

The Single Plan for Student Achievement

School: Adelante Dual Language Academy
CDS Code: 43-69369-0108167
District: Alum Rock Union Elementary School District
Principal: Nuria Bravo-Sanz
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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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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Adelante Dual Language Academy's Vision and Mission Statements

Vision:

Adelante Academy will produce students who achieve academic success, bilingual and bi-literate proficiency, and multicultural competency.

Mission Statement:

Adelante Academy is a K-8 school that provides an opportunity for all students to achieve high levels of bilingual proficiency and to develop multicultural competency through a rigorous English and Spanish dual language immersion instruction program. Our school philosophy is based on the belief that, one who knows two languages can contribute in two worlds." Within this philosophical framework, Adelante values and respects both languages and all cultures equally, instills a sense of community service in students, develops future leaders, and involves parents as part of the school learning community.

School Profile

Adelante is a small public dual language elementary school (530 students) of choice in the Alum Rock Union Elementary School District serving students from Transitional Kinder through the 8th grade. Each child and family is well-known to the school community allowing for more individualized attention and a personalized knowledge of the strengths and interests of each child. Adelante graduates will achieve high levels of proficiency and academic success in Spanish and English. In addition to our experienced and dedicated teaching staff, our parents play a key role in the education of our children by committing to 30 participation hours per school year. Together, all are responsible for the well-being and achievement of each student. Adelante's caring environment provides clear and positive expectations and comprehensive support to all. Furthermore, parents are encouraged and welcomed to participate in a variety of leadership positions that strengthen the shared governance model at our school. Together our staff, teachers and parents work as a school community to ensure a rewarding educational experience for every child.

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).

2017-2018 school year student and teachers surveys on school climate and safety.

Classroom Observations

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

Observation were conducted on a weekly basis to the classrooms. During the observation we addressed the following areas of improvement:

- * Classroom goals and expectations set
- * Designated ELD time faith to the program
- * Differentiation to reach different types of learners and also ELL's and students with IEP's

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)

We used data from SBAC assessments and shared the data with our ILT team .Our data analysis helped us to create our School Theory of Action (TOA). The TOA was shared with staff to refine the content around academic school goals and also shared with our SSC for feedback. SBAC data also helped us to plan our interventions during classroom time and also our after school interventions Data results are shared during the Café con la Directora and ELAC meetings.

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

Benchmark, Envision , Leveled readers and IReady help us to monitor students progress and teachers plan adjustments to their lesson in order to support our students to reach their goals. This data is collected weekly/monthly by the teachers and analyzed in their grade level meeting. Reports are taken to the ILT meetings so the team can work on a plan to meet the goals of our TOA

Staffing and Professional Development

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

All teaching staff is BCLAD (Spanish) credentialed. We have 4 teachers working on their credential program.

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

Support is provided to our teachers through the district Curriculum and Instruction department. It offers training in new curriculum to new teachers. C & I also offers PLC's to our teachers where they can be working in cohorts to plan and develop curriculum in different areas like NGSS , Math or Leveled readers. Our school provides support to our staff with Professional Development in the staff meetings to support our teachers in different areas. PD is provided to support our staff with how to use best instructional practices in the classroom.

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

Our staff development is aligned to our TOA. Our staff meetings are focusing in two goals strengthening of our dual immersion program with the goal of making it a robust one. One second goal is increasing the number of ELL's that pass the SBAC test in L.A. and Math by a 30%. We are refining the focus of our meetings and focusing on our ELL's assessments and standards and planning staff meeting according to the students results and needs.

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

We have a 50% time instructional coach . She is focused on working with our classroom teachers and having teachers engage in coaching cycles to improve teacher practice. Our coach work is oriented to support our students through building capacity in our teachers. Our Instructional Coach is also supporting us with staff development activities and supporting and guiding teams during DATA analysis

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

We have established collaboration time for our teachers. Teachers TK-5th grade have weekly grade level meetings on Thursdays to analyze data and discuss class progress, groups formation and strategies to use. 6th-8th grade also meet weekly one week per grade , one as a department and one week as a cohort 6th-8th. Furthermore, we do quarterly half-day release time and bi-annual full day release for instructional planning and data analysis.

Teaching and Learning

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

Adelante uses materials, state adopted curriculum and instruction adequate and aligned to content standards.

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

Our Dual immersion program adheres to the instructional minutes for reading/L.A and Math as recommended for our Dual Immersion Program, following the 90/10 model.

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

Our school follow the recommended lesson pacing calendar from our district. The school schedules 3 intervention cycles this year. 1st one focusing on literacy in grades k-8, the second focusing on improving overall performance of our English Learners, and the third focusing on communicating reasoning in math in grades 3-5th.

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

Our school is compliant with materials necessary per grade subject and class for all student groups.

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)

Adelante is compliant with the use of SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

The following are services provided by the regular program that enable underperforming students to meet standard: Benchmark Adelante intervention program; The use of Striving Readers. Differentiated Online IReady lessons targeted for specific student need, Imagine Espanol and i-Station. These programs are used to help differentiate instruction for students who are unable to access current curriculum.

14. Research-based educational practices to raise student achievement

Our school program uses the following researched-based strategies to support our students learning:

- * Differentiation
- * Frontloading
- * GLAD strategies
- * Blending learning
- * Constructing Meaning
- * Classroom/and after school intervention
- * Small group instruction

Parental Involvement

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

The school provides opportunities of support. We work with a community liaison that support to our families with important social and community-based information. We also provide counseling services to our students who are underachieving socially and academically.

