

# The Single Plan for Student Achievement

**School:** Sylvia Cassell Elementary School  
**CDS Code:** 43-69369-6046312  
**District:** Alum Rock Union Elementary School District  
**Principal:** Dr. Sandra Puerta-Sarmiento  
**Revision Date:** October 17, 2018

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

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

**Contact Person:** Dr. Sandra Puerta-Sarmiento  
**Position:** Principal  
**Phone Number:** (408) 928-7200  
**Address:** 1300 Tallahassee Drive  
San Jose CA, 95122  
**E-mail Address:** [sandra.sarmiento@arUSD.org](mailto:sandra.sarmiento@arUSD.org)

**The District Governing Board approved this revision of the SPSA on December 8, 2016.**

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## School Vision and Mission

### Sylvia Cassell Elementary School's Vision and Mission Statements

Our school promise is to cultivate an inclusive environment where students are empowered to engage in the classroom and receive a comprehensive school experience that educates the whole child. This environment extends beyond the classroom to build a caring, creative, and cooperative Cassell community.

## School Profile

Sylvia Cassell School is one of 24 schools in the Alum Rock Union School District nestled in the East Hills of San Jose, CA. Cassell is a Title I School, which means that it receives additional funds from federal government and provides 100% free school lunches for our students. The significant number of our students are considered economically disadvantaged, and of those students about 71% are English Language Learners. In spite of these characteristics, the school has been quite successful. In 2008 the school became a California Distinguished School, and in 2009 the school reached the 800 API milestone. As of today, Cassell has been able to maintain an API score of 800. We continue to struggle to meet the needs of our subgroups and intend to successfully do this in the future with the dedication and hard work of the staff. We continue to focus on the new State wide Assessments, SBAC, & ELPAC.

Cassell staff and students actively participate with parents and the community through many opportunities that support the improvement of Cassell such as school parent volunteers, parent workshops, academic nights for parents, School Site Council, and fundraising. Our parents are continually kept informed through the school newsletter, school website, community flyers, and parent notices from teachers and administration.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Results from student surveys reveal that the majority of the students like the school because they have teachers who care about them. Many have responded by giving examples of what they like the most about the school such as, the after school programs which provide help for them and that they have fun. Parents also rated the City Year program as an asset to the school particularly because they help with homework and keeping the school safe. Parents say that they feel welcome and that they are treated with respect. Survey results note that they feel they have access to the principal and can come to the office whenever they have concerns. They have commented on the positive attitude of the front office staff especially the office administrative assistant. More and more parents are coming by the school to solve problems and express concerns with staff. Most feel that their children are getting a good education and that our school and the majority of the staff is highly qualified and competent. Overall the majority of students and parents are satisfied with the school. Results from the survey were noted and we will continue to focus on positive student recognition, like student of the month, and look at new and improved methods to increase support for all students.

### Classroom Observations

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

Sylvia Cassell uses a variety of formal and informal classroom observations. There are several types of classroom observations done by the principal and district supervisors. The Principal conducts two formal observations each year to provide formal feedback to teachers in order to improve classroom instruction which enhances student engagement and achievement. These evaluations are sent to the central office and placed in the site teacher file. Both formal and informal walkthroughs focus on common core, English Language Development, Oral Language, and student engagement. Representatives from Academic Services conduct monthly classroom walk throughs. During these walk throughs, they observe ELD and Common Core strategies. They also look for opportunities where students interact with each other. Following each visit, the principal is then given a report on the observation

of the classrooms. The feedback is used to make changes or strengthen the teaching staff in their classroom instruction. The site administrator conducts daily classroom walk throughs. These walk throughs help the principal to determine areas of concerns, strengths and Professional Development Planning. The results of teacher observations and evaluations reveal that 95% of the teaching staff qualify as "proficient or Highly Qualified in their ability and skills to effectively teach students.

### **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)**

Sylvia Cassell Elementary school uses the following local and state assessments to direct instruction and improve student academic growth and achievement:

1. Smarter Balanced Assessment
2. iReady (ELA and Math) benchmarks
3. Envision Unit Assessments; Performance Tasks
4. Benchmark Unit Assessments
5. Language Live Assessments
6. Quarterly District Writing assessments
7. English Language Proficiency Assessment for California (ELPAC)

Teachers meet twice a month to analyze individual student data to refine their instruction and provide Intervention and RTI.

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

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction:

Data from the following is used to monitor: The following assessments are used to provide teachers with an accurate representation of individual student growth and progress

Benchmark assessments  
Weekly Assessments  
End of the Unit Assessments  
DDRP (TK)

## Staffing and Professional Development

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

Status of meeting the requirement of "HIGHLY QUALIFIED" staff:

There are 19 teachers who have their credentials working at Cassell  
99% of Cassell's Staff is highly qualified (1 teacher is not HQ)  
All 19 of the teachers are fully credentialed  
The site administrator is 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 19 teachers were trained on state adopted instructional materials.  
All teachers have been trained in the use of Mathematics instructional materials  
All of the teachers are currently receiving training on the new English Development Standards; Guided Reading & Balanced Literacy.

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

Cassell instructional leadership team participates and meets through the ILT network. All members create the theory of action together which is reviewed throughout the year. All teachers are participating in grade level collaborations this year with a focus on improvement student participation and student engagement. New eligible teachers will participate in the BTSA support with activities that focus on the use of standards-based reading materials. Teachers are encouraged to participate in new and advanced training which has an emphasis on common core standards-based materials. The school administrator will continue to participate in updated training in areas of the curriculum. Teachers will receive continuous training in collecting and analyzing data. All teachers will be able access data through Illuminate and various sites such as the California Department of Education to drive instruction and provide differentiated instruction to increase academic achievement for all students. All teachers will understand the Curriculum Walkthrough Process and will use walkthrough data to strengthen their practice to meet the needs of all students.

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

The Instructional Leadership Team which consist of teachers from all grade levels attend district wide Professional Development. K - 5 grade teachers, RSP and SDC teachers participate in a separate district wide Professional Development. Cassell ensures the alignment of staff development to academic standards through the following practices:  
The school principal participates in these developments as well.  
New eligible teachers will participate in BTSA, with activities that focus on the use of Common CORE based materials. All teachers will focus on refining their transitioning to the new Common Core standards of instruction. All ancillary staff including para-educators will be given the opportunity to participate in workshops that will develop an understanding practices of effect reading fluency and comprehension strategies.

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

Ongoing Instructional assistance and support for teachers (e.g., use of Instructional Language Arts and Math coaches)  
The principal, instructional coach, and peer mentors provide on going instructional assistance and support for teachers in the implementation of "Envision" and "Benchmark Advanced" to meet the Common Core standards, Social Studies, and Science Standards. Grade Level Team collaboration at the site are provided every other week, and staff meetings focus on Common Core practices.

## Teaching and Learning

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

Cassell has aligned curriculum instruction and materials to content and performance standards through the following practices:

- The school's administrator will continue align standards coaching, supervising and evaluating teachers based on Common Core and 21st Century
- Teacher recruitment, hiring, and evaluations will focus on meeting the state's criteria for the teaching profession.
- Grades K-3 have a minimum of 2.5 hours of Language Arts standards-based instruction, plus 75 minutes of ELD.
- Grades 4-5 have minimum of 2 hours of Language arts standards-based instruction, plus 75 minutes of ELD.
- All textbooks and supplemental materials align with the CA standards.
- School-site evaluations will stress student mastery of standards-based content.
- All new eligible teachers will participate in BTSA, & Intern which focus on standards for the teaching professional. Newly credentialed teachers will be offered opportunity to participate in a new teacher induction program.

