	27.67	27.29

Conclusions based on this data:

1. The % of students meeting standards is slowly increasing, but so is the % of students not meeting standards. The achievement gap is increasing especially in 6th grade, but this is also seen in the 7th grade cohort.
2. Student cohort data shows improvement in mean scale score. Growth is seen in the cohort's numbers of % of students meeting standards, yet % of students not meeting standards is slowly rising.
3. The lowest achieving sub-standard in all grade levels is Listening. Improvement was still made with gains in the percentage of students at or near standard. While the instructional programs have seen increased performance, a greater focus needs to be on Listening standards and activities. Improvement in Listening was seen in 8th grade especially. Research/Inquiry is a strength in every grade level.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	181	194	187	181	194	184	180	194	184	100	100	98.4
Grade 7	235	187	206	231	186	204	231	186	202	98.3	99.5	99
Grade 8	243	233	190	241	232	187	240	232	187	99.2	99.6	98.4
All Grades	659	614	583	653	612	575	651	612	573	99.1	99.7	98.6

* 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 6	2496.7	2461.5	2465.3	18	9.28	6.52	16	13.92	14.67	26	22.16	27.17	41	54.64	51.63
Grade 7	2498.0	2506.8	2491.4	11	15.59	13.37	17	21.51	14.36	29	20.97	24.75	43	41.94	47.52
Grade 8	2513.8	2508.8	2510.2	15	12.50	12.30	11	12.93	17.65	22	22.41	23.53	52	52.16	46.52
All Grades	N/A	N/A	N/A	14	12.42	10.82	14	15.85	15.53	26	21.90	25.13	46	49.84	48.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	22	12.37	7.61	28	23.20	27.72	51	64.43	64.67
Grade 7	15	22.58	19.31	36	30.65	25.74	49	46.77	54.95
Grade 8	15	14.22	12.83	25	25.43	37.43	60	60.34	49.73
All Grades	17	16.18	13.44	30	26.31	30.19	53	57.52	56.37

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	8.76	6.52	36	32.47	39.67	48	58.76	53.80
Grade 7	15	17.74	14.85	41	40.32	35.15	45	41.94	50.00
Grade 8	15	16.38	18.18	54	40.09	43.32	30	43.53	38.50
All Grades	15	14.38	13.26	44	37.75	39.27	40	47.88	47.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	13.40	9.24	43	34.54	37.50	37	52.06	53.26
Grade 7	13	17.20	17.82	48	46.24	42.08	39	36.56	40.10
Grade 8	18	14.66	16.58	45	39.66	40.64	37	45.69	42.78
All Grades	17	15.03	14.66	46	40.03	40.14	38	44.93	45.20

Conclusions based on this data:

1. While 7th grade data shows a decrease on the mean scale, cohort growth was increased overall except, like in ELA, the 7th grade has an increasing % of students not meeting standards. The 8th grade cohort had marked drops in achievement levels throughout.
2. Some performance growth occurred in all claim areas except for Communicating Reasoning which remained stagnant.
3. Concepts and Procedures remains the biggest area of weakness in all grade levels but most prominently in 6th grade.

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: All students will achieve grade level proficiency in ELA & Math.
LEA GOAL:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century.
SCHOOL GOAL #1:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century. All students will achieve proficiency in ELA and Math.
Data Used to Form this Goal:
CAASPP results, ELPAC results, iReady progress monitoring assessments.

Findings from the Analysis of this Data:

What were the findings from the analysis of this data?

EL students struggle to meet grade level standards in ELA on SBAC.

No EL's Scored above a 1 or 2 & No Sped students scored above a 1.

Writing Claims and Research were relative strength for all grade levels. Listening is a consistent low area across grade levels.

In all grade levels the largest percentage of students did not meet standards.

For 6th and 7th grade, the percentage of students meeting or exceeding standards is greater than that "nearly meeting".

For 8th grade, the percentage of students who nearly met the standard exceeds those that met or exceeded.

A small percentage of students met the criterion.

How the School will Evaluate the Progress of this Goal:

Data will be collected and progress tracked for performance indicators on iReady, SBAC, local short cycle assessments, teacher generated assessments, ELPAC.