The school also supports underachieving students with a Student Study Team team that identifies student challenges and support students. We also hold 504 meetings to support our students with medical diagnoses' that could cause them to underachieve without support.

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

Parents, community members, teachers and clerical staff are included in our Governance team. The Governance team leads school decision making and meets once a month to review important school elements such as: School Plan, School budget, SBAC scores, School Safety Plan, School Planning calendar

Funding

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

Morning and after school intervention to support our long term ELL's.

18. Fiscal support (EPC)

Title III

Description of Barriers and Related School Goals

*Currently we have a high percentage of students reading below grade-level across all grades. We are looking to improve this number by offering guided reading through small group instruction and purchasing guided reading materials for students. This connects to our school-wide language arts goal.

* There are a low number of our students that are ELL's meet their goals in the SBAC test Math/L.A. Our goal in our TOA this year is to have 30% of our ELL"s pass the SBAC in L.A. and Math

* Ensure that Designated and Integrated ELD time is happening in our classroom. Our goal is visiting classrooms daily and getting a better understanding of the areas we need to focus and support our teachers so our students are successful in reaching their goals

*ELL's will improve their overall score by 1 proficiency level on the ELPAC. Our school is offering an intensive intervention program morning and afternoon targeting long term ELL's (6th-8th grade)

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	50	67	60	50	66	60	50	66	60	100	98.5	100
Grade 4	57	51	66	56	50	66	56	50	66	98.2	98	100
Grade 5	55	52	48	55	52	47	55	52	47	100	100	97.9
Grade 6	53	50	46	53	49	46	53	49	46	100	98	100
Grade 7	51	49	47	50	48	46	50	48	46	98	98	97.9
Grade 8	55	51	50	55	51	49	55	51	49	100	100	98
All Grades	321	320	317	319	316	314	319	316	314	99.4	98.8	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	2398.1	2393.6	2393.6	12	18.18	11.67	16	13.64	25.00	38	27.27	18.33	34	40.91	45.00
Grade 4	2450.3	2449.0	2450.7	16	16.00	16.67	21	22.00	19.70	32	36.00	24.24	30	26.00	39.39
Grade 5	2486.0	2499.9	2483.9	7	23.08	10.64	42	26.92	27.66	18	28.85	34.04	33	21.15	27.66
Grade 6	2543.0	2525.8	2489.3	19	12.24	6.52	40	40.82	30.43	25	24.49	28.26	17	22.45	34.78
Grade 7	2562.0	2571.9	2577.0	8	14.58	19.57	58	47.92	47.83	26	22.92	21.74	8	14.58	10.87
Grade 8	2593.1	2570.3	2602.5	15	9.80	24.49	44	47.06	44.90	35	29.41	18.37	7	13.73	12.24
All Grades	N/A	N/A	N/A	13	15.82	14.97	37	31.96	31.53	29	28.16	23.89	22	24.05	29.62

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	20	24.24	13.33	42	30.30	40.00	38	45.45	46.67
Grade 4	20	22.00	16.67	41	46.00	43.94	39	32.00	39.39
Grade 5	13	17.31	14.89	53	63.46	59.57	35	19.23	25.53
Grade 6	21	10.20	13.04	53	63.27	34.78	26	26.53	52.17
Grade 7	16	31.25	30.43	56	52.08	54.35	28	16.67	15.22
Grade 8	27	23.53	34.69	55	56.86	46.94	18	19.61	18.37
All Grades	19	21.52	20.06	50	50.95	46.18	31	27.53	33.76

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	16	13.64	15.00	46	36.36	38.33	38	50.00	46.67
Grade 4	13	20.00	15.38	52	50.00	50.77	36	30.00	33.85
Grade 5	15	30.77	21.74	60	48.08	50.00	25	21.15	28.26
Grade 6	38	24.49	9.52	43	48.98	52.38	19	26.53	38.10
Grade 7	26	43.75	32.61	62	37.50	56.52	12	18.75	10.87
Grade 8	38	21.57	38.78	55	58.82	46.94	7	19.61	14.29
All Grades	24	25.00	21.75	53	46.20	48.70	23	28.80	29.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	6.06	6.67	68	74.24	76.67	20	19.70	16.67
Grade 4	11	8.00	12.12	79	68.00	68.18	11	24.00	19.70
Grade 5	7	19.23	10.64	69	61.54	65.96	24	19.23	23.40
Grade 6	9	10.20	10.87	81	75.51	60.87	9	14.29	28.26
Grade 7	6	16.67	21.74	80	68.75	71.74	14	14.58	6.52
Grade 8	11	11.76	22.45	80	72.55	67.35	9	15.69	10.20
All Grades	9	11.71	13.69	76	70.25	68.79	14	18.04	17.52

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	12	15.15	11.67	52	45.45	53.33	36	39.39	35.00
Grade 4	18	12.00	24.24	64	70.00	53.03	18	18.00	22.73
Grade 5	13	25.00	23.40	73	50.00	46.81	15	25.00	29.79
Grade 6	28	20.41	17.39	60	55.10	56.52	11	24.49	26.09
Grade 7	26	29.17	32.61	64	60.42	67.39	10	10.42	0.00
Grade 8	33	39.22	34.69	56	47.06	55.10	11	13.73	10.20
All Grades	22	23.10	23.57	62	54.11	55.10	17	22.78	21.34

Conclusions based on this data:

1. Based on overall achievement the data indicates that while 54 percent of students are performing at or near standard, there is a 22 percent subset of students performing below standard. This indicates that student performance is not meeting a consistently high standard. Over the three years of data, there has been a drop of proficiency from the initial 14-15 school year.
2. Based on overall student performance in language arts approximately 70-75% of all students are performing below proficiency in the area of reading. Based on this data it is evident that there needs to be a school wide focus on improving student reading achievement through small group instruction and guided reading in all grade levels. If students are able to read at grade level, it will ensure stronger academic success in all other content areas.