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

- Kinder students will receive 90 minutes of Language Arts instruction; 30 minutes of intensive English Language Arts differentiation; 30 minutes of Mathematics including 30 minutes of intense intervention per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- 1st-3rd grades will receive 150 minutes of language arts; 30 minutes of intensive English Language Arts differentiation;

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

All teachers adhere to the "Benchmark and the "Envision" Mathematics Curriculum Maps, which are provided at the beginning of the school year.

Lessons are designed and planned by grade levels which co- incide with the Curriculum Maps.

Weekly Lesson Plans are submitted and monitored by the administrator.

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

Cassell has ensured the availability of standards-based instructional materials for all students through the following practices:

Purchasing the CORE and its workbooks and Ancillary Materials that supplement the CORE

- Benchmark Reading K-5
- District Performance Tasks K-5
- Constructed Meaning Strategies, K-5
- EnVision Math, K-5
- Scott Foresman History/Social Science K-5
- Scott Foresman Science Program and science kits, K-5; Transitioning through NGSS in 4th and 5th Grade
- Teachers regularly examine student data and student work samples at grade-level meetings to ensure that students are mastering grade-level standards.
- Staff development is provided in research-based practices.
- Parents are given abbreviated versions of their children's grade-level content standards expectations each year.
- Staff development is provided in the use of standards aligned materials.
- Consumables are provided to implement standards-based instructional programs
- State adopted ELD materials are used in K-5

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Language Arts: Benchmark

K-5 ELD: Benchmark ELD component Remedial Program:

Language Live Mathematics:

K-5 Envision Math History/Social Science:

Scott Foresman iReady K-5

Close Reading and supplemental materials Reader's workshop

#### Opportunity and Equal Educational Access

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

Cassell provides the following regular program services to enable under-performing students meet standards:

Professional staff development is provided in differentiated instructional strategies in reading, language arts, math, and ELD. The intervention programs are:

- Before/after school Intervention classes will be offered to at-risk students scoring below the proficiency level in language arts; Benchmark Leveled Sceener
- Training in differentiated instructional practices in the area of reading and math is provided.
- Small group tutoring provide by City Year Corps Members
- Daily independent workshop time when teachers work with individual & small groups of students; based on intervention guides of 'Benchmark'
- Principal will serve as resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of students scoring below the proficiency level of the Smarter Balanced Assessments.
- Students receive Response to Intervention during the daily instructional minutes.
- Research-based educational practices to raise student achievement at this school. Teachers analyze student data weekly to guide instruction plan for each lesson, differentiate instruction, implement interventions, and to better incorporate high yield teaching strategies.

14. Research-based educational practices to raise student achievement

- Cassell has a Student Study Team (SST) which addresses the academic and behavioral needs of students.
- Parenting Classes through the school's Principal's Coffee is used to assist parents in developing their English skills.
- Cassell Staff and the Cassell Neighborhood Association, City Year, offer workshops and training that cover topics of importance to parents and students.
- Parent training is provided by the district/community organizations to help parents support their child's academic progress.
- Before/After school intervention classes are offered to at-risk students scoring below the proficiency level in language arts and math.
- Effective implementation of homework centers at Cassell will focus on the needs of at-risk students.
- After school enrichment programs are offered to students to boost self-esteem and encourage success in academic achievement.



## Parental Involvement

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

Cassell Elementary provides the following family, school, district, and community resources to assist these students:

- Monthly Principal's Coffees offer parents an opportunity to come together to receive information regarding the school (old and new business), receive training on technology and instructional strategies, and allow the parents a voice to share ideas and suggestions to make Cassell a better place for all stakeholders.
- Parent training's are provided by the district to better help parents support their children's academic progress (DELAC, SPARC, DAC).
- A Student Success Team (SST) addresses the academic and behavioral needs of students and provides the teacher and parents with strategies to assist the student.
- A Health Aide is in place to address the health needs of the families.
- The staff and principal provide meetings that cover topics of importance to parents and students.
- The parents are provided opportunities to attend a district parent university on a variety of topics
- The staff provides workshops for parents on building literacy, science and math skills at home.
- All parents of students who are at risk of not meeting grade level standards are given a letter during the first grading mark. Teacher's conference with these parents to provide support so all students have the opportunity to succeed.
- Counseling Services for students is provided on campus through Foothill and Uplift.

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

All stakeholders (School Site Council, ELAC, teachers, leadership teams) are involved in the developing of this year's school plan, the analysis of present data and the signing off on this year's plan (2018-2019).

## Funding

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

Cassell provides the following categorically funded services to enable under-performing students to meet CCSS standards.

- Effective implementation of Homework Centers at Cassell focused on the needs of at-risk students.
- One of the district's literacy coach, resource teacher, and 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

ELD program through district PLCs

- Title I and Title III funds are used to help fund technology and resources which will focus on working with teachers to support low- achieving students..
- Teachers are given the option to provide after/before school intervention programs provides tutoring and academic support opportunities for students.

### 18. Fiscal support (EPC)

The school receives Supplemental & Concentration funds (LCAP) and Categorical funds (Title I and Title III).

## **Description of Barriers and Related School Goals**

There are several barriers that contribute to the school not obtaining school goals. One barrier is low student attendance and tardiness. Another barrier which has been addressed throughout this process is that students from low-socio economic homes come unprepared for TK or Kindergarten - very few students receive pre school or related services. Other possible barriers that may contribute to the school not reaching it's academic goals are: lack of sound, solid skills in our English Language Learner students. Finally, another barrier we have noticed is a high mobility rate among our families entering and leaving our school due to lack of affordable housing both in our community and other cities. We continue to work on these barriers in the hopes that we will obtain the growth that we have place in our goals.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	64	58	57	61	56	55	61	56	55	95.3	96.6	96.5
Grade 4	65	64	56	64	63	55	64	63	55	98.5	98.4	98.2
Grade 5	66	65	61	64	63	60	64	63	60	97	96.9	98.4
All Grades	195	187	174	189	182	170	189	182	170	96.9	97.3	97.7

\* 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	2390.4	2373.3	2401.3	15	10.71	14.55	18	7.14	21.82	18	33.93	29.09	49	48.21	34.55
Grade 4	2428.1	2433.3	2405.7	5	7.94	7.27	22	23.81	20.00	33	26.98	12.73	41	41.27	60.00
Grade 5	2470.4	2442.9	2455.7	11	3.17	8.33	17	22.22	21.67	33	30.16	16.67	39	44.44	53.33
All Grades	N/A	N/A	N/A	10	7.14	10.00	19	18.13	21.18	28	30.22	19.41	43	44.51	49.41

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	16	8.93	18.18	34	33.93	45.45	49	57.14	36.36
Grade 4	13	12.70	7.27	44	57.14	45.45	44	30.16	47.27
Grade 5	13	6.35	10.00	39	50.79	40.00	48	42.86	50.00
All Grades	14	9.34	11.76	39	47.80	43.53	47	42.86	44.71

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	18	10.71	9.09	49	41.07	50.91	33	48.21	40.00
Grade 4	9	19.05	9.09	48	44.44	34.55	42	36.51	56.36
Grade 5	11	12.70	10.00	50	46.03	43.33	39	41.27	46.67
All Grades	13	14.29	9.41	49	43.96	42.94	38	41.76	47.65

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	5	5.36	16.36	66	67.86	60.00	30	26.79	23.64
Grade 4	3	1.59	7.27	75	69.84	54.55	22	28.57	38.18
Grade 5	8	4.76	6.67	72	55.56	61.67	20	39.68	31.67
All Grades	5	3.85	10.00	71	64.29	58.82	24	31.87	31.18

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	8	8.93	18.18	48	55.36	58.18	44	35.71	23.64
Grade 4	9	4.76	9.09	58	61.90	54.55	33	33.33	36.36
Grade 5	19	6.35	6.67	61	49.21	56.67	20	44.44	36.67
All Grades	12	6.59	11.18	56	55.49	56.47	32	37.91	32.35

**Conclusions based on this data:**

1. When reviewing ELA SBAC results, across all three grade levels we have approximately 29% of our students are o grade level in English Language Arts.
2. Our greatest area is in listening. This is a direct reflection of the work teachers did with sequential response and cooperative group roles and presentations.
3. Based on the research/inquiry data, this is an area that we need to focus on as a school.