Strategy #1:

STRATEGY: Instructional Leadership Team (ILT) will support teachers in implementation of PBL, NTN, CM and Tech Integration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ILT will continuously conduct review of programs and analysis of implementation including curriculum and assessments, with attention to alignment of practice, professional development, progression toward TOA goals, and problem of practice. ILT to lead and train staff for during grade level collaboration and release time. SMS Instructional Coach will engage staff in coaching cycles tailored to	Monthly ILT meetings	Administration, Leadership Team	extended duty -ILT Stipend		Supplemental/Conce	9,200
			support team stipends including master schedule team, summer program design team, tech team, curriculum team,		ntation	
			meeting materials and supplies including food and associated costs		Supplemental/Conce	1,500
			sub release, extended duty in year and review		Title I	2,027

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
individual needs as determined by site administration, ILT, and or Teacher self analysis.			Instructional materials and supplies. Instructional coach salary		Title I	33,000

Strategy #2:

Explicit professional development and support for Project Based Learning instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development in strategic instruction: PBL,NTN, Tech Integration.	Monthly <ul style="list-style-type: none"> Meetings for alignment of practice and professional development of best NTN practices. Art supplies (2K), STEAM supplies (1K), Maker supplies (1K), Science 	Administration, Leadership Team, staff	Program materials, training materials and supplies		Supplemental/Conce ntration	1,000
Instructional materials for PBL.			Programmatic Instructional materials and supplies, department funds, school wide initiatives, including summer curriculum and orientation materials and supplies		Supplemental/Conce ntration	1,000
Data Analysis protocols to guide grade level ROCI					Supplemental/Conce ntration	5,200
					Supplemental/Conce ntration	5,200
Teacher discretionary funds						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	material s replace ment and mainten ance.(1 K) • Meeting s for ROCI around student data and progres s monitor ing using on line systems as defined by the district					
NTN/VILS/Tech Integrated trainings and Conferences	NTN Annual Conference	grade level team	each grade level on a rotation attends summer training at annual conference This includes registration, transportation, accommodations, stipends	Title I		19,700
Purchase high interest supplemental instructional materials	Upon request	grade level teams	novel studies, cross curricular program needs	Title I		3,000
			book set license	Title I		1,500

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

Strategy #3:

Support 21st Century Skill Development via technology, and instructional materials.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Routinely provide necessary office equipment and instructional technological materials to directly support student learning.	Purchase sufficient equipment to directly support instruction, intervention, English learners and instructional technology. (bulbs, projectors, iPad support materials Promethean equipment, printers, ink, doc cams) Intervention achievement recognition	Administration, Administrative assistant, Instructional Coach, All staff	Materials, Supplies, Upgrades		Title I	3,000
			Nearpod learning application		Supplemental/Concentration	3,000
			Tech Stipend		Supplemental/Concentration	2,000
Adult learners continue to stay current with educational apps and best practices with tech integration	fall and spring	Tech Team members & Leaders	Annual Tech conferences including CUE conference, associated travel and accommodations		Title I	4,000

Strategy #4:

Direct support for student learning experiences including field trips, extended learning opportunities and participation in academic teams.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers to engage learners in real world connections via experiential learning in the field.		Grade Level teams	12K/Grd level for transportation, admissions, guides, field expert contracts		Title I	13,700
					Supplemental/Conce ntration	14,000
MESA, Spelling Bee, Math competition opportunities enrich learning		MESA Advisors, Math Team Leaders			Supplemental/Conce ntration	3,000

Strategy #5:

STRATEGY: Support goals in Theory of Action (TOA) and Monitor student achievement data to assess relative impact of TOA on student performance

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Illuminate, eschool, and iReady data management systems are used by administrators and teachers to access student performance data so it can be compared to school wide, district, state, and national data to ascertain student performance and guide efforts to improve and measure the effectiveness of instruction.	ILT to support with systems around assessments, data, and interventions.	Administration, ILT, Resource Teacher, Grade level Teachers	travel and conference to support best practices in school improvement and leadership.		Title I	3000
	Routinely monitor systems of Results Oriented Cycles of Inquiry to analyze student performance.	Staff				
	Grade level monitoring of standards mastery.					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Use Common Core Assessments and Illuminate to analyze data Lesson Study Peer Walk-through's					

