

The Single Plan for Student Achievement

School: Millard McCollam Elementary School
CDS Code: 43-69369-6046254
District: Alum Rock Union Elementary School District
Principal: Pablo Fiene
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Millard McCollam Elementary School's Vision and Mission Statements

We will create an environment that fosters respect, creativity, accountability, and perseverance which allows all McCollam students to excel academically, socially and emotionally.

School Profile

McCollam Elementary School, part of the Alum Rock Union Elementary School District, is a low-wealth school located at the northeast end of Santa Clara County. The campus is surrounded by large open areas of turf used by both the school and the community for educational and recreational activities. The McCollam Elementary School facilities include the administrative offices, a cafeteria with a stage, 27 classrooms, and a library. McCollam has an enrollment of approximately 500 students and a high incidence of poverty as evidenced by the large number of students that qualify for free and reduced lunch count. McCollam has a large percentage of English Learners. The school community recognizes and values a diverse student population.

There are 22 regular classroom teachers, 1 RSP teacher and 2 SDC teachers. Special Day Classes are provided for autistic students, low-functioning students, and students with specific learning disabilities. There are 5 SDC paraprofessionals and 1 RSP paraprofessional. There is also a school psychologist, a classroom music prep period provider, a physical education prep period provider, a health aide, an administrative Assistant, an attendance clerk, a full-time day custodian, and a full-time night custodian. Three noon-duty Para educators monitor children on the playground and in the cafeteria.

The after school intervention program is Think Together. It is a program that provides literacy, enrichment, and educational activities for grades K–5. Intervention classes for students scoring below 50% are held after school. Teachers select 10 students to provide a 1-hour intervention program.

Based on the 2017-2018 CAASPP results, 56% of students met or exceeded ELA standards, while 49% of students met or exceeded Math standards. Parents and staff are committed to raising the academic levels of all of our children. The school community is focused on the common goal of producing students who will be world-class learners and achievers.

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 results indicate that staff desires time to collaborate with their grade level regarding lesson planning and data analysis. Staff has a desire to learn from each other regarding instructional practice and a desire for professional development in the areas of mathematics, guided reading and addressing the needs of English Language Learners. More support is needed in the area of small group instruction. Training is also needed to further implement project based learning at the school. End of the year surveys administered to students indicate that approximately 66% of the student body (3r - 5th grade) feels safe at school and that the school cares about them. Staff will work to raise these numbers by identifying actions to be implemented at the school to increase the number of students who feel safe, heard and cared for at McCollam. Based on survey results, parents who participated in our workshops felt that the workshops gave them information and strategies that they could use to better support their child's education. Consequently, we will look at implementing more parent workshops to support the learning of strategies and techniques to support their child academically and emotionally.

Classroom Observations

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

During regularly scheduled classroom visits, teachers are becoming more proficient in incorporating small group instruction during the instructional day which allows them to differentiate instruction based on student need and provide intensive support for identified students. Academic language is used and encouraged during classroom instruction. Sentence stems are used to support language access and use among all students. Students working with partners and sharing their insights and learning is becoming more common during classroom instruction.

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)

McCollam Elementary School uses the following state and local assessments to modify instruction and improve student achievement:

- CAASPP Program
- LPAC
- District Writing Assessments
- Benchmark Unit Assessments and Performance Tasks & Level Screener Data
- enVision Math Assessments
- i-Ready Language Arts Benchmark Assessments
- i-Ready Math Benchmark Assessments

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

McCollam has adopted a data-driven cycle of inquiry approach to school improvement that affects budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Easily accessible and simple to use, Illuminate allows teachers to access their students' performance data. This allows teachers the ability to compare class information to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. These data systems also allow the administrator to assess the effectiveness of curriculum and support intervention programs. In addition, assessment information from following: criterion-referenced test performance (SBAC, LPAC, etc.); district assessments; and writing samples; suspension; referral; and attendance data; student work samples; authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, and observations of student performance is used to measure whether all students are meeting grade level standards.

Staffing and Professional Development

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

All of McCollam's teachers are highly qualified.

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

All credentialed teachers will have access to Common Core State Standards training in language arts and mathematics. All teachers have access to this training and are encouraged to attend.

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

McCollam Elementary School has ensured the alignment of staff development to academic standards through the following practices:

- Teachers have participated in K-5 CCSS training which has a heavy emphasis on standards-based materials.
- Teachers have participated in Guided reading, small group instruction, math training and other professional development training to support professional needs.
- Newly credentialed teachers will participate in activities that focus on the use of standards-based reading materials.
- All teachers will participate in school and district-sponsored grade-level meetings that focus on standards-based adopted instructional programs.
- Para educators will participate in district-sponsored reading workshops to develop their understanding and practices of effective reading fluency and comprehension strategies.
- Teachers, the District, and the school principal will use the Benchmark Unit Assessments, and enVision Math Assessments to determine staff development needs.

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

All teachers at McCollam have access to District resources. The District models lessons for teachers to ensure full implementation of the District adopted language arts program. They also observe lessons and provide feedback and guidance to teachers.

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

Teachers collaborate regularly. Time is set aside weekly for grade level collaboration meetings. These meetings could be grade level specific or cross grade level. In addition to the Tuesday meetings, all teachers are released from their teaching duties three times a year. These meetings are data driven and focus on struggling students and curriculum.

Teaching and Learning

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

McCollam Elementary School has aligned curriculum instruction and materials to content and performance standards through the following practices:

- Teachers will have access to Common Core State Standards training in language arts and mathematics.
- Teacher recruitment, hiring, and evaluation will focus on meeting state standards criteria.
- Kindergarten has a minimum of 90 minutes of Language Arts and 60 minutes of Math standards-based instruction plus 30 minutes of ELD.
- Grades 1–3 have a minimum of 2.5 hours of Language Arts and 60 minutes of Math standards-based instruction plus 50 minutes of ELD.
- Grades 4–5 have a minimum of 2 hours of Language Arts and 75 minutes of Math standards-based instruction plus 50 minutes of ELD.
- All textbooks and supplemental materials align with the standards.

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

Kindergarten students receive 200 minutes of instruction every day. Students in grades 1st – 3rd receive 305 minutes of instruction four days a week and 230 minutes of instruction one day a week, and students in grades 4th– 5th receive 325 minutes of instruction four days a week and 250 minutes of instruction one day a week because the District has adopted a 4/1 schedule. Instructional minutes in reading and mathematics are strictly adhered to as evidenced in the lesson plans and posted class schedules. The District pacing guides in both these content areas also ensures that instructional minutes are being met.

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

Each year the District provides pacing guides for language arts and mathematics. Accurate pacing is monitored by the school principal and staff. Each program has a set component for differentiating instruction for students who need intervention.