## 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	64	57	57	63	57	56	63	57	56	98.4	100	98.2
Grade 4	65	64	56	64	64	55	64	64	55	98.5	100	98.2
Grade 5	66	65	61	66	65	61	66	65	61	100	100	100
All Grades	195	186	174	193	186	172	193	186	172	99	100	98.9

\* 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	2426.1	2411.2	2437.2	22	5.26	17.86	24	36.84	33.93	25	22.81	28.57	29	35.09	19.64
Grade 4	2425.8	2434.0	2426.3	3	3.13	3.64	19	17.19	14.55	36	39.06	38.18	42	40.63	43.64
Grade 5	2459.2	2428.0	2452.3	8	4.62	6.56	8	6.15	8.20	33	20.00	34.43	52	69.23	50.82
All Grades	N/A	N/A	N/A	11	4.30	9.30	17	19.35	18.60	32	27.42	33.72	41	48.92	38.37

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	38	29.82	39.29	29	29.82	33.93	33	40.35	26.79	
Grade 4	6	9.38	10.91	34	32.81	29.09	59	57.81	60.00	
Grade 5	8	4.62	8.20	29	20.00	26.23	64	75.38	65.57	
All Grades	17	13.98	19.19	31	27.42	29.65	52	58.60	51.16	

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	16	10.53	16.07	51	50.88	60.71	33	38.60	23.21
Grade 4	8	9.38	5.45	48	43.75	47.27	44	46.88	47.27
Grade 5	6	3.08	4.92	39	32.31	36.07	55	64.62	59.02
All Grades	10	7.53	8.72	46	41.94	47.67	44	50.54	43.60

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	24	12.28	30.36	57	54.39	51.79	19	33.33	17.86
Grade 4	5	4.69	7.27	47	54.69	43.64	48	40.63	49.09
Grade 5	9	3.08	8.20	41	32.31	44.26	50	64.62	47.54
All Grades	12	6.45	15.12	48	46.77	46.51	39	46.77	38.37

**Conclusions based on this data:**

1. When reviewing Math SBAC results, across all three grade levels we have approximately 29% of our students who have met or exceeded grade level in Mathematics.
2. When reviewing ELA SBAC results, across all three grade levels we have approximately 27% of our students who have met or exceeded grade level in English Language Arts.
3. When comparing the math and language arts data, students did better in math.

## 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:

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
<b>SCHOOL GOAL #1:</b>
All students in significant subgroups will increase their overall % of proficiency on the local and formative assessments by 70%.
All English Language Learners will become proficient or advanced by 70% in the English Language Arts by the end of the 2018-2019 school year.
<b>Data Used to Form this Goal:</b>
<p>The data to be collected will include, but not be limited to Benchmark and Envision short cycle Curriculum-Based Assessments, English Language Proficiency Assessment for California (ELPAC), writing samples, iReady, and Smarter Balanced benchmark and assessments.</p> <ul style="list-style-type: none"><li>• Ethnicity</li><li>• Socioeconomic status</li><li>• Students with disabilities</li><li>• English Proficiency</li></ul>
<b>Findings from the Analysis of this Data:</b>
The findings from the SBAC data suggest that we need to concentrate our efforts on students who have not met standard. We have a large percentage of students nearly met grade level standards so we must place emphasis on that band. Students may benefit from additional support on performance tasks where they must synthesize a number of standards. The data also suggests that our teachers need to examine and use the data to place students in intervention groups. The data also suggests that we need to concentrate on 4th grade since they performed the lowest, 70% have not met grade level standards, out of our 3rd-5th grade classes.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students will be assessed frequently through weekly, monthly, and quarterly assessments. We will use this information to determine progress that is being made towards reaching this goal. Strategic and guided monitoring of data during staff and grade level meetings to monitor progress of all students. Teachers will meet a minimum of twice a month in grade level teams to analyze iReady data. Additionally, teachers will backwards map the performance tasks. Teachers will monitor data and will communicate academic progress to parents through mid-semester progress reports. Teachers will use the English Language Arts Common Core standards to meet the needs of all students and will backwards map the standards to create vertical and horizontal alignment. All teachers are required to use multiple data points such as informal observations, checks for understanding, short cycle quizzes, and work samples. The site administrator will also evaluate the progress of this goal through walkthroughs and through formal evaluations.