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	50	67	60	50	67	60	50	67	60	100	100	100
Grade 4	57	51	66	56	50	65	56	50	65	98.2	98	98.5
Grade 5	55	52	48	55	52	48	55	52	48	100	100	100
Grade 6	53	50	46	53	49	46	53	49	46	100	98	100
Grade 7	51	49	47	50	48	46	50	48	46	98	98	97.9
Grade 8	55	51	50	55	51	50	55	51	50	100	100	100
All Grades	321	320	317	319	317	315	319	317	315	99.4	99.1	99.4

* 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	2446.5	2429.9	2414.8	16	14.93	10.00	36	34.33	30.00	34	22.39	40.00	14	28.36	20.00
Grade 4	2452.8	2469.1	2473.2	9	12.00	20.00	18	34.00	26.15	52	34.00	23.08	21	20.00	30.77
Grade 5	2462.2	2471.1	2454.3	4	7.69	8.33	9	17.31	6.25	44	38.46	35.42	44	36.54	50.00
Grade 6	2500.6	2510.1	2526.5	9	10.20	23.91	15	22.45	21.74	45	34.69	17.39	30	32.65	36.96
Grade 7	2582.3	2593.3	2586.9	26	33.33	32.61	30	33.33	30.43	32	20.83	23.91	12	12.50	13.04
Grade 8	2596.6	2581.5	2549.6	25	23.53	20.00	27	25.49	16.00	35	29.41	34.00	13	21.57	30.00
All Grades	N/A	N/A	N/A	15	16.72	18.73	22	28.08	22.22	40	29.65	29.21	23	25.55	29.84

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	34	35.82	25.00	46	28.36	38.33	20	35.82	36.67
Grade 4	14	20.00	32.31	38	38.00	29.23	48	42.00	38.46
Grade 5	7	13.46	10.42	27	32.69	16.67	65	53.85	72.92
Grade 6	11	16.33	26.09	38	36.73	36.96	51	46.94	36.96
Grade 7	42	47.92	41.30	38	35.42	39.13	20	16.67	19.57
Grade 8	31	31.37	22.00	49	37.25	38.00	20	31.37	40.00
All Grades	23	27.76	26.35	39	34.38	33.02	38	37.85	40.63

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	20	23.88	13.33	58	53.73	48.33	22	22.39	38.33
Grade 4	7	18.00	21.54	63	50.00	44.62	30	32.00	33.85
Grade 5	13	9.62	6.25	38	48.08	47.92	49	42.31	45.83
Grade 6	8	14.29	28.26	53	57.14	30.43	40	28.57	41.30
Grade 7	34	33.33	34.78	42	50.00	45.65	24	16.67	19.57
Grade 8	36	31.37	24.00	49	41.18	50.00	15	27.45	26.00
All Grades	19	21.77	20.95	50	50.16	44.76	30	28.08	34.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	20.90	15.00	68	49.25	65.00	14	29.85	20.00
Grade 4	9	16.00	24.62	57	54.00	44.62	34	30.00	30.77
Grade 5	7	11.54	6.25	47	53.85	52.08	45	34.62	41.67
Grade 6	17	8.16	21.74	58	57.14	39.13	25	34.69	39.13
Grade 7	28	39.58	32.61	62	50.00	63.04	10	10.42	4.35
Grade 8	20	19.61	22.00	60	68.63	54.00	20	11.76	24.00
All Grades	16	19.24	20.32	59	55.21	53.02	25	25.55	26.67

Conclusions based on this data:

1. See attachment of TOA
2. Based on overall student performance in the area of math, most students are performing below grade level in the area of communicating reasoning. We feel there is a direct correlation between not having the skills to read and therefore, not being able to communicate higher level reasoning for math problem solving.

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: ELA/Math Goals
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:
K-2nd students based on the 2018/19 end of the year Benchmark level Screener results will make a 3 level increase in their independent reading level. 3-5th.Based on the 2018/19 SBAC data results students will improve from 36% of students meeting or exceeded standards in reading to 50% of students. 6th-8th.based on the 18'-19' SBAC data student results will improve from 46% of students meeting or exceeded standards in reading to 60% of students. 3-5th.Based on the 2018/19 SBAC data results students will improve from 43% of students meeting or exceeded standards in math to 60% of students. 6th-8th Based on the 18'-19' SBAC data results students will improve from 40% of students meeting or exceeded standards in math to 60% of students.
Data Used to Form this Goal:
~SBAC results ~iReady diagnostics ~District Benchmark Leveled Screener Assessments ~District Writing Assessments • ELPAC data ~Accelerated Reader data ~CPAA ~Envision topic tests and performance tasks ~ Other grade level/school assessment ~Leveled screeners ~IStation

Findings from the Analysis of this Data:

English Language Arts proficiency progress has remained consistent over the past four years. Students continue to need support in the area of reading comprehension and writing as required in the CCSS. More specifically students performed significantly low in the reading claim. 64% of students are below standard in 3-5th grade and 54% of students are below standard in 6th-8th grade.