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

McCollam Elementary School ensures the availability of standards-based instructional material for all students through the following practices:

- The school has academic materials from the state-adopted list (K–8) that is aligned with the academic content standards.
- Teachers regularly examine student work samples at grade-level meetings to ensure that students are mastering grade-level standards.
- Teacher lesson plans make explicit reference to the standards being taught.
- Parents are given abbreviated versions of their children’s grade-level standards and expectations each year.
- The District at the site works with all teachers to ensure full implementation of standards-aligned curricular programs.
- Consumables are provided to implement standards-based instructional programs.
- Staff development is provided in effective research-based practices.
- Staff development is provided in the use of standards-aligned materials.
- Standards-based assessments are being utilized at the school site.
- Student work samples are used to assess mastery of the academic content standards.

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)

McCollam School uses materials which are State Board of Education-adopted and which have standards-aligned instructional materials, including intervention materials. The district Curriculum and Instruction department, through a committee process, conducts the review, selection, and purchase of textbooks for our students from the state approved list. McCollam teachers may participate in that process.

- The Benchmark Advance Reading Program provides the basis for the McCollam reading program.
- Our SBE mathematics program is Scott Foresman enVision Math. Math kits and hands-on manipulatives for problem-solving are abundant and integrated into the program. enVision Math is used at all grade levels to support Common Core standards implementation.
- The district-adopted science program is Scott Foresman-California Science. Students participate in experiments and use hands-on materials to learn grade-level science standards through the program.
- The history/social science program is implemented with textbooks, literature, and reference books, giving special attention to our diverse student population. The history/social science program is centered on the Scott Foresman History-Social Science for California textbook series.

Opportunity and Equal Educational Access

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

McCollam Elementary School provides the following regular services to enable under-performing students to meet standards.

- Saturday school, and before/after school intervention classes will be offered to at-risk students scoring below proficiency levels in Language Arts and mathematics.
- Training for teachers in differentiated instruction practices in the areas of reading and math.
- Staff members will serve as a resource to fellow classroom teachers to provide best practices and teaching strategies that best meet the needs of students scoring below the 40th percentile.
- Teachers will attend curriculum workshops provided by the District Office.
- Accelerated Reader is implemented in grades 1-5.
- Google Chromebooks and Thin Client laptops are used in grades 3 – 5.

14. Research-based educational practices to raise student achievement

McCollam School uses a wide variety of research-based educational practices to raise student achievement.

- Teachers make their lesson objectives clear by stating them and writing them on the board.
- Teachers monitor progress and provide positive corrective feedback.
- Teachers use non-linguistic representation such as graphic organizers and generating mental pictures.
- Teachers use focused practice such as homework.
- Teachers regularly have students identify similarities and differences.
- Teacher collaboration of student data is used regularly and systematically to improve instruction.
- Teachers regularly differentiate instruction to meet students' needs.
- Teachers collaborate with principal during scheduled one-on-one meetings to monitor student progress and achievement

Parental Involvement

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

McCollam Elementary School uses the following resources to assist low performing students:

- An SST to address the academic and behavioral needs of students.
- Parent trainings are provided to better help parents support their child's academic progress.
- Before/after school, intervention classes will be offered to at-risk students scoring below the 50th percentile in Language Arts and math.
- Think Together After School Program assists students with homework and enrichment activities.

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

McCollam School has a strong School Site Council comprised of the principal, parents, and teachers. The School Site Council along with the school's leadership team regular review the implementation of the School Plan and the consolidated application programs

Funding

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

McCollam Elementary School provides the following categorical funded services to enable under-performing students meet standards.

- Title I and general funds are used to fund extended teacher collaboration time with a focus on supporting low-achieving students by improving program implementation and improving teaching.
- Classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal (based on length of time in the district's language program).
- Title I and general funds are used to fund family involvement activities.
- Title I and general funds are used to fund Accelerated Reader.
- Title I and general funds are used to fund LPAC testing.
- Title I and general funds and LCAP funds are used to purchase supplementary materials to support core Language arts and Math programs.

18. Fiscal support (EPC)

McCollam School relies on several funding sources: categorical, unrestricted, and donations. Categorical funding comes from Title I, General Fund and LCAP. Unrestricted funding comes from general education and lottery. Donations come from funds raised through the PTA, local business, and parents.

Description of Barriers and Related School Goals

During 2017-2018 School Year, 28% of students school wide were on the intensive level which rose to 34% by the end of year as measured by Level Screener data. In grades 3rd - 5th, 56% of students exceeded/met standards while 3% of English Learners and 12% of SPED students met/exceeded standards on 2018 ELA Assessment. 49% of students met/exceeded standards in math, while 10% of English Learners & 13% of SPED students met/exceeded standards.

Decrease the percentage of students reading on intensive level to 20% as measured by EOY level screener data. Increase the percentage of students exceeding/meeting standard in ELA & Math by 14%, and increase the percentage of ELs and SPED students exceeding/meeting standard by 10% as measured by Spring 2019 SBAC data.

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	79	57	69	78	55	68	78	55	68	98.7	96.5	98.6
Grade 4	62	88	67	58	87	67	58	87	67	93.5	98.9	100
Grade 5	77	50	92	75	48	91	75	48	91	97.4	96	98.9
All Grades	218	195	228	211	190	226	211	190	226	96.8	97.4	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2444.3	2442.9	2416.0	37	30.91	22.06	22	20.00	25.00	22	34.55	25.00	19	14.55	27.94
Grade 4	2442.1	2465.3	2478.8	22	31.03	26.87	10	25.29	32.84	31	10.34	16.42	36	33.33	23.88
Grade 5	2497.2	2515.9	2512.2	21	18.75	25.27	25	41.67	34.07	23	22.92	18.68	31	16.67	21.98
All Grades	N/A	N/A	N/A	27	27.89	24.78	20	27.89	30.97	25	20.53	19.91	28	23.68	24.34

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	26	16.36	23.53	50	63.64	42.65	24	20.00	33.82
Grade 4	14	29.89	25.37	41	36.78	55.22	45	33.33	19.40
Grade 5	23	18.75	25.27	45	54.17	53.85	32	27.08	20.88
All Grades	21	23.16	24.78	46	48.95	50.88	33	27.89	24.34

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	36	27.27	25.00	36	49.09	41.18	28	23.64	33.82
Grade 4	14	26.44	23.88	47	45.98	44.78	40	27.59	31.34
Grade 5	24	31.25	36.26	45	50.00	39.56	31	18.75	24.18
All Grades	26	27.89	29.20	42	47.89	41.59	32	24.21	29.20

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	21	23.64	17.65	67	63.64	61.76	13	12.73	20.59
Grade 4	9	17.24	26.87	71	57.47	58.21	21	25.29	14.93
Grade 5	23	6.25	18.68	53	83.33	61.54	24	10.42	19.78
All Grades	18	16.32	20.80	63	65.79	60.62	19	17.89	18.58

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	40	34.55	25.00	45	47.27	50.00	15	18.18	25.00
Grade 4	28	33.33	34.33	52	43.68	46.27	21	22.99	19.40
Grade 5	39	43.75	36.26	43	47.92	47.25	19	8.33	16.48
All Grades	36	36.32	32.30	46	45.79	47.79	18	17.89	19.91

Conclusions based on this data:

1. School-wide achievement in language arts for students meeting and/or exceeding standards on the CAASPP assessment for the 2017-2018 school year is as follows: All students at 56% as compared to the 2016-2017 school year with all students at 51%.
2. In the area of reading 76% of students were near/met or exceeded standards on the CAASPP for 2017-2018 as compared to 72% for the 2016-2017 school year. In the area of writing 71% of students were near/met or exceeded standards on the CAASPP for 2017-2018 as compared to 76% for the 2016-2017 school year.
3. In the area of listening 81% of students were near/met or exceeded standards on the CAASPP for 2017-2018 as compared to 82% for the 2016-2017 school year. In the area of research/inquiry 80% of students were near/met or exceeded standards on the CAASPP for 2017-2018 as compared to 82% for the 2016-2017 school year.