**Strategy #1:**

All teachers will be prepared through professional development (ILT, Common Core Training, Guided & Balanced Literacy Professional Development) and use the ROCI process to ensure that students are prepared for common core state standards. Students identified for intervention will be offered a variety of interventions, including but not limited to, Language Live!, RSP, small group intervention 4x per week, and City Year's intervention during the day and after school. Students are identified by November as being "AT-RISK."; Before and After School Interventions will be scheduled; all teachers will be providing interventions through Language Arts block.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement: (Involve parents and community in planning and implementing the school plan)	August 2018-June 2019	Principal Parents Community Liaison City Year SSC Teachers	Materials & Supplies: Hosting for Family Events and Classes	4000-4999: Books And Supplies	Title I	1892
Involvement: Informational meetings to educate parents about the ELA common core standards and how they can participate in moving their children towards mastery.	August 2018-June 2019		Extended Duty Classified for Family support and translation	2000-2999: Classified Personnel Salaries	Title I	4,432
			Materials & Supplies	4000-4999: Books And Supplies	Title I	750
Newsletters and other informational documents sent to all students' homes with important information about the academic programs.	August 2018-June 2019					
The SST process includes parents in addressing the particular needs of referred under-performing students.	August 2018-June 2019					
Increase parents' knowledge and involvement in student academic progress in ELA through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, ELAC, Principal's Coffees, Resource Fairs etc.)	August 2018-June 2019					
Community Liaison provides on-site parent workshop sponsored classes for parents and community members.	August 2018-June 2019					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Host parent meetings for at-risk students to help them learn how best to help their children with academic tasks.</p> <p>Host literacy nights, Read Across America, and other events to get parents on campus reading with their children.</p> <p>Host Math nights &amp; STEAM Nights/ events to get parents on campus reading with their children.</p>	<p>August 2018-June 2019</p> <p>August 2018-June 2019</p>					
<p>Standards, Assessments, and Accountability: (Comprehensive assessment and analysis of data)</p> <p>Principal will conduct weekly classroom walkthroughs using the district tools with a minimum of each teacher once per week. Teachers will receive immediate feedback in written and verbal form after debriefing.</p> <p>The principal will conduct at least one formal and one informal observation on each teacher that is due during the year. The principal will follow the timelines and use the California Standards of the Teaching Profession to guide her observations \ evaluations.</p> <p>All staff and grade level meetings will focus on data analysis, deep planning</p>	August 2018-June 2019	Principal & Teachers	<p>Print shop items for classroom posters &amp; anchor charts ELA/Math</p> <p>Extended Duty: PD on instruction</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title I</p>	<p>1,500</p> <p>6,419.25</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>of instruction, and staff development. Teachers will meet regularly to analyze student learning and consider new strategies and best practices.</p> <p>All classrooms will post and utilize a Classroom Close reading wall; Benchmark/Envision anchor charts/posters; post common core standards.</p> <p>Teachers will use supplemental passages from scholastic readers to focus on critical thinking and close reading.</p> <p>Teachers will receive professional development to ensure all teachers can navigate Cruncher, Oars, iReady to pinpoint areas of differentiation for all students.</p>						
<p>Staffing and Professional Development:</p> <p>Staff receives professional development in the analysis of assessment data &amp; data management systems during grade level collaboration.</p> <p>Principal, City Year, &amp; Little Heroes will provide time for regularly scheduled grade level collaboration to engage in ROCI &amp; instructional planning with City Year.</p> <p>Staff development is offered to</p>	August 2018-June 2019	Principal ILT	<p>Substitutes for release time as needed peer coaching</p> <p>Materials and Supplies for Staff PD</p> <p>Subs for Grade Level Release and Planning;and/or intervention</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>2,000</p> <p>800</p> <p>14838.50</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>teachers, administrator, and other staff in best practices for addressing standards using district-adopted curriculum; Benchmark, CCSS, Envision.</p> <p>Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices.</p> <p>Principal will provide support for teachers through release time as needed to observe each other and engage in peer coaching.</p> <p>Instructional PD for English Language Arts; Contract Services.</p>						
<p>Opportunity &amp; Equal Educational Access: (Describe instruction for at-risk students, i.e. interventions, describe auxiliary services for at-risk students)</p> <p>Students not meeting standards or proficiency are targeted for extended learning time in interventions &amp; programs before &amp; after school.</p> <p>Students are identified for extended learning time and tutoring during the school day based on ongoing assessment results.</p> <p>Teachers will be allotted \$200.00 each to purchase supplemental materials to provide equal educational access to the state</p>	August 2018-June 2019	Teachers RSP teacher	<p>Contracted Services - Little Heroes</p> <p>Contracted Services - Little Heroes</p> <p>Materials &amp; Supplies (\$200/ Teacher)</p> <p>Field Trip-Fees Admission</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Title I</p>	<p>13,000</p> <p>13,000</p> <p>4,200</p> <p>5,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>standards.</p> <p>Enrichment activities before, during and after school meet the needs of all. All Cassell students will have an opportunity to participate in Little Heroes during recess and after school program.</p> <p>Enrichment activities and learning. All Cassell students will have an opportunity to participate in an off site learning experience field trip to expand their knowledge.</p> <p>Transportation for each grade level will be provided.</p>						
<p>Teaching and Learning: Define steps to intended outcomes:</p> <p>All core and supplemental curricular materials are aligned to standards and are not supplanting any of the programs.</p> <p>Purchase classroom supplies, materials, and equipment such as, but not limited to: Reading rugs for K-2 grades to support routines, supplemental RLA materials, classroom library books, newspapers, AV equipment, smart boards (Epson projectors) printers, computers and/or carts, software, maintenance of computers and print shop orders. Additionally, all students will have access to technology to improve: vocabulary, language skills and provided blended learning opportunities such as not limited too;</p>	August 2018-June 2019	Principals and Teachers	Instructional Materials & Supplies	4000-4999: Books And Supplies	Supplemental/Conce ntration	2,600
			Non-capitalized Equipment	4000-4999: Books And Supplies	Supplemental/Conce ntration	9,400
			Noncapitalized Equipment	4000-4999: Books And Supplies	Title I	14,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>instructional assemblies, workshops, and extra classes.</p> <p>Daily lesson plans focus on lesson objectives that are posted for all students to view and use.</p> <p>Equipment and supplies necessary to duplicate curricular and supplemental language arts material, including homework, is available and well maintained.</p> <p>Principal will observe teaching to ensure teachers stays on curriculum objective.</p> <p>Principal will conference with teachers on a needs basis if teachers are digressing from the standards, objectives, or curriculum.</p>						

**Strategy #2:**

All students will be identified using 2017/2018 SBAC and CELDT/ELPAC data as we use RTI to level the students by specific needs. Students will be placed in classes depending on level and need and moved as needed - flexible not a static process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Describe reform strategies that allow all students to meet/exceed standards:</p> <p>Cassell uses the Response to Intervention Model in grades 3 through five and RSP. Language Live! Is used in grades 3,4,5 for students in RSP.</p>	August 2018-June 2019	Principal Teachers RSP Teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The Principal completes weekly Classroom Observations observing each teacher a minimum of once per week. Principal is looking for ways the teacher has included the 4C's, as well as close reading and constructed responses in all subject areas.</p> <p>All teachers have the opportunity to visit model classrooms to learn strategies to meet the needs of all students.</p> <p>Teachers work together during staff and grade level meetings to monitor and revise lessons to meet the needs of all students.</p> <p>All teachers will have the opportunity to engage in differentiated professional development with during optional PDs as well as through GLC and staff mtgs.</p> <p>All teachers will use the school-wide data assessment system to analyze data and create goals to meet the needs of all students during grade level collaboration.</p> <p>All teachers have the opportunity to attend both district and site-led PD's.</p>						
<p>Provide strategies responsive to student needs:</p> <p>All teachers have access to standards-based software programs such as,</p>	August 2018-June 2019	Principal IT Staff Resource				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>but not limited to, typing agent and reading a-z.</p> <p>Teachers and students access relevant websites to facilitate instruction and to provide meaningful workshop activities in all grade levels. Students use laptop carts and PC's to access information for inquiry and investigation.</p> <p>Teachers use the latest technology (Promethean Boards, LCD Projectors, laptops, responders, speakers, hardware, wiring, mounting of equipment) to respond to all student needs and maintain high engagement.</p>						
<p>Increased learning time:</p> <p>The daily instructional minutes schedule is developed by grade-level teams in collaboration with administration.</p> <p>District pacing guides for all curriculum are followed with fidelity. Some teachers will need to modify the pacing plan to meet the needs of their students.</p> <p>City Year will provide interventions during the day as well as during expanded learning time.</p>	August 2018-June 2019	Principal Teachers City Year				
<p>Involve teachers in academic assessments:</p> <p>Principal will review data for all</p>	August 2018-June 2019	Principal & Teachers				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>grades and meet with teachers to discuss data results. An adequate number of computers/printer are available and maintained in every classroom.</p> <p>The Principal &amp; Teachers will analyze CAASPP data, CELDT, &amp; iReady and apply analysis of results to instruction of content standards.</p>						
<p>Provide an environment conducive to learning:</p> <p>Teachers have access to LCD projectors and technology that supports full engagement of students (Promethean Boards, remote responders, etc.)</p> <p>All classrooms are equipped with necessary items to fully and effectively implement curriculum.</p> <p>Goals and objectives are posted and used by the classroom teacher, students or may be found embedded in the flip charts. This allows all involved to know the outcome of each lesson. Verbal communication of purposes and goals.</p>	August 2018-June 2019	IT Staff Resource Principal				