How the School will Evaluate the Progress of this Goal:

Weekly, monthly, quarterly and annual program monitoring and evaluation.

Strategy #1:

During the 2018-19 school year, the school will implement a school-wide reading intervention program to address the reading comprehension and writing needs of struggling readers and English learners as measured by district short cycle and benchmark assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide resources and support needed to implement grade level Language Arts/Social Studies curriculum using the CCSS (Common Core State Standards) * Expose students to a variety of text that integrate Social Studies and Science into Language Arts curriculum: * Purchase of Time/Scholastic magazines * Purchase of non-fiction classroom books * Purchase of Reading A through Z to support grade level curriculum * Project based learning materials * Purchase supplementary materials that meet CCSS in Spanish/English	Scholastic July/2017	ILT Teachers SSC	Scholastic subscriptions	4000-4999: Books And Supplies	Supplemental/Concentration	4,500
			Reading A-Z subscriptions,	4000-4999: Books And Supplies	Title I	3,498.85
			Purchase of resources and materials	4000-4999: Books And Supplies	Supplemental/Concentration	1,200
			Cost of transportation/entrance fees. Related to ELA/S. Studies	5000-5999: Services And Other Operating Expenditures	Title I	1,500
			Classroom Library Books and Materials	4000-4999: Books And Supplies	Title I	2,000
			Support materials to support RLA in English and Spanish/Social Studies Curriculum	4000-4999: Books And Supplies	Title I	2,400
			Art Supplies to Enhance ELA/SLA/Social Studies Curriculum	4000-4999: Books And Supplies	Supplemental/Concentration	500
			Materials to support PBL projects	4000-4999: Books And Supplies	Supplemental/Concentration	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>* I-Station Program</p> <p>* Plan academically-oriented study trips consistent with grade-level curriculum (ie. Cost of transportation, entrance fees).</p> <p>* Multicultural classroom books/materials</p> <p>* Support materials to support RLA/Social Studies curriculum</p> <p>Professional development for teachers on Literacy through SCCOE</p> <p>Happy Numbers</p>			<p>Literacy PD for teachers</p> <p>Guided reading books for classrooms</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>Supplemental/Concentration</p>	<p>3,500</p> <p>3,000</p>
<p>Develop a strategic intervention program that provides additional support to focus students and subgroups of students in the area of RLA and SLA (Cycle 1 and 2)</p>	<p>Create an intervention plan that includes:</p> <p>Mandatory Homework Center (6th – 8th grade)</p>	<p>ILT Grade level teams</p>	<p>Cost of extended duty for the year</p> <p>Mandatory Homework center (6th-8th grade)</p> <p>ILT Data Analysis Meetings</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>5000</p> <p>2,000</p> <p>1,000</p>
<p>Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.</p>	<p>September –June</p>	<p>ILT SSC</p>				
<p>Collect/analyze student performance data (summative, formative) from each grade and identify students for intervention cycles.</p>	<p>November - April</p>	<p>ILT/PLC teams</p>	<p>For release time / no cost; paid by Academic services</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Notify parents of identified students via email/letter:	Before each intervention cycle	Teachers	For independent contract (SCCOE) CCSS ELA/SLA ELL's/Dual Language programs	5800: Professional/Consulting Services And Operating Expenditures	Title I	3,500
1) Informing what their child's Math level is and what the new goals are,	October- June -	ILT Grade-Level Teachers				
2) Recommending child's participation in intervention program	October - June	Teachers	\$1500 cost of sub release (10 days @ \$150)	5800: Professional/Consulting Services And Operating Expenditures	Title I	1500
3) Notifying days/times/location for intervention	Ensure that students continue to develop their Spanish abilities through 8th grade	ILT ILT SSC				
Use ROCI model to conduct bi-weekly/ quarterly grade-level meetings to:		Teachers	I Station-No cost			
<ul style="list-style-type: none"> analyze performance data set new growth targets identify new action plans to successfully achieve performance outcomes 			Peer observation/Best practices	5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	1,000
Professional Development training for staff to improve student progress and best practices for Dual Immersion programs (SSCOE)			cross level collaboration	5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	1,000
PBL release and planning						
Backwards planning and release						
Staff development/ILT support						
Release time for peer observation/ coaching						
Identify a program/assessment system that will monitor and assist student growth in the level of proficiency of Spanish-Language Arts. (Accelerated Reader)/Guiding reading						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplementary Spanish Language Arts Materials that support CCSS						

Strategy #2:

During the 2018-19 school year, the school will implement a school-wide reading incentive program to improve fluency and comprehension for struggling readers and English learners as measured by SBAC results, iReady, short cycle and benchmark assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a comprehensive AR (Accelerated Reader) incentive program <ul style="list-style-type: none"> Start/End dates of the program; AR training date for staff Specific time allocations for when students will access AR Dates of award cycles; prize descriptions; and budget to purchase prizes Kick-off assembly to generate excitement Conduct an evaluation & analysis of each student at the end of each quarter 	Provide opportunities that motivate students and families to read. By September	K-8 AR Literacy Team	\$6,,000 cost of student subscriptions	4000-4999: Books And Supplies	Supplemental/Concentration	6000
			\$750 cost of prizes for AR program	4000-4999: Books And Supplies	Title I	750
			AR Book Rewards	4000-4999: Books And Supplies	Title I	200
			Build AR Classroom Library Sets and Supplies	4000-4999: Books And Supplies	Title I	1000
			AR data analysis/teachers extra duty	1000-1999: Certificated Personnel Salaries	Title I	500
Plan for Newsletter <ul style="list-style-type: none"> Teachers will guide students to produce newsletters to share with families in the weekly Adelante "Que pasa" Materials will be provided for this effort. Provide entertainment for reading celebration 	by May	Teachers Parents	cost of materials, resources	4000-4999: Books And Supplies	Title I	500

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

Strategy #3:
Students will participate in activities that promote a college going culture

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Plan a Career Day to expose students to different types of professions and the type of higher education needed to seek their chosen career. Create plan that includes: * A template letter that can be sent to professionals to request their participation. * Deadline for securing speakers * Total number of speakers needed * Agenda Showing arrival time & location for speakers; classroom assignments; length of talk	March/April	Parent Coordinator Committee Community Liaison	for materials, food for guest speakers	4000-4999: Books And Supplies	Title I	350
Extracurricular Fieldtrips that support or enhance our Language Arts and Social Studies Content *Cesar Chavez March *Senior Center Caroling *Incentive for SBAC	Cesar Chavez- March Senior Center- December SBAC incentive- May/June	Grade level teachers	transportation and field trip costs		Title I	1,500
College Day * Students build an awareness of the importance of attending college through presentations from guest speakers, spirit wear of college themed clothing and classroom planned lesson and activities around the college-going experience.		Parent coordinators, teachers			Title I	300

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

Strategy #4:

During the 2018-19 school year, the school will implement a school-wide math intervention program to address the math proficiency needs of struggling students and English learners as measured by district short cycle and benchmark assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase supplementary materials/site licenses that meet CCSS in Spanish/ English <ul style="list-style-type: none"> • Manipulatives • Science lab equipment • On-line math support programs and sites Plan academically-oriented study trips consistent with grade-level curriculum related to math and science Provide resources and support needed to implement grade level Math/Science curriculum using the CCSS and NGSS	October-June	ILT, Teachers, SSC	Purchase of resources to support Math CCSS and Science NGSS	4000-4999: Books And Supplies	Supplemental/Concentration	3,000
			cost of transportation/entrance fees to support Math and Science	4000-4999: Books And Supplies	LCFF - Supplemental	1500
			cost of program Happy Numbers	4000-4999: Books And Supplies	Supplemental/Concentration	1,200
			Mouse Squad subscription	5000-5999: Services And Other Operating Expenditures	Title I	2,500
			Game Salad -Coding Program	4000-4999: Books And Supplies	Supplemental/Concentration	1,700
Create an intervention plan that * includes: * Develop specific criteria for identifying, selecting, implementing, monitoring and evaluation research-based reading intervention programs: * Timeline showing start/end dates for each intervention cycle; and cycle of inquiry * Criteria for selecting struggling students and identifying	October-April	ILT Grade Level teams	For cost of supplementary instructional materials	4000-4999: Books And Supplies	Supplemental/Concentration	1500
			Cycle 1 & 2 intervention	4000-4999: Books And Supplies	Title I	5000
			Homework center for 6th-8th grade	4000-4999: Books And Supplies	Title I	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>intervention goals</p> <ul style="list-style-type: none"> * Allocated time for intervention per grade. * How progress will be monitored with intervention and benchmark assessment materials. * Develop a budget for materials. <p>Mandatory Homework Center (6th – 8th grade)</p> <p>Identified Middle School students will participate in SUTA and ALearn/MAP intervention programs</p> <p>Develop a strategic intervention program that provides additional support to focus students and subgroups of students in the area of Math.</p>						
Monitor and evaluate intervention plan	October-June	ILT				
Collect/analyze student performance data (summative, formative) from each grade and identify students for intervention cycles	October-April	ILT, Grade level teams	no cost associated to this			
<p>Notify parents of identified students via email/letter:</p> <ol style="list-style-type: none"> 1) Informing what their child’s Math level is and what the new goals are 2) Recommending child’s participation in intervention program 3) Notifying days/times/location for 	October-November Before each intervention cycle		<p>For sub cost to release teachers</p> <p>\$2000 for Professional Development workshops</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I</p> <p>LCFF - Supplemental</p>	<p>2700</p> <p>2000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>intervention program</p> <p>Use ROI model to conduct bi-weekly/ quarterly grade-level meetings to:</p> <ul style="list-style-type: none"> analyze performance data set new growth targets identify new action plans to successfully achieve performance outcomes <p>* One release day/grade level if needed to analyze math data</p> <p>Identify a web-based Math intervention program to support struggling students at their individual level.</p> <p>Teachers will level students for Math instruction (4th – 8th grade):</p> <ul style="list-style-type: none"> Obtain student performance data from math team to level students Begin customized efforts with leveled groups Monitor student progress and readjust as necessary. <p>Professional Development training for staff to improve student progress in Math/Science (ie. Strengthening instruction aligned to CCSS for math and NGSS for science)</p> <p>Staff development/ILT support</p>			<p>\$1,500 for independent contract and district coaches extended duty for Math</p> <p>\$1500 cost of sub release (510days at \$150) to shadow best practices in other classrooms</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>LCFF - Supplemental</p>	<p>1,500</p> <p>1500</p>