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: Target Subgroup-EL's
LEA GOAL:
Analyze EL performance data by grade levels, develop SMART goals, disaggregate data to track progress, intervene appropriately.
SCHOOL GOAL #2:
English Learners will have the required skills to reach grade level standards and proficiency.
Data Used to Form this Goal:
CAASPP results, ELPAC results, iReady progress monitoring assessments.
Findings from the Analysis of this Data:
Over 35% of EL students were redesignated last year based on 16-17 CELDT data and 17-18 ELPAC scores. This was both the highest number and % of redesignated students in Alum Rock. Twenty-four students passed ELPAC but did not meet other requirements to redesignate last year. Sheppard has already redesignated two students this year. Lowest area of ELPAC strand is writing. Analysis of the ELPAC writing portion of the test is necessary along with specific instruction and focus on writing in ELD and ELA classes.
How the School will Evaluate the Progress of this Goal:
Monitor progress on all common assessments. Regularly monitor EL progress on iReady
Strategy #1:
Block fifty minutes of instructional time daily to directly target English Language Development for all students who need to pass ELPAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Groups students by target level for ELD instruction.</p> <p>Use ELPAC domain targets and English 3D to support English language development and to support students in core curriculum</p>	<p>September</p> <p>Group students by CELDT levels.</p> <p>Distribute curricular materials</p> <p>Ongoing</p> <p>Monitor progress and regroup as appropriate.</p> <p>October-December</p> <p>Retest students</p> <p>Engage staff in PBL in meeting needs of EL and targeting student progress</p> <p>January</p> <p>PD RE: ELPAC</p> <p>Monitor progress on iReady assesments</p> <p>Feb-May</p> <p>Continue to facilitate task specific development of students' individual target domain for ELD progression.</p> <p>SBAC test prep</p>	<p>Administration, Resource Teacher, Sheppard Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Progress Celebrations and re designation tea	Mid and end of year	ELAC	decorations, utensils, beverages tea and finger treats		Title I	900
Intervention and targeted test pres for ELAC			Target intervention/test prep		Title I	3,000
ELD zero period allows access for students who prefer to take electives during school day.			District funded			

Strategy #2:

SMS continue to implement EL program Constructed Meaning strategies and support student language development through 5 language functions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing PD of CM components including language functions, scaffolds, and bricks and mortar	Monthly <ul style="list-style-type: none"> Meetings for alignment of practice and professional development of best practices in accordance with EL Achieve, 4 C's, Common Core and 	Administration, Leadership Team	Allocations for support including teacher release and materials Included in Goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	TNT Program components <ul style="list-style-type: none"> • Meetings for ROCI around student data and progress monitoring using online systems as defined by the district • Staff celebrations and team building events 					

Strategy #3:
All teachers to study academic success of all EL's through grade level collaboration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level target lists of students will guide interventions.	T1- Who are my students activities, seating charts, EL analysis.	all staff				
Ongoing data analysis and disaggregation of data regarding standards mastery for English Learners.	T2-T3 GLC	Grade level teams				

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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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 Positive School Environment
LEA GOAL:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
SCHOOL GOAL #3:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Data Used to Form this Goal:
17/18 discipline data District & Local discipline data comparisons School Observations during social times Student recognition practices and rates % on target for promotion
Findings from the Analysis of this Data:
Systems to support positive discipline were initially lacking in follow through and expectations for student conduct were not rewarded consistently. Office referrals were initially excessive and frequent such that strategic support for progressive discipline was not feasible.

How the School will Evaluate the Progress of this Goal:

Monitor counseling interventions rates.

Track suspension rates and discipline referral data.

Regularly monitor classroom practices and implementation of progressive discipline models.