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	78	57	68	78	57	66	78	57	66	100	100	97.1
Grade 4	62	88	67	59	88	66	59	88	66	95.2	100	98.5
Grade 5	77	50	92	75	48	91	75	48	91	97.4	96	98.9
All Grades	217	195	227	212	193	223	212	193	223	97.7	99	98.2

* 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	2465.7	2463.5	2413.2	28	29.82	15.15	40	29.82	25.76	24	26.32	22.73	8	14.04	36.36
Grade 4	2446.9	2484.0	2494.4	7	25.00	27.27	15	32.95	28.79	46	21.59	28.79	32	20.45	15.15
Grade 5	2492.8	2506.6	2518.1	16	16.67	34.07	27	18.75	15.38	24	39.58	25.27	33	25.00	25.27
All Grades	N/A	N/A	N/A	18	24.35	26.46	28	28.50	22.42	30	27.46	25.56	24	19.69	25.56

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	47	42.11	30.30	42	36.84	22.73	10	21.05	46.97
Grade 4	17	42.05	42.42	27	31.82	27.27	56	26.14	30.30
Grade 5	24	16.67	38.46	32	56.25	28.57	44	27.08	32.97
All Grades	31	35.75	37.22	34	39.38	26.46	35	24.87	36.32

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	40	35.09	18.18	47	45.61	53.03	13	19.30	28.79
Grade 4	14	23.86	30.30	61	50.00	45.45	25	26.14	24.24
Grade 5	12	14.58	28.57	47	47.92	45.05	41	37.50	26.37
All Grades	23	24.87	26.01	51	48.19	47.53	26	26.94	26.46

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	38	43.86	21.21	56	38.60	50.00	5	17.54	28.79
Grade 4	15	30.68	34.85	54	45.45	40.91	31	23.86	24.24
Grade 5	13	18.75	29.67	52	45.83	45.05	35	35.42	25.27
All Grades	23	31.61	28.70	54	43.52	45.29	23	24.87	26.01

Conclusions based on this data:

1. School-wide achievement in mathematics for students meeting and/or exceeding standards on the CAASPP assessment for the 2017-2018 school year is as follows: All students at 49% as compared to the 2016-2017 school year with all students at 53%.
2. In the area of concepts/procedures 64% of students were near/met or exceeded standards on the CAASPP for 2017-2018 as compared to 75% for the 2016-2017 school year. In the area of problem solving & modeling/data analysis 74% of students were near/met or exceeded standards on the CAASPP for 2017-2018 as compared to 73% for the 2016-2017 school year.
3. In the area of communicating reasoning 74% of students were near/met or exceeded standards on the CAASPP for 2017 - 2018 as compared to 75% for the 2016-2017 school year.

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:
For the 2018-2019 school year, McCollam elementary student proficiency levels in language arts will improve from 56.0% to 70.0% school-wide; from 76.0% to 80% in the area of reading; from 71.0% to 80.0% for writing; from 82% to 90% in the area of listening; and, from 79% to 90% in the area of research/inquiry. For the 2018-2019 school year, McCollam elementary student proficiency levels in mathematics will improve from 49.0% to 70.0% school-wide; from 63.0% to 70% in the areas of concepts/procedures; from 74.0% to 85% in the area of problem solving & modeling/data analysis; and, from 74% to 80% in the area of communicating reasoning. For the 2018-2019 school year, proficient or advanced students with disabilities in reading/language arts and mathematics will improve from 12.0% to 50.0% in ELA and improve from 13.0% to 50.0% in mathematics as measured on the CAASPP for the 2018-2019 school year. All teachers will be highly qualified and continue to develop their skills.
Data Used to Form this Goal:
CAASPP 2017-2018 ELA & Math Results Common Core Aligned End-of-Year ELA & Math District Benchmark Assessment Results for 2017-2018 LCAP/CELDT Results (subgroup specific - Re-designation rates) Classroom observations
Findings from the Analysis of this Data:
School-wide achievement in language arts for students meeting and/or exceeding standards on the CAASPP assessment for the 2017-2018 school year is as follows: All students – 56%; reading - 76.0%; writing - 71.0%; listening - 82%; and, research/inquiry - 79%. School-wide achievement in mathematics on the CAASPP assessment for the 2017-2018 school year is as follows: All students – 49%; concepts/procedures - 63%; problem solving & modeling/data analysis - 74%; and, communicating reasoning - 74%. Overall assessment results show that 12.0% of students with disabilities met and/or exceeded academic standards in language arts, and 13.0% of students with disabilities met and/or exceeded academic standards in mathematics.

How the School will Evaluate the Progress of this Goal:

On a weekly basis grade level teams will analyze student progress in Language Arts and Mathematics. On a monthly and annual basis both grade level teams and the leadership team will analyze student progress on Language Arts and Math assessments.

2018 – 2019 Local/Benchmark assessment data will be disaggregated by:

- Ethnicity
- Socioeconomic status
- Special Needs
- English Proficiency
- Grade level and gender

Strategy #1:

During the 2018-2019 school year, targeted strategies and resources will be utilized to assist students in the areas of reading comprehension, vocabulary development, speaking and listening and writing. On-going implementation of the Common core Standards through language arts instruction in the classroom will be the focus. Teachers will be provided site based professional development around the implementation of the standards. Common Core lessons will incorporate the 21st Century Skills (Communication, Collaboration, Critical Thinking and Creativity), Constructive Response, Close Reading and Writing as we promote increased levels of language arts academic achievement in our students. Teachers will regularly collaborate as they engage in the ROCI process around language arts assessment results, implementation of Common Core based lessons and re-teaching language arts concepts not mastered. Furthermore, additional instructional support will be provided for “at-risk” students who are not mastering language arts subject matter.

During the 2018-2019 school year, targeted strategies and resources will be utilized to assist students in the areas of Measurement and Data, Geometry, Operations and Algebraic Thinking, and Operations – Base Ten & Fractions. We will be implementing the Common Core Standards through mathematics instruction in the classroom. Teachers will be provided site based professional development around the implementation of the standards. Common Core lessons will incorporate the 21st Century Skills (Communication, Collaboration, Critical Thinking and Creativity), Constructive Response, Close Reading and Writing as we promote increased levels of mathematical academic achievement in our students. Teachers will regularly collaborate as they engage in the ROCI process around math assessment results, implementation of Common Core based lessons and re-teaching math concepts not mastered. Furthermore, additional instructional support will be provided for “at-risk” students who are not mastering subject matter in mathematics.