Strategy #5:

During the 2018-19 school year, the school will implement a school-wide math incentive program to improve math competency for struggling math students and English learners as measured by district short cycle and benchmark assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Research and acquire hands-on math games that help develop math growth.</p> <p>Analyze measurable data to evaluate effectiveness of the games and determine adjustments that need to be made.</p> <p>Plan a Math game night:</p> <ul style="list-style-type: none"> Identify games that will provide practice with the CCSS in Math. Board games Computer math games (create this list to share with parents for use at home as well) <p>Provide opportunities for students and families to participate in math activities that provide enrichment and intervention.</p>	Sept-June	ILT, Teachers, SSC	\$450 for math games/materials	4000-4999: Books And Supplies	Supplemental/Concentration	450
<p>Plan a Math Olympics event that includes:</p> <ul style="list-style-type: none"> Description of how the competition will focus on math facts List of materials needed for the event; and other details required to pull off the event Key deadlines for event to happen Budget for prizes 	TBD	Math Olympics committee Teacher/Parents	\$200 for prizes	4000-4999: Books And Supplies	Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will participate in a school- wide STEAM Fair * Extended duty to cover for planning of the STEAM Fair <ul style="list-style-type: none"> Teachers will provide instruction and guidelines for STEAM projects. Materials will be provided to support STEAM projects. Professional development in NGSS to support teacher instruction Prizes will be awarded to Top 3 projects at each grade level. 	February Professional development September-June	Grade level/Science teachers Science Fair Committee	\$250 for prizes	4000-4999: Books And Supplies	Title I	250
			NGSS Professional Development training and workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I	500
			STEAM fair materials	4000-4999: Books And Supplies	Title I	500

Strategy #6:

During the 2018-19 school year, the Special Education staff will work collaboratively with classroom teachers to provide the appropriate support for all students receiving RSP, Speech and IEP services

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor progress of Special ED students and plan additional support services: * Language! will be used to support students requiring an intensive reading intervention * Student referrals will be made for additional support services (IEP, school-based counseling, behavioral plans) * Coordinate interventions in LRE for special students	Psychologist in grade level ROCI meetings to provide insight into the progress of Special education students					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Form a Study Team committee that will meet on a regular basis to gather information and create action plans for at risk students on-going	Hold monthly SST meetings	SST Teachers Principal	\$500 cost of subs to release teachers for SST meetings	1000-1999: Certificated Personnel Salaries	Title I	500
Ensure that all teachers, more than one in cases where students have multiple teachers, can be present at their student's 504 meetings	September-June	classroom teachers	\$500 cost for extended duty to attend 504 Meetings	1000-1999: Certificated Personnel Salaries	Title I	500

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:
3-5th .Based on the 18'-19' SBAC data students results will improve from 19% of students meeting or exceeded standards in L.A to 30% 3-5th. Based on the 18'-19' SBAC data students results will improve from 26% of students meeting or exceeded standards in Math to 40% 6th-8th. Based on the 18'-19' SBAC data students results will improve from 8% meeting or exceeded standards in LA to 20% 6th-8th. Based on the 18'-19' SBAC data students results will improve from 8% meeting or exceeded standards in Math to 20%
Data Used to Form this Goal:
~SBAC results ~iReady • District Math Benchmark Assessments • CELDT data • other grade level/school assessments • Envision ~Leveled screener
Findings from the Analysis of this Data:
There are pockets of growth in different grades. 4th and 5th grade need to focus on improvement, as well as Middle school Long term ELL's

How the School will Evaluate the Progress of this Goal:

Weekly, monthly, quarterly and annual program monitoring and evaluation.

Strategy #1:

During the 2018-19 school year, the school will implement a school-wide ELD program to address the English Language proficiency needs of English Learners as measured by CELDT results and local assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Level for ELD on CELDT and local data * Use ELD standards to plan instruction for each ELD level * Monitor student progress and regroup students as necessary. Grade level team will teachers will create a system for leveled ELD (1st-5th grade) to continue progress towards re-classification of EL students Intervention for Long term English learners (6th-8th grade) Utilize supplemental ELD curriculum to support students with English Language Development	October-April	Classroom teachers	Cycle 1 and 2 intervention	1000-1999: Certificated Personnel Salaries	Title III	2500
			Supplemental ELD Resources and materials Read with me Program	4000-4999: Books And Supplies	Supplemental/Concentration	1,800
			Intervention (6th-8th grade long term English Learners)	1000-1999: Certificated Personnel Salaries	Title III	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use data for students designated LTEL to integrate necessary support into weekly plans</p> <p>Use constructing meaning strategies to support ELs during content lessons</p> <p>* All MS teachers, administrators, 4th and 5th grade will be trained in Constructing Meaning</p> <p>CCSS workshops related to ELD or Spanish language acquisition as well as early learning conferences</p> <p>Release time for peer observation/coaching</p> <p>Provide opportunities for Professional development that supports the ELD program</p>	September to June	ILT Classroom teachers	<p>Data analysis of LTEL (No cost)</p> <p>Constructive meaning PD (No cost to school)</p> <p>Early Learning conference</p> <p>ELD consultant (SCCOE)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF - Supplemental</p> <p>Supplemental/Conce ntration</p>	<p>1,500</p> <p>1,000</p>
<p>Purchase technology to support student learning through technology.</p> <p>Provide opportunities for students to use computer based educational software to support English Language development</p> <p>Provide opportunities for students to use computer based educational software to support Spanish Language Learners</p>	October-June		<p>Purchase technology/software/maintenance cost</p> <p>Purchase of Spanish Program for TK-2nd grade-CPAA</p> <p>Purchase IStation-No cost</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Supplemental/Conce ntration</p> <p>Supplemental/Conce ntration</p>	<p>9000</p> <p>3000</p>