### 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

<b>Strategy #4:</b>

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

<b>Strategy #5:</b>

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

<b>Strategy #6:</b>

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

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
English Learners will have the required skills to reach grade level standards/proficiency.
<b>SCHOOL GOAL #2:</b>
All significant subgroups will attain a minimum of 70% proficiency as measured by all local assessments in math towards the goal of 100% proficiency and advanced for all.
<b>Data Used to Form this Goal:</b>
<p>The data to be collected will include, but not be limited to, Local Assessments, Curriculum-Based Assessments, and the Smarter Balanced Assessment.</p> <ul style="list-style-type: none"><li>• Ethnicity</li><li>• Socioeconomic Status</li><li>• Special Needs</li><li>• English Proficiency</li></ul>
<b>Findings from the Analysis of this Data:</b>
The finding from the SBAC data suggest that we need to concentrate our efforts on students who have not met standard. We have a large percentage of students nearly met grade level standards so we must place emphasis on that band. Students may benefit from additional support on performance tasks where they must synthesize a number of standards. The data also suggests that our teachers need to examine and use the data to place students in intervention groups. The data also suggests that we need to concentrate on 'concepts & procedures' since 65% of our students are below standard.
<b>How the School will Evaluate the Progress of this Goal:</b>
Strategic and guided monitoring of data during staff and grade level meetings to monitor progress of all students. Teachers will meet a minimum of twice a month in grade level teams to analyze data and monitor students' progress. Teachers will monitor data by displaying and analyzing Common Core math standards charts in each classroom to ensure movement of students and remediate when needed. Each grade level will backwards map math standards to meet the needs of all students. All teachers are required to use multiple data points such as curriculum quizzes and tests and access them through Illuminate, and the CDE/various Websites.
<b>Strategy #1:</b>
All teachers will be prepared through staff development (ILT, Common Core Training, various PD) and use the ROCI process to ensure that the initial teaching is the first intervention. Teachers will engage in backwards planning of math performance tasks to properly prepare 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
<p>Involvement:</p> <p>Informational meetings are held to educate parents about the Math standards and how they can participate in moving their children towards mastery.</p> <p>Bi-monthly newsletters and academic flyers are sent to all students' homes with information regarding math events and professional developments.</p> <p>Parents attend SST meetings as they are integral to the SST process and the academic achievement of their children focusing on students at risk and ELLs.</p> <p>Provide volunteer opportunities for parents and community organizations such as City Year, to participate in the education of our students.</p> <p>Teachers will increase parents' knowledge and involvement in math during parent/teacher conferences, report cards, quarterly progress reports, and conferences throughout the year.</p> <p>The principal will host various monthly parent meetings throughout the year including but not limited to Principal's Coffees, School Site Council (SSC), and English Language Acquisition Committee (ELAC).</p> <p>A minimum of one Family Math Night will be offered to engage students, parents and teachers in math through fun math games and puzzles. Parents and students will leave with</p>	August 2018-June 2019	SST Team, Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Standards, Assessments, and Accountability:</p> <p>Teachers will meet a minimum of twice per month in grade levels to analyze student data/achievement in math using ROCI to plan instruction, acceleration, and remediation as needed.</p> <p>Teachers will collaborate in grade level teams to specifically analyze data from iReady to determine small group interventions.</p> <p>Teachers will use the results of iReady Assessments to place students in classes and/or workshop stations.</p> <p>Teachers will supplement the content when necessary as areas are identified by grade level.</p> <p>All teachers have the use of a laptop computer to have access to student data through Cruncher, OARS, or websites such as the California Department of Education (CDE).</p>	August 2018-June 2019	Principal ILT and Grade Level Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staffing and Professional Development:</p> <p>Staff receives professional development in the analysis of assessment data and the data management systems.</p> <p>Staff development is offered to teachers, administrator, and other staff in best practices for addressing standards using district-adopted curriculum from the district</p> <p>Teachers participate in professional learning communities; all grade levels will be provided with release time by either City Year or sub release days.</p> <p>Principal provides ongoing coaching and staff development opportunities to all teachers in full implementation of the math curriculum and best practices.</p> <p>Staff meetings are dedicated to backwards planning math standards and skills on performance tasks</p> <p>Teachers, administrator, and support staff are given opportunities to attend relevant professional development workshops.</p> <p>City Year will provide tier 3 support to students in the intensive band for 3 times per week.</p>	August 2018-June 2019	Principal District Office Teaching Staff				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Opportunity &amp; Equal Educational Access:</p> <p>Teachers will focus on At-Risk students during workshop time (pull-out).</p> <p>Under-performing students are targeted for extended learning time in intervention programs during school by City Year and through our expanded learning program.</p> <p>Little Heroes Academy provides after school homework club to students identified as "at risk".</p> <p>Students are identified for extended learning time and tutoring during the school day based on ongoing assessment results.</p> <p>Enrichment activities during and after school address the specific needs of all students.</p>	August 2018-June 2019	Teachers City Year				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teaching and Learning:</p> <p>Grade-level cluster meetings are held to coordinate instruction, ensure consistency, and adherence to district curriculum.</p> <p>Teachers will follow pacing charts for instruction. Lesson plans will be based on content standards and curriculum objectives.</p> <p>Principal and District Staff conduct weekly walkthroughs to provide feedback on instruction and environment. Feedback is given immediately in the form of an emailed letter to all teachers describing what is working and a few items to work on for the next visit.</p> <p>Benchmarks and rubrics used to assess teacher instruction and student learning.</p> <p>All core and supplemental math curricular materials are aligned to standards and are rigorous.</p> <p>Standards-based supplemental math curricular materials and supplies are made available to all teachers.</p> <p>Daily lesson plans focus on lesson objectives and Common Core state standards.</p> <p>All teachers require students to provide evidence when answering questions.</p> <p>The Single Plan for Student Achievement</p>	August 2018-June 2019	ILT Principal District Staff				

**Strategy #2:**

Students identified for intervention will be offered a variety of interventions, including but not limited to, before school, after school, and tier 1 and 2 support intervention provided by City Year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Describe reform strategies that allow all students to meet/exceed standards:</p> <p>Teachers require students to orally explain all answers through choral responses, turn and talk, etc.</p> <p>Teachers provide district Math Assessments</p> <p>Teachers provide intervention and small group support; before, during, and after school.</p> <p>Teachers use gradual release to model math concepts as well as manipulatives.</p> <p>Classroom Walkthroughs allows the Principal to observe individual students that need remediation and conference with the teacher to plan action.</p> <p>Teachers adjust the curriculum, pacing, homework, etc. to meet the needs of all students.</p> <p>Teachers in grades K-5th provide online learning athways through iReady.</p>	August 2018-June 2019	Principal Teachers ILT District Staff	Extended Duty Interventions	1000-1999: Certificated Personnel Salaries	Title I	6,419.25

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide strategies responsive to student needs:</p> <p>Students use manipulatives and are given multiple ways to solve a problems.</p> <p>Gradual release is provided during all lessons</p> <p>Relevant, standards-based software programs (such as iReady, Discovery Education etc.) and websites are available in all classrooms to facilitate instruction and to provide meaningful workshop activities in all grade levels.</p>	August 2018-June 2019	ALL Teachers				
<p>Increased learning time:</p> <p>Students will receive at least 75 minutes of math instruction plus additional time with “push in and pull outs” workshop. The workshop component of the curriculum is implemented in every classroom.</p> <p>Homework assignments for all students in grades 1-5 include math vocabulary practice on standards and memory of math facts and formulas.</p> <p>Use established grade-level targets for math to identify students for after school intervention programs.</p> <p>A daily instructional minutes schedule is developed by grade-level teams in collaboration with principal.</p> <p>The district pacing guide for math</p>	August 2018-June 2019	ILT Teachers Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
curriculum is followed with fidelity, but may be supplemented, but not upplanted with careful consideration of student progress and discussion with grade-level team and principal.						
<p>Involve teachers in academic assessments:</p> <p>All Teachers will meet a minimum of twice monthly during GLC to assess data and plan for small group interventions; 3rd-5th Grade will meet every other week with City Year &amp; Little Heroes Release support</p> <p>Principal and will meet with staff and/or grade levels to discuss assessments and plan for interventions when needed assessment data systems.</p>	August 2018-June 2019	ILT Teachers City Year Little Heroes Principal				
<p>Provide an environment conducive to learning:</p> <p>All students will have textbooks, workbooks and supplemental materials available for immediate instructional use.</p> <p>All classrooms will be welcoming and inviting for student learning.</p> <p>An adequate number of computers and a printer are available for all students including English Learners and maintained in every classroom and central work areas.</p>	August 2018-June 2019	Principal Teachers	Materials & supplies	4000-4999: Books And Supplies	Supplemental/Conce ntration	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All teachers in grades first through fifth have laptops, Promethean Boards (Technology Equivalent; Epson Projectors) The kindergarten teachers have laptops and LCD projectors. Technology assists to fully engage all students.</p> <p>All classrooms are equipped with necessary items to fully and effectively implement curriculum such as; whiteboard easels, chart paper, math manipulatives, calculators, etc.</p>						