During the 2018-2019 school year, targeted strategies and resources will be utilized to assist Students with Disabilities (SWD) in both language arts and mathematics. Identified teachers will participate in professional development which specifically supports the needs of our SWD population. Identified teachers will develop plans which support academic proficiency for SWD students. Identified teachers will also monitor the academic progress of our students. Interventions will be provided to our identified students who are not academically proficient. Walkthroughs will be conducted to monitor instruction.

During the 2018-2019 school year, 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
1. During staff meetings on-going review of 4 C's, Constructive Response, Close Reading and writing.	1. August 2018 - June 2019	1. Principal and identified staff members	1. At staff meetings, staff participates in activities which support the importance of 4 C's, constructive response, close reading and narrative, informative and argumentative writing in the lesson planning process.			
2. Provide time during staff/grade level meetings for grade levels to review ELA & Math standards and develop CCSS lesson plans.	2. August 2018 - June 2019	2. Principal and identified staff members	2. Grade levels teams will identify standards and develop lessons which support student mastery. Lessons will incorporate 21st Century learning skills.			
3. Staff development will be provided to increase teacher skill in the use of the ELA & Math CCSS with the district's reading/writing program.	3. September 2018 - June 2019	3. Identified staff members	3. Identified teachers will provide mini-lessons at staff meetings focused on sharing strategies and techniques to be used to support student mastery of identified ELA & Math Common Core standards. Identified teachers will be compensated for preparation time. This will be done throughout the school year at regularly scheduled staff meetings.	1000-1999: Certificated Personnel Salaries	Title I	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Teachers will implement Writing strategies to address specific writing conventions (narrative, informative and argumentative).	4. September 2018 - June 2019	4. Grade Level Teachers	4. After reviewing writing samples, grade level teams will identify student writing areas which need to be addressed and implement writing techniques and strategies to meet student needs throughout the school year.			
5. Teachers will utilize staff development opportunities provided by the District	5. August 2018 - June 2019	5. Grade level teachers	5. TK/Kindergarten and second grade teachers will participate in district sponsored PLC trainings, scheduled throughout the year, with an emphasis on the development of lesson and unit plans which address ELA Common Core standards and 21st Century Learning. All teachers will have opportunities to participate in District training (i.e., Guided reading, ELD - designated, small group instruction, etc.).			

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Teachers will participate in staff development opportunities provided by the school site.	6. September 2018 - June 2019	6. Grade Level teachers and Principal	6. Grade level teams will participate in school site GLC trainings scheduled during the school year, with an emphasis on the development of lesson and unit plans which address ELA & Math Common core standards and 21st Century Learning. Coordinate substitute teacher coverage of classrooms.	1000-1999: Certificated Personnel Salaries	Title I	3,220.00
7. Teachers will collaborate with principal three times during the regularly scheduled periods throughout the year during release time.	7. September 2018 - June 2019	7. Principal with identified staff members	7. Substitute teachers will be brought in to allow regularly scheduled one-on-one meetings between the principal and an identified staff member. These meetings will focus on the identified ELA & Mathematical academic needs of students. Teachers will develop a class academic plan at the initial meeting which will be reviewed for progress at subsequent meeting throughout the school year.	1000-1999: Certificated Personnel Salaries	Title I	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Teachers will be supported in the analysis of data, identifying student academic strengths and challenges and create action plans to re-teach and improve instruction, specifically for non-proficient students in identified ELA & Math content areas.	8. August 2018 - June 2019	8. Principal and staff	8. Teachers will regularly analyze test and quiz results, class work and homework. Teachers will collaborate, create and implement learning plans for non-proficient students focused on identified ELA standard mastery. Growth targets will be set. Teachers will assess and monitor student progress and update action plans as needed. On a weekly basis, grade level teams will collaborate to assess effectiveness of action plan in meeting student needs. Daily walkthroughs to monitor implementation of plans. Extended duty for data collaboration outside of instructional day. All ongoing throughout school year.	1000-1999: Certificated Personnel Salaries	Title I	2,250.00
9. Host parent workshops focused on the needs of identified students. Parent workshops will focus on key ELA & Math content areas.	9. September 2018 - June 2019	9. Identified grade level teams	9. Workshops to be provided twice this year. Identify grade level teams which will be participating. Identified grade level teams will design activities/projects parents can work on with their child to support improved academic results.	1000-1999: Certificated Personnel Salaries	Title I	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				4000-4999: Books And Supplies	LCFF - Supplemental	1,150.00
10. Implement a peer coaching model focused on ensuring staff mastery in the delivery of lessons which support non-proficient students becoming grade level proficient in identified academic areas.	10. September 2018 - June 2019	10. Principal and identified teachers	10. On-going implementation of peer coaching model. Collaboration process in which identified participants, based on data results, will identify ELA & Math content areas to be addressed. Support in the use of Oral Language Development (OLD) strategies will be part of coaching process. Coordination of substitute teachers to cover identified classrooms.	1000-1999: Certificated Personnel Salaries	Title I	750.00
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	650.00