Strategy #2:

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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 #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: All Adelante students will be educated in a safe and healthy learning environment
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
By May 30th 2019, 90% of students will report feeling safe or "very safe" on the student survey. We will compare this data with the previous year data
Data Used to Form this Goal:
Formative data through comments and testimonial of parents, students and staff. Summative data comparison from beginning of year to end of year in the form of an online survey.
Findings from the Analysis of this Data:
SSC and staff concluded that a follow up parent/student survey is needed to assess student safety at school
How the School will Evaluate the Progress of this Goal:
This school goal will be evaluated on an annual basis as part of the SPSA evaluation process.
Strategy #1:
During the 2018-19 school year, the school will implement BEST strategies, plan for school-wide activities and revise policies and procedures to develop a positive school culture.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The School Site council will act as a school safety planning committee	December 2018: Baseline student survey * January 2019:SSC meets to identify major safety issues and review current practices, develop a student/parent survey to identify potential strategies and make recommendations to site leadership					
The ILT team will review SSC recommendations, develop implementation plans, and present to stakeholders	February 2019 leadership team meets to review SSC recommendations and develop implementation plans * May 2019:Give survey to students to compare results and improvement	ILT, staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Anti-Bullying Program Create a plan that includes: * Goals and tactics of the school anti-bullying program *Timeline for the events * Budget *Surveys for staff to gauge effectiveness of plan, track the volume of parent complaints about bullying and make adjustments if necessary * Professional development for BEST implementation *End of the year summary report to SSC/Governance informing analysis of program's effectiveness * Professional development- Restorative Justice	September-June	Anti-bullying Parent Task force	Cost of professional development/materials Prizes and rewards for students that support our PBIS Program SCCOE -Restorative Justice-staff training	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	Title I Supplemental/Concentration Supplemental/Concentration	500 1000 1,000
Implement activities that nurture self esteem, positive self image leadership skills and confidence in students Work with BEST team to refine/ create a plan for implementation of strategies that instill a positive school climate Restorative Justice	September-June	BEST team teachers	extended duty for planning time materials and supplies		Title I Title I	500 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Plan assemblies/activities that promote health, safety, build school spirit and celebrate positive behavior * Anti-drug and alcohol * Bullying * School dances * Talent Show * Spirit Day * Student of the month * Honor assemblies * Service Projects * Fun Friday rewards * Student body * Mouse Squad * Folkoric dance clubs * Sports program (middle school) * Colibri Spirit * Little Heroes	On going	ILT Middle School team	\$1,500 cost of assemblies, awards, paper, printing	4000-4999: Books And Supplies	Title I	2000
			\$500 extended duty for planning time and teacher chaperones	1000-1999: Certificated Personnel Salaries	Title I	500
			CA sports design	4000-4999: Books And Supplies	Title I	2,338.50
			Colibri Spirit for Cafeteria	4000-4999: Books And Supplies	Supplemental/Concentration	500
			Colibri Spirit jerseys and other school logo appareil	4000-4999: Books And Supplies	Supplemental/Concentration	1000
			Little Heroes supplies	4000-4999: Books And Supplies	LCFF - Supplemental	329.79
			Sports League Dues	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	425.00
			Spirit Middle School	4000-4999: Books And Supplies	LCFF - Supplemental	350

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: All Adelante school families will be engaged in learning school activities
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:
Maintain a high level of parent engagement to support our student achievement goals in Reading/Language Arts, Math English Learners and students with disabilities
Data Used to Form this Goal:
<ul style="list-style-type: none"> • Parent and staff comments and testimonials • Parent surveys and questionnaires
Findings from the Analysis of this Data:
This Data needs to be further examined, however based on current information provided by informal discussions with stakeholders, there is a desire from parents to participate in school activities to engage them in a positive community environment.
How the School will Evaluate the Progress of this Goal:
The school goal will be evaluated on an annual basis as part of the SPSA evaluation process