Strategy #1:

Engage members of larger community to support our school in its mission to prepare our students 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
Continue to engage families as collaborative partners. Family Nights	Administration, Parent Resource Team	Provide a multitude of participation opportunities for Families.	Partner with SLS for funding			
Partner with community associates in work.	Various grade level teams	Hold monthly parent planning meetings to support progress in three target areas; promoting SMS, school Beautification, connecting with SMS staff.	materials and supplies for meetings and events		Supplemental/Conce ntration	1,000
Engage students in opportunities to interact positively with one another. (intramural sports, clubs, etc.)	Various SMS staff					
SSC and ELAC to promote community literacy	As part of monthly review of SPSA progress toward goals	Partner in community days and events.				
College and career day event support		staff	materials and supplies to host and recognize collaborative partners		Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After school sports increase sense of belonging for some students, and add to overall school spirit and culture.			Coaches stipends, tournament fees, uniforms, athletic director stipend, transportation, equipment			
Intramural Sports program for all students			Coaches stipends, tournament organization supplies and materials, prizes etc.		Supplemental/Conce ntration	3,000
					Title I	2,000

Strategy #2:

Continue to unite staff around work and strengthen staff commitment to best practices in supporting students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage in NTN model for climate and culture	Monthly analysis referral data	Administration	Materials and supplies to recognize teacher commitment and involvement with greater Sheppard Community			
Restorative justice training	Plan staff team building opportunities	Leadership Team				
.	Monitor progress of positive behavior implementations. Use NTN rubric to establish routines that build trust					
	Recognize students with quarterly rewards systems including attendance, behavior and honor		staff retreat			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	roll (certificates, T-shirts, celebration supplies). Staff Retreat with professional development targeting at risk populations especially EL's, Sped, failing students					
Celebrate and recognize staff and teacher contributions	teacher appreciation time, new year welcome back positive teaming		materials and supplies for gift, celebratory luncheon, meeting materials			
Build staff culture in community building activities			supplies for activities to create and build strong culture including games, activities, and earners program rewards for whole community involvement beyond the school day			

Strategy #3:

Set clear expectations for managing students with due process and restorative practices and provide students with appropriate privileges that reinforce unity and individual accountability.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish and publish routines for progressive discipline.	<p>Publish clear expectations for managing student behaviors.</p> <p>Collect teachers' progressive discipline plans.</p> <p>Maintain systems of documentation to implement progressive discipline from school administration.</p> <p>Support teachers in carrying out their progressive discipline plans.</p> <p>Monitor and support services being provided to students.</p>	Administration	<p>perfect attendance recognition, intervention system</p> <p>progress monitoring tools, tracking, record keeping</p>		Title I	2,000
Utilize an intern program to maximize support services for students.		Counseling Department	SLS funded			
Intramural sports to support positive social interactions		PE				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Establish student identification systems that allow for awarding privileges in response to safe, trustworthy, responsible behavior.</p> <p>Track student efforts in safety, trust, agency ,respect. Allow student to earn additional privileges as part of PBIS leveling up system.</p> <p>Student store tickets and prizes promote STAR behaviors.</p> <p>Install apps to mange program and to reward student trust worthy conduct with tech.</p> <p>students will be recognized for positive behaviors by grade level.</p>	Beg of Year	SMS	Purchase and require ID's be worn on SMS lanyard.			
Support clubs and student groups needs	all year	band, dance club	Club t Shirts, club leader stipends		Title I	5000

Strategy #4:

Celebrate and recognize student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Honor Roll night	Jan	Counselor	Honor Gear including shirts, certificates of recognition, prizes, spirit gear matinee supplies including popcorn and treats			
Movie day	March					
Student of the month celebrations	Monthly					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6th grade Bridge completion celebration/bbQ	August		pizza or ice creams bbq supplies for family lunch			

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: SMS will meet the needs of students failing to meet performance targets.

LEA GOAL:

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement and safety.

SCHOOL GOAL #4:

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement. Include families in students' pursuit of rigorous instructional programmatic components designed to increase student engagement and subject matter competency.

Data Used to Form this Goal:

Historical achievement data
District & Local assessments
Relationships between parent engagement and desired student academic and social, emotional, progress.