Strategy #3:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. Staff will participate in lesson study process with a focus on Oral Language Development (OLD) for all students, especially our English Language Learners (ELLs).	11. September 2018 - June 2019	11. Teaching staff	11. Staff will attend grade level meetings learning/reviewing various OLD strategies (i.e., pair share, anchor charts, sentence stems, etc.) and development of research inquiry. Staff will implement these techniques in their lessons throughout the instructional day with a focus on their ELL students. Grade levels will meet on regular basis to discuss how strategies are being used in lessons with fellow teachers. Peer Coaches model OLD strategies being used in identified lessons. Discuss in post – conference effectiveness in supporting student learning during lesson. Walkthrough classrooms to monitor ongoing use of strategies and techniques in all classrooms throughout the school year.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Supplemental materials will be used to support student proficiency in identified ELA & Math content areas.	12. September 2018- June 2019	12. Staff and Principal	<p>12. Purchase supplemental materials to support – daily practice in language arts and mathematics skills. Renew Accelerated Reader program. Journals, paper, writing instruments to be purchased. Other supplemental materials will be identified and purchased to support student mastery of ELA standards.</p> <p>Daily us of Math Masters - ensuring mastery of math facts by students.</p> <p>Use of Steps to Success - strategies to support key vocabulary development and test taking strategies in math.</p> <p>Use of Board Math in identified classrooms.</p> <p>Building bird house and other projects focused on measurement and geometry.</p> <p>Journals, paper, writing instruments to be purchased.</p> <p>Other supplemental materials (i.e., technology, etc.) will be identified and purchased as necessary.</p>	4000-4999: Books And Supplies	Title I	7,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				4000-4999: Books And Supplies	LCFF - Supplemental	3,000.00
13. Provide staff with ongoing professional development regarding understanding and daily implementation of the Common Core State Standards in ELA & Math and their impact on teaching and learning.	13. September 2018 - June 2019	13. Principal and identified staff members.	13. Provide professional development regarding the understanding and implementation of the Common Core State Standards during classroom instruction throughout school year. Trainings during staff meetings will focus on ELA & Math common core standards. Prepare materials for meetings.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
14. Identified teachers engage in a lesson study process identifying ELA & Math standards which need to show academic improvement.	14. September 2018 - June 2019	14. Identified grade levels	14. Identified teachers will collaborate regarding which ELA & Math Common Core standards need to be mastered. Identify what proficiency looks like in the chosen standard. Identify how to meet academic needs of not only all students but specifically needs of ELLs, Hispanic and Special Ed. Together draw up an in-depth lesson plan addressing mastery of identified standard. They will implement peer coaching model concept in which release time is provided to allow identified teachers to visit and watch as identified "master" teacher implements lesson. Schedule follow-up meeting for teachers to discuss successes and challenges of lesson. Two to three times during school year.	1000-1999: Certificated Personnel Salaries	Title I	600.00
				1000-1999: Certificated Personnel Salaries	Title I	200.00
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
15. Staff will provide interventions based on the needs of identified “at-risk” (non-proficient) students during the school day and before/after the school day in identified ELA & Math content areas.	15. October 2018 - June 2019	15. Identified teachers and principal	15. Review of student data to identify students who need additional support. Create of individual learning plans for identified students. Workshop model implemented in classrooms. One-on-one, small group instruction between identified students and teacher. On-going review of assessment data to measure effectiveness of identified interventions in meeting student academic needs. Throughout the school year.	1000-1999: Certificated Personnel Salaries	Title I	8,000.00
				4000-4999: Books And Supplies	Title I	1,500.00
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00

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
16. McCollam Leadership Team will meet to share instructional strategies and provide information addressing their grade level's progress in ensuring identified students are becoming grade level proficient in identified ELA & Math content areas.	16. September 2018 - June 2019	16. Principal and grade level representatives	16. Leadership team members will be trained on the ROCI process in which they will be responsible for facilitating weekly grade-level collaboration meetings with a focus on the analysis of student performance data, and the creation of action plans based on performance outcomes. Bi-monthly meetings to review student progress. Team members consistently review student data and address identified instructional needs, and take back suggestions from fellow leadership members regarding identified instructional strategies to be implemented by grade level. At the end of each grading period, team will monitor program implementation and analyze academic performance of grade levels on Local/District Assessment results.	1000-1999: Certificated Personnel Salaries	Title I	2,000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
17. Support writing process as fifth grade students journal experience at Science Camp.	17. October 2018 - May June 2019	17. 5th Grade Teachers	17. Provide funds to assist fifth grade students to go to Science Camp. Provide journals in which students daily write about their experiences at Science Camp. Have students share their journals and insights with fellow classmates upon their return from Science Camp.	4000-4999: Books And Supplies	Title I	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
18. Teachers will utilize teaching and learning practices which increase academic proficiency of all students.	18. August 2018 - June 2019	18. Teaching staff	18. Identified teachers will: Provide direct, explicit instruction followed by guided and independent practice. Use SBE adopted Language Arts & Mathematics materials. Check for understanding, modifying and adjusting lessons as necessary. Scaffold techniques and cooperative learning activities. Differentiate instruction and curriculum based on student need. Provide interventions and support. Make explicit reference to standards and objectives both orally and written. Provide frequent verbal and non-verbal responses throughout the lesson. Use a variety of instructional groupings based on student need throughout the lesson. Use and explain academic language throughout a lesson. Re-teach concepts. Set learning goals and objectives to strengthen student learning. Test, assess and monitor student progress on an on-going basis.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
19. Staff and students will have access to technology (i.e., computers, printers, document cameras, software programs, etc.) to support student language arts and mathematics proficiency levels.	19. August 2018 - June 2019	19. Principal, school technology liaison and identified teachers	19. Inventory classrooms for current technology needs. Have technology liaison with identified staff identify needed technology items (i.e., computers, printers, software programs, etc.) to promote language arts achievement rates. Purchase technology items as needed for identified classrooms to support opportunity and promote equal access for students.	4000-4999: Books And Supplies	Title I	9,000.00
				4000-4999: Books And Supplies	Title I	1,000.00
				4000-4999: Books And Supplies	LCFF - Supplemental	5,500.00
20. Teachers will have opportunity to participate in workshops to learn strategies and techniques to support language arts & mathematics program.	20. October 2018 - May 2019	20. Grade level teachers	20. Identified teachers will participate in trainings to support language arts program. They will train staff on techniques and strategies learned at workshops.	5000-5999: Services And Other Operating Expenditures	Title I	1,500.00

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
21. Teachers will utilize staff development opportunities provided by the District	21. August 2018 - June 2019	21. Grade level teachers	21. Kindergarten through Fifth grade teachers will participate in Common Core State Standards language arts instruction training during the school year.			
22. Hire CAASPP Coordinator for Spring 2017 testing.	22. February 2018 - June 2019	22. Principal and select staff member	22. Identify CAASPP Coordinator. Organize materials for testing. Implement assessment. Provide remuneration (extended duty) for testing services	1000-1999: Certificated Personnel Salaries	Title I	2,500.00
					LCFF - Supplemental	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
23. Identified Staff will participate in language arts and mathematical training throughout the school year to better understand how to meet the academic needs of their students.	23. September 2018 - June 2019	23. Teachers who work with special education students	<p>23. Ensure identified teachers know the dates and locations for trainings.</p> <p>Ensure identified teachers attend the trainings.</p> <p>Identified teachers will implement training techniques in their lessons throughout the instructional day.</p> <p>Identified teachers will meet on a regular basis to discuss how trainings techniques are being used in lessons to meet student needs.</p> <p>Special education teachers will collaborate with general education teachers (per grade level) to identify ways to better meet needs of identified students.</p> <p>Walkthrough classrooms to monitor ongoing use of training techniques in all identified classrooms throughout the school year.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
24. Identified teachers will develop IEP's which meet academic and social needs of identified students.	24. September 2018 - June 2019	Special Education teaching staff	24. Schedule IEP meetings throughout school year. <ul style="list-style-type: none"> At meetings review student progress regarding goals and objectives with parents and school personnel. Update goals, objectives and learning plan with parent and school personnel input. Implement plan on a daily basis. 	1000-1999: Certificated Personnel Salaries	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
25. Identified Teachers will utilize teaching and learning practices which increase academic proficiency of identified students.	25. September 2018 - June 2019	25. Teachers who work with special education students	25. On a daily basis identified teachers will: Provide direct, explicit instruction followed by guided and independent practice. Use SBE adopted materials (Language Arts and Math components). Check for understanding, modifying and adjusting lessons as necessary. Scaffold techniques and cooperative learning activities. Differentiate instruction and curriculum based on student need. Provide interventions and support. Make explicit reference to standards and objectives both orally and written. Provide frequent verbal and non-verbal responses throughout the lesson. Use a variety of instructional groupings based on student need throughout the lesson. Use and explain academic language throughout a lesson. Re-teach concepts not mastered. Set learning goals and objectives to strengthen student learning. Monitor progress daily.			