Strategy #1:
Maintain a high level of parent engagement to promote a positive school culture.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A Master calendar will be created to include the following parental involvement events: * Café con la directora * Student assemblies * Bienvenida BBQ * Back to School Night * Friday morning reading		ILT Staff, PC committees	For materials, food, supplies for parent involvement activities	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	2,500
			Spanish Spelling bee - registration	5900: Communications 4000-4999: Books And Supplies	LCFF - Supplemental	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> * Leyendo Bajo las Estrellas * Tradicion y vida project walk * Celebraciones Multicultural holiday event * Spanish Spelling Bee * Parent involvement recognition * End of year Carnival * 8th grade promotion activities Provide opportunities for parents to participate in daily activities, academic and cultural school events that promote student success.			spelling bee -teacher flying ticket and hotle Facilitron for Celebraciones	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration Title I	1,500 479.85
Provide parenting workshops to give parents strategies to improve student progress in ELA/SLA Conduct volunteer trainings to maximize the use of volunteers in the classrooms	On going Three times during the year		No cost associated with this item			
Conduct a minimum of two Parent teacher conferences a year to advise parents of student progress in ELA	November January		\$5,500 cost of extended duty to meet with parents	1000-1999: Certificated Personnel Salaries	Title I	5,000

Strategy #2:

Maintain a high level of parent engagement to increase student achievement in Math and Sciences

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A Master calendar will be created to include the following parental involvement events:</p> <ul style="list-style-type: none"> * Café con la directora * Back to School Night * STEAM Fair <p>Provide opportunities for parents to participate in daily activities, academic and cultural school events</p>	September-June	ILT, Staff, PC committee	for materials, food, supplies for parent involvement activities	4000-4999: Books And Supplies	Supplemental/Conce ntration	700

Strategy #3:

Engage parents of English Learners to become strong advocates for their children and school

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A Master calendar will be created to include the following parental involvement events:</p> <ul style="list-style-type: none"> * Café con la directora * Back to School Night * Monthly ELAC meetings (workshops) * ELPAC * Reclassification * 8th grade Pathway Award criteria * IReady to support learning * Other * Participation to outside/inside workshops <p>Provide opportunities for parents to participate in activities that support learning in English</p>	September-June	ELAC committee	\$600 for materials, food supplies for parent involvement activities	4000-4999: Books And Supplies	Supplemental/Conce ntration	1000

Strategy #4:

In collaboration with the Human Resources department, hire and retain teachers that are highly qualified

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review applications and conduct interviews	Hire HQ teachers (if needed) (August 2019)	Principal/Director HR				
Assign a mentor and submit all paperwork to New teachers center	Provide BTSA and intern Support if needed (August 2018)	Director, Academic services	District funded			
Determine needs, contacts	Provide	Director,Academics	District funded			
publishers, set dates, get contracts if needed, etc (July 2018 to June 2019)	Professional development opportunities (August 2018-June 2019)	Services				

Strategy #5:

Provide resources and support to teachers in an effort to attract and retain high qualified teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a master Plan for professional development.	Timeline created in July	ILT SSC	\$1000 Budget for extended duty and cost of workshops	1000-1999: Certificated Personnel Salaries	Title I	1000
* A master schedule for professional development opportunities and budget	Support for New teachers September-June		\$1000 independent contracts and for district coaches support	5800: Professional/Consulting Services And Operating Expenditures	Title I	2500
* Info on consultant and speakers who provide onsite presentations			Purchase of consulting /instructional material for new teachers	4000-4999: Books And Supplies	Supplemental/Concentration	600
* Support for new teachers						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire an Instructional coach to assist with preparation for CCSS	July 2017	Principal/ Director HR	No cost School funded			
<p>Attain Multimedia Resources that will facilitate with the implementation of CCSS</p> <p>Create a plan that details how teachers will use the following technology in the classroom to teach common core:</p> <ul style="list-style-type: none"> * Computers * Promethean Board * LCD projects * Document cameras etc 	September-June		Purchase technology , software and maintenance costs	4000-4999: Books And Supplies	Title I	3000

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:

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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 #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

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	63,010.95	43.75
Supplemental/Concentration	50,300.00	150.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,929.79
5000-5999: Services And Other Operating	LCFF - Supplemental	3,925.00
5800: Professional/Consulting Services And	LCFF - Supplemental	3,500.00
4000-4999: Books And Supplies	Supplemental/Concentration	42,150.00
5000-5999: Services And Other Operating	Supplemental/Concentration	4,000.00
5800: Professional/Consulting Services And	Supplemental/Concentration	4,000.00
	Title I	2,500.00
	Title I	300.00
1000-1999: Certificated Personnel Salaries	Title I	19,200.00
4000-4999: Books And Supplies	Title I	26,987.35
5000-5999: Services And Other Operating	Title I	4,479.85
5800: Professional/Consulting Services And	Title I	9,500.00
1000-1999: Certificated Personnel Salaries	Title III	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	11,854.79
Supplemental/Concentration	50,150.00
Title I	62,967.20
Title III	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	25,700.00
4000-4999: Books And Supplies	72,067.14
5000-5999: Services And Other Operating Expenditures	12,404.85
5800: Professional/Consulting Services And Operating	17,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,698.85
Goal 2	21,300.00
Goal 3	10,943.29
Goal 4	19,029.85

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
Nuria Bravo-Sanz	X				
Teodolinda Mendoza		X			
Sara Meza		X			
Jaime Guerrero		X			
Kim Rocha			X		
Yvonne Gonzalez				X	
Eddie Correa				X	
Chrystine Villarreal				X	
Violeta Perez				X	
Alma Gonzales				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

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

Instructional Leadership team (ILT)

Signature

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

Attested:

Nuria Bravo-Sanz

Typed Name of School Principal

Signature of School Principal

Date

Chrystine Villarreal

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date