Findings from the Analysis of this Data:

Student performance levels were fairly flat.

While students showed growth in progress monitoring curricular tools, their overall proficiency rates are low.

How the School will Evaluate the Progress of this Goal:

Progress monitoring through iReady and data targets. Collection of parent engagement evidence including tracked hours specific to academically focused work.

Strategy #1:

Engage families in multiple opportunities designed to drive parent understanding of performance goals and program implementation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide direct programmatic training in 6th grade bridge program. Include families in goal setting practices and processes.	<p>Monthly Cafes target families engagement around Sheppard's new PBL and Tech integration model specifically targeting alignment of practice in accordance with EL Achieve, 4 C's, Common Core and NTN components.</p> <p>Data studies in SSC will be reported at cafes as well.</p>	Administration, Leadership Team, School Linked Services coordinator, and school counselors.	Note: Amounts listed here are for reference as the allocation is captured in the ELA goal			
<p>Team building opportunities for families and staff in effort to strengthen positive school culture.</p> <p>Continue family earners program and develop staff earners program</p>	<p>Each Trimester Family field trip for families with 30 hours earned</p> <p>Fall and Spring recognition ceremonies for parent service. Systematized rewards program for parent engagement hours.</p> <p>School Linked service coordinator to purchase contracts that directly support</p>	Administration	Mid year and EOY celebration materials and supplies for both staff and family earners programs			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	school's parent engagement and training for stronger families					

Strategy #2:

Utilize counseling team to support grade level teams in parent outreach and coordination of intervention efforts.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>8th grade Early promotion planning will allow for direct support of students whose position for promotion is uncertain.</p> <p>7th grade parent meetings regarding at risk performance indicators and at risk behavior indicators.</p> <p>Assigned intervention including and not limited to school counseling, academic counseling, monthly academic support and tracking, school linked services, extended learning opportunities, tutoring, etc.</p>		Create site Tech team that will serve as mentors for other staff members.	<p>student store materials and supplies, including posters, print shop orders, balls, small toys etc.</p> <p>app purchases</p>			

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: HR
LEA GOAL:
By 2015-2016 all students will be taught by highly qualified teachers.
SCHOOL GOAL #5:
All teachers will be highly qualified and will continue to develop their skills.
Data Used to Form this Goal:
Formal Evaluation process. Record keeping at Human Resources Department
Findings from the Analysis of this Data:
All teachers at the school are currently highly qualified.
How the School will Evaluate the Progress of this Goal:
Formal Evaluation process. Record keeping at Human Resources Department

Strategy #1:
In collaboration with the Human Resource Department, hire and retain teachers who are highly qualified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire HQ teachers (if needed) (Aug 2013)	Review applications and conduct interviews (July 2013)	Principal/Director HR				
Provide BTSA and Intern Support if needed (Aug 2013)	Assign a mentor and submit all paperwork to New Teacher Center	Director, Academic Services	District funded			
Provide Professional Development opportunities (Aug 2013-June 2014)	<ul style="list-style-type: none"> Determine 	Principal/Director Academic Services	District funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	needs, contact publishers, set dates, get contracts if needed, etc. (July 2013 to June 2013) <ul style="list-style-type: none"> School site PLCs to focus on PD around CCSS and Title III Plan 					

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	96,826.82	-0.18
Supplemental/Concentration	49,100.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Supplemental/Concentration	39,900.00
	Supplemental/Concentration	9,200.00
	Title I	96,827.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	49,100.00
Title I	96,827.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	9,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	128,027.00
Goal 2	3,900.00
Goal 3	14,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jacqueline Montejano	X				
Joann Sanchez		X			
Jennifer Doherty		X			
Severiana Tupai		X			
Ana Hernandez			X		
Deisy Villeda				X	
Elizabeth Perez				X	
Judy Phung				X	
Veronika Rodriguez				X	
Maria Garcia				X	
Numbers of members of each category:	1	3	1	3	

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

X 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

X Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 2, 2018.

Attested:

Jacqueline Montejano

Typed Name of School Principal

Signature of School Principal

Date

Severianna Tupai

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date