Strategy #6:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
26. Identified teachers will develop lesson plans which support language arts and math proficiency for identified students.	26. September 2018 - June 2019	26. Teachers who work with special education students	<ul style="list-style-type: none"> 26. At grade level meetings, teachers will collaborate and identify standards to teach, curriculum to use, and strategies and techniques to implement to support student mastery of subject matter in language arts and mathematics. Identified teachers will implement lesson plans and monitor effectiveness in supporting academic proficiency for identified students. Extended duty for participants who exceed the 60 minute planning time while 	1000-1999: Certificated Personnel Salaries	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
27. Identified teachers will provide interventions based on the needs of identified "at-risk" (non-proficient) Students with Disabilities (SWD) during the school day and before/after the school day in identified content areas.	27. September 2018 - June 2019	27. Teachers who work with special education students	<ul style="list-style-type: none"> 27. Review of student data to identify students who need additional support. Create of individual learning plans for identified students. Workshop model implemented in classrooms. One-on-one, small group instruction between identified students and teacher. On-going review of assessment data to measure effectiveness of identified interventions in meeting student academic needs. Provide this throughout the school year. 	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	550.00
The Single Plan for Student Achievement			38 of 97	12/12/18		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
28. Identified teachers will be supported in the analysis of data, identifying student academic strengths and challenges and create action plans to re-teach and improve instruction, specifically for non-proficient SWD in language arts and mathematics.	28. September 2018 - June 2019	28. Principal and teachers who work with special education students	<ul style="list-style-type: none"> 28. Throughout the school year, identified teachers will regularly analyze test and quiz results, class work and homework during staff and grade meetings. Identified teachers will create and implement action plans for non-proficient students focused on identified ELA and math standard mastery. Identified teachers will assess and monitor student progress and update action plans as needed. On a weekly basis, special education teachers will collaborate to assess 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
29. Provide BTSA and Intern Support (if needed)	29. August 2018-June 2019	29. Director Academic Services	29. Assign a mentor and submit all paperwork to New Teacher Center.			
30. Provide Professional Development Opportunities (August 2017 - June 2018)	30. August 2018 - June 2019	30. Principal/Director Academic Services	<ul style="list-style-type: none"> 30. Determine needs, contact publishers, set dates, get contracts if needed, etc. (August 2018 to June 2019) School site PLCs to focus on PD around CCSS and Improvement Plan 			

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 Learners
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
To support our limited English proficient students becoming proficient or advanced in language arts and mathematics, we will increase from 3% to 50% in ELA and 10% to 50% in Mathematics as measured by the CAASPP.
Data Used to Form this Goal:
CAASPP Data - 2017-2018 LPAC/CELDT Results - 2017 - 2018 Local/Benchmark Data Results Classroom observations
Findings from the Analysis of this Data:
On the CAASPP, 3% of English Learning students scored at or above in English Language Arts and 10% of English Language Learning students scored at or above standard in Mathematics. 60% of identified students met AMAO 1 goal. The target of 63.5% meeting AMAO 1 status was not met.
How the School will Evaluate the Progress of this Goal:
2017-2018 LPAC/CELDT and Local/Benchmark assessment data will be disaggregated by: <ul style="list-style-type: none">• Ethnicity• Socioeconomic status• Special Needs• English Proficiency• Grade level and gender

Strategy #1:

During the 2018 - 2019 school year, ELD techniques/strategies, structured instruction, and direct support will be provided to support the academic achievement of identified ELL students. Teachers will participate in professional development which supports Oral Language Development. Teachers will develop plans which support language acquisition and content proficiency for identified students. Teachers will also monitor the academic and language progress of each student. Interventions will be provided to ELL students who are not academically proficient. Walkthroughs will be conducted to monitor ELD instruction.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Staff will participate in lesson study process with a focus on Oral Language Development (OLD) for all students, especially our English Language Learners (ELLs).	1. August 2018 - June 2019	1. Teaching staff	<ul style="list-style-type: none"> 1. Staff will attend grade level trainings during school day learning various OLD strategies (i.e., pair share, anchor charts, sentence stems, etc.). Staff will implement these techniques in their lessons throughout the instructional day with a focus on their ELL students. Staff members will identify case study student and define instructional strategies to be used to support student. <p>Grade levels will meet regularly to discuss strategies being used in lessons. Peer Coaches model OLD strategies</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Identified Staff Members will participate in Constructing Meaning Training During 2017-2018 school year.	2. September 2018 - June 2019	2. Identified Staff	2. Identified staff members will review materials, prepare lessons, plan, implement process and begin training staff on the program.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Targeted Instruction will be provided to support all learners and in particular the learning needs of English Language Learning students. ELD is provided as its own content area.	3. September 2018 - June 2019	3. Teaching staff	3. On-going implementation of Benchmark Advanced ELD Program in which: Oral Language Development strategies are used on a regular basis. Teachers will group students to differentiate instruction. Teachers will make explicit reference to standards and objectives both orally and written. Teachers will check for understanding, modifying and adjusting lessons as necessary. SDAIE techniques are used on a regular basis. Teachers will provide frequent verbal and non-verbal responses throughout the lesson. Teachers will use and explain academic language throughout a lesson. Teachers will explain and check for mastery of lesson objective. Teachers will re-teach concepts not mastered.	1000-1999: Certificated Personnel Salaries	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Teachers will develop lesson plans which support language acquisition and content proficiency for identified students.	4. August 2018 - June 2019	4..Teaching staff	<ul style="list-style-type: none"> 4. At grade level meetings, teachers will collaborate and identify strategies and techniques to use in the support of language acquisition. Teachers will implement identified strategies and monitor effectiveness in supporting language acquisition for identified students. Extended duty for participants who exceed the 60 minute planning time while developing lessons. 	1000-1999: Certificated Personnel Salaries	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Staff will provide interventions based on the needs of identified “at-risk” (non-proficient) ELL students during the school day and before/after the school day in identified ELA content areas.	5. September 2018 - June 2019	5. Identified teaches and principal	<ul style="list-style-type: none"> 5. Review of student data to identify students who need additional support. Create individual learning plans for identified students. Workshop model implemented in classrooms. One-on-one, small group instruction between identified students and teacher. On-going review of assessment data to measure effectiveness of identified interventions in meeting student academic needs. Throughout the school year. 	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000.00
				1000-1999: Certificated Personnel Salaries	Title I	1,000.00