**Strategy #3:**

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

**Strategy #4:**

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

**Strategy #5:**

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

<b>Strategy #6:</b>

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:

<b>SUBJECT: English Language Learners</b>
<b>LEA GOAL:</b>
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
<b>SCHOOL GOAL #3:</b>
All students will move a minimum one band as measured by the ELPAC We will redesignate 30 ELLs based on ELPAC, academic performance, and teacher recommendation.
<b>Data Used to Form this Goal:</b>
Data from the 2017/2018 CELDT/ELPAC was used to form this goal.
<b>Findings from the Analysis of this Data:</b>
It is evident that we need to concentrate our ELPAC efforts across the board; however we need to focus most of our attention in the 3rd - 5th grade levels. We must focus our efforts on our intermediate band to ensure students move to the early advanced/advanced level.
<b>How the School will Evaluate the Progress of this Goal:</b>
The school will evaluate the progress of this goal using the Benchmark Assessment data as well as our number of students reclassified over the next year.
<b>Strategy #1:</b>
Students will receive designated ELD in every grade level.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Learner students will be grouped according to their ELD proficiency levels during designated ELD.	Aug-June	Teachers ILT Principal				
In 4th & 5th grade Teachers will use constructing meaning planning tool when backwards planning performance tasks	Aug-June					
Professional development will be provided during grade level release time	Aug-June					
School staff will monitor English Learners (ELs) using the CELDT, state-wide testing, district benchmarks, site common assessments, and site computer programs to track academic achievement.	Aug-June					
	Aug-June					

**Strategy #2:**

Students at the intermediate CELDT/ELPAC level will receive interventions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards, Assessment and Accountability:	August 2018-June 2019	Teachers City Year	Materials and Supplies	4000-4999: Books And Supplies	Title I	3,308

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>City Year will support differentiated reading support and instruction by CELDT level</p> <p>RSP provider will provide additional support for students with an IEP and designated intermediate CELDT Level.</p> <p>English Learner (EL) students not making adequate progress In English Language Arts (ELA) and/or mathematics will be targeted with small group instruction and receive intervention with researched based strategies during the instructional day and/or before or after school intervention.</p> <p>Upon re-designation, students will be monitored for 2 years to ensure academic success.</p> <p>EL site coordinators will monitor and process paperwork to ensure timely response with documentation.</p> <p>Student progress on assessments and progress towards standards will be communicated to parents in English and Spanish. Staff will attempt to provide primary language support for meetings and conferences.</p> <p>Earbuds will be provided to students to take assessments.</p>		RSP Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Opportunity &amp; Equal Access:</p> <p>English Learner (EL) students will receive 30 minutes minimum of Designated ELD instruction within the school day.</p> <p>Parent of English Learners will be notified of their child's progress on acquiring English language proficiency 2 times per year through report card.</p> <p>All students will have access to iReady and will be provide with earbuds</p> <p>Supplemental materials will be provided.</p>	August 2018-June 2019	Students Teachers				
<p>Teaching and Learning:</p> <p>The school will provide additional materials to include additional aspects of constructing meaning support.</p> <p>English Learner (EL) students will received differentiated instruction appropriate to their English proficiency levels.</p> <p>The instructional program for English Learners (ELs) will be designed and implemented to ensure that they work towards mastery of standards for their respective grade.</p> <p>Teachers will plan lessons, check for understanding during instruction,</p>	August 2018-June 2019	Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>assess student learning formally and informally, and monitor achievement for their English Learner (EL) students.</p> <p>Teachers will use information gathered from multiple measures and observations to make instructional decisions for students.</p> <p>Teachers will have Core and ancillary instructional materials to support closing the achievement gap will be utilized in every classroom. Materials such as: Benchmark and EnVision Math will be used to support student learning.</p> <p>Opportunities for intervention and/or enrichment during the class and/or before/after school will be part of the educational programs.</p> <p>Teachers will have access to copy machines to create booklets, supplemental materials, etc.</p>						

**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

<b>Strategy #5:</b>

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

<b>Strategy #6:</b>

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:

<b>SUBJECT: Special Education</b>
<b>LEA GOAL:</b>
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
<b>SCHOOL GOAL #4:</b>
Students with special needs will attain a minimum of 70% proficiency on their yearly IEP goals.
<b>Data Used to Form this Goal:</b>
CAASPP, iReady, Languge Live!,data was used to form this goal as well as formative SPED assessments
<b>Findings from the Analysis of this Data:</b>
Students with special needs attained 62% lower proficiency and advanced in English Language Arts; 75% lower proficiency and advanced in Mathematics when compared to all other subgroups. It is important to note that according to the state students with special needs is not a significant subgroup, however we need to increase our effort to differentiate work and provide high expectations for our students with special needs.
<b>How the School will Evaluate the Progress of this Goal:</b>
The school will use local assessments as well as teacher created test and quizzes to measure progress toward this goal.

<b>Strategy #1:</b>
All special education teachers will attend all Common Core Trainings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher will use language live with supplemental common core materials.  Teachers will be released to observe other classrooms who are implementing common core.	August 2018-June 2019	Gen Ed. Teachers RSP/SDC Teachers Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will have access to Smartboard Technology and document cameras.						
<p>Professional Development</p> <p>Staff members will participate in PD on Language, common core standards, etc.</p> <p>Identified teachers will develop IEP's which meet academic and social needs of identified students.</p> <p>Teachers are responsible for scheduling IEP meetings throughout school year.</p> <p>The meetings will review student progress, goals, and behavior concerns if applicable.</p> <p>Include SPED teachers in grade level collaborations on Tuesday meetings</p> <p>Staff members will participate in PD on Language! Live and Read Well, common core, etc.</p>	Ongoing	RSP/SDC Teachers Principals				
<p>Identified Teachers will utilize teaching and learning practices which increase academic proficiency of identified students.</p> <p>On a daily basis identified teachers will:</p> <ul style="list-style-type: none"> <li>Provide a gradual release model</li> </ul>	August 2018-June 2019	RSP/SDC Teachers				

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"> <li>Supplement instructional materials to meet the needs of all learners</li> <li>Check for understanding, modifying and adjusting lessons as necessary.</li> </ul> <p>Incorporate common core into lessons Use a variety of hands on materials and enhance lessons with the use of technology</p>						

**Strategy #2:**

All students will be assessed using local and state assessments. Teachers will ROCI around the data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will assess students and share the progress at meetings with families including conferences, IEPs, 504 meetings, etc.</p> <p>Teachers will ROCi around data. Teachers will meet with general ed grade levels to plan lessons.</p>	August 2018-June 2019	RSP/SDC Teachers Gen Ed. Teachers				

**Strategy #3:**

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



**Strategy #4:**

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

**Strategy #5:**

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

**Strategy #6:**

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

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: Highly Qualified</b>
<b>LEA GOAL:</b>
By 2018-/2019, teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the students they are teaching.
<b>SCHOOL GOAL #5:</b>
All teachers will be highly qualified and will continue to develop their skills through professional development with Common Core Standards.
<b>Data Used to Form this Goal:</b>
Information from HR was used to set this goal.
<b>Findings from the Analysis of this Data:</b>
There are 19 teachers with credentials working at Cassell School; One of them is NOT HIGHLY QUALIFIED.
<b>How the School will Evaluate the Progress of this Goal:</b>
The teacher will receive the necessary professional development and courses to become highly qualified. We will work closely with human resources to ensure the teacher is on the right path to becoming highly qualified.

<b>Strategy #1:</b>
All teachers will be provided with professional development/coursework as well as substitutes to allow the teacher to attend necessary training.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing and Professional Development:  Professional Development differentiated by grade level, teacher, etc.  Only highly qualified teachers with the appropriate certification will be	August 2018-June 2019	Principal Human Resource Dept Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>hired to fill openings and provide instruction to students.</p> <p>All staff members will be recruited, trained, and assisted to ensure the effectiveness of the instructional programs. The strategies to attract highly qualified teachers will include opportunities to participate in professional learning communities (PLCs) in grade level teams, and a supportive school climate that promotes teamwork.</p> <p>All staff will be provided release days to plan and prepare lessons to meet the needs of all learners especially focusing on English Language Learners.</p> <p>Teachers will attend district PLCs (TK, IL PLC, ILT, constructing meaning).</p>						

<b>Strategy #2:</b>

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

<b>Strategy #3:</b>

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

<b>Strategy #4:</b>

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:

<b>SUBJECT: Safe School Culture</b>
<b>LEA GOAL:</b>
Provide a positive school climate where physical and emotional conditions exist for an effective learning environment.
<b>SCHOOL GOAL #6:</b>
All parents will be supported to best meet the needs of their children, and they will feel that Cassell Elementary School is a safe, positive place to be.
<b>Data Used to Form this Goal:</b>
Feedback from parent workshops/ end of year parent surveys, parent coffees, as well as public forum during school site council.
<b>Findings from the Analysis of this Data:</b>
Parents requested more family and parent activities to share in with their students.
<b>How the School will Evaluate the Progress of this Goal:</b>
Surveys will be used following each parent workshop and attendance data will be tracked.

<b>Strategy #1:</b>
Provide professional development to parents/guardians based on parent interest.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly parent workshops will be provided including, but not limited to, common core, technology, reading and math, language arts strategies.  Our community liaison will work directly with the parents to provide workshops.	August 2018-June 2019	Principal Community Liaison	Materials	4000-4999: Books And Supplies	Supplemental/Concentration	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Share goals and upcoming events during parent coffee.</p> <p>Night events will also be held including a spelling bee, ELA &amp; family nights.</p> <p>Resources are available online including useful websites to support with common core transition.</p>						

#### Strategy #2:

School Safety will be maintained through the development and monitoring of Cassell's school safety plan, progressive student discipline, and community partnerships.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Principal will monitor best practices to promote an environment conducive to learning.</p> <p>SSC will conduct regular review of the School's Safety Plan.</p> <p>The Principal and teachers will work with the school's counselor (from Foothill Counseling) will work directly with parents of students who are socially and emotionally at-risk and provide outside resources and referrals.</p> <p>Discuss student safety issues with parent during monthly community meetings.</p>	August 2018-June 2019	Principal Community Liaison Teachers Parents Foothill Counseling Cassell Community Assoc.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of items pertaining to safety issues. Including items but not limited to cones, barriers, and/or general safety items						
<p>Staffing and Professional Development:</p> <p>Use of research based professional publications and strategies focused on school culture to meet our goals; e.g. restorative justice.</p> <p>Instructional Leadership Team will facilitate courageous discussions focused equity, development, of effectivity.</p>	August 2018-June 2019					
<p>Opportunity &amp; Equal Educational Access</p> <p>Each morning school will start the day to allow for the daily announcements, and reinforce school culture and rules; Be Safe, Be Respectful, Be Responsible.</p> <p>Every month each class will recognize students for improvement; effort, achievement, attendance etc.</p>	August 2018-June 2019	Principal Teachers	Student Recognition	4000-4999: Books And Supplies	Supplemental/Conce ntration	2,600

### Strategy #3:

School culture will be established and reinforced through daily announcements, monthly student recognition assemblies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use of incentives and recognition support materials to increase student participation in educational programs such as After School Interventions.</p> <p>High Standards and expectations for all students.</p> <p>School and classroom incentives that promote positive student attitudes and support health and fitness.</p> <p>Little Heroes Coach will train and monitor Little Heroes junior coaches.</p> <p>Social Emotional Mentorship through; City Year and Little Heroes.</p> <p>Provide behavioral counseling through Foothill Community Center, counseling interns for students in crisis or in need of behavioral interventions.</p>	August 2018-June 2019	Principal Teachers Parents Little Heroes City Year Foothill Community Community Liaison				

**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

<b>Strategy #6:</b>

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:

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

<b>Strategy #1:</b>

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

<b>Strategy #2:</b>

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

<b>Strategy #3:</b>

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

<b>Strategy #4:</b>

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

<b>Strategy #5:</b>

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

<b>Strategy #6:</b>

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:

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

<b>Strategy #1:</b>

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

<b>Strategy #2:</b>

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

<b>Strategy #3:</b>

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

<b>Strategy #4:</b>

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

<b>Strategy #5:</b>

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

<b>Strategy #6:</b>

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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics</b>
<b>SCHOOL GOAL #1:</b>
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
					Title I	1,000.
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
					Economic Impact Aid	3,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Title I 2,000.			
		Teachers				
		Teachers				
		Teachers	Economic Impact Aid 2,000.			
		Teachers	Title I Part A: Disadvantaged Students 2,000.			
		Teachers				
		Teachers				
		Teachers				
		Principal				
		Teachers				
		ALL Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Teachers  Teachers				
		Teachers  ALL Teachers  Teachers				
		Assigned Teacher  ALL Teachers			Economic Impact Aid	
		Principal & Teachers  Teachers				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		District & Site				
		Site and Principal				
		Principal and Staff				
		Resource Teacher				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners</b>
<b>SCHOOL GOAL #2:</b>
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
		ALL Teachers				

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		ALL Teachers				
		RSP & SDC Teachers				
		YMCA				
		Principal				
		Teachers				
		Recess 101				
		Teachers				
		Assigned Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Principal				
		Teachers				
		Teachers				
		Teachers				
		Principal & District	4000-4999: Books And Supplies	Other		4,500
		Principal & District	5000-5999: Services And Other Operating Expenditures	Title I		8,000
		Principal & Site		Other		8,000
		Principal & Site				
		Principal & Teachers				