Strategy #2:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Teachers will be supported in the analysis of data, identifying student academic strengths and challenges and create action plans to re-teach and improve instruction, specifically for non-proficient ELL students in language arts and mathematics.	August 2018 - June 2019	6. Principal and teaching staff	<ul style="list-style-type: none"> 6. Teachers will regularly analyze test and quiz results, class work and homework. Teachers will create and implement learning plans for non-proficient students focused on identified ELA and math standard mastery. Teachers will assess and monitor student progress and update action plans as needed. On a weekly basis, grade level teams will collaborate to assess effectiveness of action plan in meeting student needs. Daily walkthroughs to monitor 	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Walkthroughs will be conducted to monitor ELD instruction.	7. September 2018 - June 2019	7. Principal and identified staff members	<p>7. Classroom walkthroughs will be regularly conducted and assessing evidence which supports:</p> <ul style="list-style-type: none"> • Pre-teaching • Front – loading vocabulary • Reviewing key content concepts • Providing wait time • Clear explanation of academic tasks • Student-to-student interaction • Think-Pair-Share • Effective Feedback provided • Non-Linguistic Representation <p>o Graphic Organizers</p> <p>o Charts</p> <p>o Realia</p> <p>o Photos</p> <ul style="list-style-type: none"> • Key Vocabulary taught and Language Structures used 			

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
16. Staff and students will have access to technology (i.e., computers, printers, document cameras, software programs, etc.) to support student mathematics proficiency levels.	16. August 2018 - June 2019	16. Principal, school technology liaison and identified teachers	<ul style="list-style-type: none"> 16. Inventory classrooms for current technology needs. Have technology liaison with identified staff identify needed technology items (i.e., computers, printers, software programs, etc.) to promote mathematics achievement rates. Purchase technology items as needed for identified classrooms to promote equal educational access for students. 	4000-4999: Books And Supplies	Title I	4,000.00
				4000-4999: Books And Supplies	LCFF - Supplemental	2,450.00

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:

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: School Climate
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
All McCollam students will be educated in a learning environment which is safe, nurturing, supportive and conducive to learning. By June 2019 the number of office referrals for student discipline will be reduced by 10%, the number of parent meeting notices regarding excessive tardies will be reduced by 20%, and average daily attendance will increase to 98%. The academic and behavioral systems in place at McCollam will benefit 100% of our students.
Data Used to Form this Goal:
Attendance data from 2012-2018 Truancy data 2012-2018 Office referral data 2012-2018 Suspension data 2012-2018
Findings from the Analysis of this Data:
Average daily attendance has been about 97% over the past three years. The average number of parent meeting notices for excessive tardies is at approximately 53 per year (2012-2018). Suspensions have been greatly reduced over the past three years (2012-2018). There are approximately 50-60 students referred throughout the year to the office for discipline issues.
How the School will Evaluate the Progress of this Goal:
Monthly monitoring of attendance data Monthly monitoring of office referral data Suspension data Incident reports Observations during safety drills

Strategy #1:

During the 2018-2019 school year, McCollam staff will support the creation of a safe learning environment in which staff members implement strategies/techniques which promote positive student behavior and expectations. Students will have access to school-wide programs which promote responsibility, cooperation, communication and collaboration. Staff members will address the social/emotional needs of our students, especially our at-risk students, to better support their academic progress. Systems will be in place to acknowledge students for good behavior and attendance. Rules, protocol and expectations will be reviewed and updated to better meet the needs of our students.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Promote a positive culture in the classroom and throughout the school.	1. August 2018-June 2019	1. Principal, staff members to include identified teachers on PBIS team, staff members and students.	<ul style="list-style-type: none"> 1. Identified teachers participate in PBIS training. Professional development is provided to staff regarding PBIS model. Administer positive Behavior Support Survey to staff. Identify common school-wide and classroom behavior expectations. Develop with school psychologist Positive Behavior Intervention Support referral for staff use. Implement PBIS model in classrooms and throughout school. Monitor number of behavior 	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Incorporate many strategies throughout the school to support students and promote community.	2. August 2018 - June 2019	2. Identified teachers and principal.	<p>2. Implement Minute to win it rallies, Awards assemblies, Student of the Week, Bully prevention, etc.</p> <ul style="list-style-type: none"> Schedule "Tigers on the Move" Assemblies which identify proficient/advanced student in Language Arts and Mathematics. 	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
3. Provide staff training and conduct safety drills.	3. August 2018 - June 2019	3. Principal and identified staff members.	3. Staff trainings will be provided and drills will be conducted and evaluated for fire, earthquake and intruder safety.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Implement student program during recess, lunch time and before school which promotes positive student behavior.	4. August 2018 - June 2019	4. Principal, Coach and teachers.	4. Contract with Think Together for 2018-2019 school year.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	7,000.00
			<ul style="list-style-type: none"> • Set schedule with Think Together coach. • Ensure classrooms are participating in program. • Ensure recess time is being used to promote citizenship and sportsmanship. • Monitor number of referrals to Office. 	5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Improve student daily attendance.	5. August 2018 - June 2019	5. Principal and staff members.	<ul style="list-style-type: none"> 5. Identify classrooms with best attendance for week. Acknowledge identified classrooms in bulletin and over intercom. Identified classrooms are the first in lunch line all week. Receive "McCollam Tiger" statue for classroom. Monitor attendance throughout the year. 			

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Provide opportunities for parents and community members to contribute to our student's well-being.	6. August 2018 - June 2019	6. Principal and staff members.	<ul style="list-style-type: none"> 6. Implement beautification events that allow parents and the community to work on projects that improve the learning environment of the school. Through meetings, newsletter, etc. encourage parents to volunteer in a variety of ways (in the classroom/outside of the classroom). Encourage parent/community participation on SSC/ELAC/PTA through agenda items of interest to the community. 	4000-4999: Books And Supplies	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Implement and review School Safety Plan	7. September 2018 - June 2019	7. Principal and staff members.	<ul style="list-style-type: none"> • 7. Update Safety Plan with input from staff, parents and SSC. • Ensure school safety plan is in place following state and district mandates. • Review and re-review contents of plan with school staff to reinforce the skills necessary for student and staff safety. 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Acknowledge Students for Good Behavior.	8. August 2018 - June 2019	8. Principal and Staff members.	<ul style="list-style-type: none"> 8. Recognize students on a monthly basis for good behavior through our "Caught Being Good" activities. Recognize students who follow classroom and playground rules on a consistent basis at quarterly "Go for the Gold" assemblies. Each classroom chooses a student on a weekly basis who excels as a good citizen and scholar to be their "Student of the Week". Names of the students are printed in the weekly newsletter and sent home. 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Review school rules and student behavior expectations.	9. August 2018-June 2019	9. Principal and Staff members.	<ul style="list-style-type: none"> 9. Review student behavior expectations with staff prior to beginning of school year Based on feedback, revise as needed. Behavior expectations are reviewed with students then sent home for parents to review and endorse. Throughout school year, monitor student behavior in and out of classroom to ensure a safe, respectful and responsible environment . Review progress throughout school year. 			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Establish relationships with community organizations which support the learning environment at McCollam.	10. August 2018 - June 2019	10. Principal and staff members.	<ul style="list-style-type: none"> 10. Schedule visits from San Jose Assistance League to provide school uniforms to students. Schedule visits with City of San Jose Traffic Division representatives to monitor traffic safety before and after school. Ensure safe passage for students and parents to and from school in the morning. Schedule visits with Foothill Community Health Center to inform staff of mental health services that the organization offers for students and their families. 			

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Parent Engagement
LEA GOAL:
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
Provide meaningful opportunities in the classroom and the school for McCollam parents to support a positive learning environment focused on student achievement during the 2018-2019 school year.
Data Used to Form this Goal:
Attendance records at site and district events Survey results Local/Benchmark Data Results
Findings from the Analysis of this Data:
Overall feedback from parents (on-on-one, group meetings, survey results) indicate that McCollam parents want opportunities to participate in the classroom and the school and support a positive learning environment.
How the School will Evaluate the Progress of this Goal:
Attendance records at site and district events Survey results 2018 – 2019 CAASPP and Local/Benchmark assessment data for Students with Disabilities will be disaggregated by: <ul style="list-style-type: none">• Ethnicity• Socioeconomic status• English Proficiency• Grade level and gender

Strategy #1:

During the 2018-2019 school year, McCollam staff will support the creation of an environment in which parents are provided meaningful opportunities in the classroom and the school to support a positive learning environment focused on student achievement during the 2017-2018 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide parent workshops to support volunteering opportunities in the classroom.	1. January 2018 - June 2019	1. Parent liaison, identified staff members	1. • Provide parent workshops in which parenting strategies are combined with Common Core activities. The goal is for parents to have tools to better support their child's growth and learning. Literacy and mathematics materials and games used to teach parents how to support children through CCSS aligned enrichment activities. Parents trained to support student activities in the classroom.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Support and promote growth of PTA at McCollam	2. August 2018 - June 2019	2. Parent liaison, identified staff members	<p>2. Support growth of PTA which has regularly scheduled meetings focused on fund raising, and parent involvement events:</p> <p>Dr. Seuss Week: filled with - reading activities and fun learning activities which involved many students and parents.</p> <p>International Night: Parents, students and community learn about different countries and cultures; samples food.</p> <p>Beautification events: Schedule beautification events to support the participation of parents and staff members (i.e., cleaning windows, raking leaves, planning plants, painting the blacktop, etc.).</p> <p>Movie Nights: Host Movie nights for the community.</p> <p>Parent/ Student Dance: Parent/Student dances during the school year.</p> <p>Book Fair - scheduled two times during school year.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Promote Schoolwide activities for parent participation	3. September 2018 - June 2019	3. Identified Staff	<p>3. Provide schoolwide events to support parent participation. For example:</p> <p>Fall Festival: Parents participate, help with activities (i.e., various games, pumpkin walk, etc.) for the students during Halloween.</p> <p>Gingerbread Night: School wide event in December in which students and their families work together to build their special gingerbread house.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Parents will be provided the opportunity to serve on committees focused on school improvement.	4. August 2018 - June 2019	4. Identified Staff	<ul style="list-style-type: none"> 4. Parents will be encouraged to serve on various committees focused on school improvement. For example: SSC: Monthly meetings covering such topics as the school budget, development and implementation of our School Plan, curriculum issues and parent involvement.. ELAC: Monthly meetings focused on academic needs of EL students. SPARC: Monthly meetings on district level focused on District wide and school wide events and needs. 	4000-4999: Books And Supplies	LCFF - Supplemental	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Parent meetings with principal to discuss topics of interest.	5. September 2018 - June 2019	5. Principal, identified staff	5. Parent Coffees: Scheduled meetings in which the principal meets with parents to review issues and concerns, and topics of interest for the community. Items covered have include i- Ready, SBAC testing, language arts, math activities to use at home with students, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Provide English language classes for parents.	6. August 2018 - June 2019	6. Principal and teachers who work with special needs students	6. • Weekly English classes for identified parents. Classes will support access to language and conversation.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Promote opportunities for parents and community members to contribute to our students' well-being.	7. August 2018 - June 2019	7. Principal and identified staff	7. Provide opportunities for Parents and Community Members to Contribute to Our Students' well-being: Implement beautification events that allow parents and the community to work on projects that improve the learning environment of the school. Through meetings, newsletter, etc. encourage parents to volunteer in a variety of ways (in the classroom/outside of the classroom). Encourage parent/community participation on SSC/ELAC/PTA, through agenda items of interest to the community.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. Promote relationships with Community Organizations which Support the Learning Environment at McCollam	8. August 2018 - June 2019	8. Principal and identified staff	<p>Establish Relationships with Community Organizations which Support the Learning Environment at McCollam</p> <p>Scheduled visits from San Jose Assistance League to provide school uniforms to students.</p> <p>Scheduled visits with San Jose Traffic Division representatives to monitor traffic safety before and after school.</p> <p>Scheduled visits with Foothill Community Health Center to inform staff of mental health services that the organization offers for students and their families.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Promote STEAM Activities at the school site.	9. August 2018 - June 2019	9. Identified staff	9. STEAM activities aligned with classroom instruction that encourage parent/student collaboration. STEAM Night/STEAM Fair: Parents attend meetings, help to set up rooms, judge, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
10. Promote PBL learning activities at school site.	10. August 2018 - June 2019	10. Identified staff	10. Project Based Learning activities aligned with classroom instruction that encourage parent/student collaboration.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11. School wide Awards Assembly to promote academics and citizenship.	11. September 2018 - 2019	11. Identified staff	11. School wide Awards Assembly to promote academics and citizenship. Acknowledge students during school year and also at Night time event.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Upgrade cafeteria stage to support schoolwide and nighttime events.	12. December 2018 - June 2019	12. Identified staff	12. Repaint, clean and upgrade stage for schoolwide events.	4000-4999: Books And Supplies	LCFF - Supplemental	500.00

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Planned Improvements in Student Performance

School Goal #5

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Planned Improvements in Student Performance

School Goal #6

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

School Goal #7

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

School Goal #8

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	59,020.00	0.00
LCFF - Supplemental	33,800.00	0.00
None Specified		

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,700.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,600.00
5800: Professional/Consulting Services And	LCFF - Supplemental	7,000.00
1000-1999: Certificated Personnel Salaries	Title I	27,520.00
4000-4999: Books And Supplies	Title I	24,000.00
5000-5999: Services And Other Operating	Title I	1,500.00
5800: Professional/Consulting Services And	Title I	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	33,800.00
Title I	59,020.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	38,220.00
4000-4999: Books And Supplies	39,600.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating	13,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,620.00
Goal 2	11,200.00
Goal 3	15,500.00
Goal 4	3,500.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pablo Fiene	X				
Tanna Burholder				X	
Mary Fuchs		X			
Ben Chee		X			
Yesenia Higuera				X	
Thu La				X	
Julie Ueno Le				X	
Jonathan Tran		X			
Elisabet Robinson				X	
Daisy Madrigal			X		
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Pablo Fiene

Typed Name of School Principal

Signature of School Principal

Date

Yesenia Higuera

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date