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Proficiency</b>
<b>SCHOOL GOAL #3:</b>
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 the end of the 2015 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement: (Involve parents and community in planning and implementing the school plan)</p> <p>1. Parents will be notified of the qualification of each staff member.</p> <p>2. Parents and community are encouraged to visit classes and their teachers to observe their students.</p> <p>3. Parents elect parents for the SSC council and ELAC through the nomination and election process.</p> <p>4. The SSC team provides input and help to implement the school plan.</p>	<p>Oct. 14- Dec. 14</p> <p>Sept. 14</p> <p>Sept. 14 – Dec. 15</p> <p>Sept. 14 - Dec. 15</p> <p>Sept. - Oct. 14</p>	<p>Human Resource &amp; Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal &amp; ILT</p>				
<p>Standards, Assessments, and Accountability: (Comprehensive assessment and analysis of data)</p> <p>1. The principal will conduct teacher observations and evaluations annually.</p>	<p>Nov. 14 - May 15</p>	<p>Principal</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. At the beginning of the new school year the principal will share data from the 2012 STAR with the staff.	Aug. 14	Principal				
3. The principal will share API/AYP numbers and look at the percentage gain and loss. All staff will know the expectations for the coming school year.	Sept. 14 – June 15	Principal				
4. Grade Level meetings are held three times a month so that teachers can analyze assessment scores to plan instruction and intervention.	Oct. 14 – June 15	Teachers				
5. Staff meetings will provide opportunities for the entire staff to come together to establish and monitor school's action plan to have all students proficient or advanced by June, 2013.	Aug. 14 - June 15	Principal				
Staffing and Professional Development: (Provide staff development, i.e. SB472, AB430, provide highly qualified staff)	Aug. 14 – Mar. 15	Teachers				
1. All teachers will participate in SB472.	Oct. 14 – Jan. 15	Principal				
2. Professional Staff Development will be provided by the district for all CORE curriculum.	Sept. 14 – June 15	Principal				
3. Teachers will participate in technology trainings.	Sept. 14 - June 15	Principal/District				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. New teachers are provided on-going support by the district's coach's and BTSA provider.						
<p>Opportunity &amp; Equal Educational Access: (Describe instruction for at-risk students, i.e. interventions, describe auxiliary services for at-risk students)</p> <p>1. After school intervention classes will be held for all at-risk students.</p> <p>2. The YMCA will provide homework and enrichment for students in the afterschool program.</p> <p>3. The City's homework center will provide intervention to "Basic" students.</p> <p>4. Saturday Academy will focus on test preparation skills.</p> <p>5. ELD intervention classes will be held to help EL's.</p> <p>6. During the day intervention classes are offered for at-risk 3rd, 4th, and 5th grade students in Math and Language Arts.</p>	<p>Oct. 14 – June 15</p> <p>Feb. 14 – Mar. 15</p> <p>Nov. 14 – Apr. 15</p> <p>Feb. 14- March 15</p> <p>Oct. 14 - June 15</p>	<p>Teachers</p> <p>YMCA</p> <p>YMCA</p> <p>Principal/Teachers</p> <p>Assigned Teachers</p> <p>ALL Teachers</p>				
<p>Teaching and Learning: Define steps to intended outcomes:</p> <p>1. 90 minutes of Language Arts Intervention during the Language Arts block.</p>	Aug. 14 – June 15	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Teachers will work with at-risk students during “workshop” time.	Nov. 14 - Apr. 15	Teachers				
3. After school intervention will focus on ELD and reading comprehension fluency/comprehension.	Sept. 14 - Apr. 15	Teachers				
4. Compass Learning (computer intervention) will focus on CST skills.	Nov. 14 - Feb. 15	Resource Teacher				
Describe reform strategies that allow all students to meet/exceed standards:						
1. Students will be identified according to their levels; selected teachers will work with the intensive, far below, below basic.	Aug. 14 – June 15	Teachers				
2. At- Risk students will be given two interventions, one to focus on ELD and the other on reading fluency and comprehension.	Nov. 14 – Apr. 15	Teachers				
3. Basic students will receive reading comprehension and computer intervention on CST skills.	Jan. 2015 – June 15	Teachers/Resource Teacher				
4. Proficient and advanced students will receive enrichment and opportunities to reinforce their proficiency by working on advanced reading skills.	Jan. 15 – May 15	Teachers				
5. GATE students will receive support by the GATE teacher in an after school program	April & May 2015	Assigned Teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased learning time: 1. Language Arts will increase by 30 minutes and Mathematics will increase by 15 minutes.	Oct. 14 – Apr. 15	Principal			Title III	2,000
					Title I	4,000
					ASB	4,000.
2. After school intervention will include ELD and reading comprehension.	Nov. 14 – Apr. 15	Assigned Teachers			Donations	1,000
3. GATE/enrichment classes will be offered after school.	Aug. 14 – June 15	Assigned Teachers				
4. SES providers will provide tutoring assistance during the months of November through April.	Feb. 15 to April 15	District				
5. YMCA homework and enrichment classes will be offered for the entire year.	Aug. 14 - Jun. 15	YMCA				
6. Field Trips will be planned to provide students with extra opportunities to learn.	Oct. 14 - June 15	Teachers				
Involve teachers in academic assessments:						
1. Teachers will assess and meet regularly to plan intervention.	Oct. 14 – June 15	Teachers				
2. Teachers will monitor student progress and frequently through collaboration and sharing of ideas and strategies.	Oct. 14 - June 15	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide an environment conducive to learning:			Materials and supplies	4000-4999: Books And Supplies	ASB	3,000
1. All classrooms will be equipped with learning supplies and equipment.	Aug. 14 – June 15	Principal/Site			Common Core	
2. All classrooms will have textbooks and manipulatives for every student.	Aug. 14 - Jun. 15	District			Common Core	
3. Each room will have at least one PC computer (zero clients)	Aug. 14 - Jun. 15	Principal				
4. Students will increase their technology skills by having access to laptops & zero clients.	Oct. 14 - Jun. 15	Principal				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Parent/Community Involvement &amp; Safe Schools</b>
<b>SCHOOL GOAL #4:</b>
The district and school will provide activities that will support parent and community involvement in the school for the 2014 - 2015 school year. All students will be educated in a learning environment that is safe, drug-free, and conducive to learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement: (Involve parents and community in planning and implementing the school plan. 1. Parenting classes will be held twice a year at the school.  2. The principal will hold a monthly Principal's Coffee with the purpose of keeping parents informed and educating them.  3. The school's PTA will provide programs that educate parents on how to keep their children safe and free from drugs.	Aug. 13 – June 14	Principal/Edificando Vida				
	Oct. 13 – June 14	Principal				
	Oct. 13 - Jun. 14	Principal & PTA				
Standards, Assessments, and Accountability: (Comprehensive assessment and analysis of data) 1. Students in grades K – 5 are assessed weekly, monthly, and every 45 days.  2. All teachers will meet 2 times a month to analyze data and plan	Aug. 13 – June 14					
	Sept. 13 - Jun. 14	Teachers				
	Sept. 13 - Jun.14	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
intervention.  3. Teachers on all grade levels will teach using the Common Core standards in all subjects.	Aug. 13 - Jun. 14	Teachers				
Staffing and Professional Development: (Provide staff development, i.e. SB472, AB430, provide highly qualified staff) 1. Staff Development for teachers is provided by EMQ on preventing violence, gang association and anti-bulling.  2. Teachers are trained in "PeaceBuilding" strategies that are used to help students seek peaceful resolution.	Aug. 13 • Jun. 14 Aug. 13 -	EMQ Staff  Principal				
Opportunity & Equal Educational Access: (Describe instruction for at-risk students, i.e. interventions, describe auxiliary services for at-risk students) 1. All students including at-risk students are provided a drug free and non violent environment.  2. Counselors from EMQ teach students to be violent free.  3. The PeaceBuilders Program has been implemented and students practice building peace.  4. The school has a zero-tolerance policy.	Sept. 2013 – Nov. 14  Aug. 13 June 14  Aug. 13 - Jun. 14  Aug. 13 June 14	District/Principal/Site  District/Principal  Principal  Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching and Learning: Define steps to intended outcomes: 1. Anti-Bullying Assemblies will be offered to students in grades K -5.  2. Students memorize the PeaceBuilders pledge and practice being PeaceBuilders.  3. Students are rewarded every 4 weeks for doing something that represents building peace. Rewards/Celebration for students who are reclassified.  4. Discipline rules are introduced the first day of school and teachers reinforce them daily. Recess 101 is a part of the daily recess schedule for grades 1 – 5.	Sept. 13 – Jan. 14  Aug. 13 – June 14  Sept. 13 - Jun. 14  Aug. 13 - June 14	Principal  Principal  Principal/Teachers  Principal/Teachers	Incentives and rewards	3000-3999: Employee Benefits	Title I  Other	1,000  500
Describe reform strategies that allow all students to meet/exceed standards: 1. Quick response is given to negative behavior.  2. Students are rewards and complemented on positive behavior  3. During drug free month, students will write essays and make pledges to stay drug free.  4. Students will be provided badges, and wrist bands to keep them drug free.	Aug. 13 – June 14  Oct. 13 – Nov. 14  Oct. - Nov. 13  Nov. 13	Principal/Teachers  Principal/Teachers  Teachers/Resource Teacher  Principal/Resource Teacher	Incentive and rewards  Incentive and rewards	3000-3999: Employee Benefits  3000-3999: Employee Benefits	After School and Education Safety (ASES)  After School and Education Safety (ASES)	100  400.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Positive behavior is rewarded through the PeaceBuilder's Wall of Fame and rewards.	Sept. 13 - June 14	Principal				
Provide strategies responsive to student needs:						
1. Roll models are invited to come in and talk to students.	Aug. 13 – June 14	Teachers				
2. A volunteer from EMQ and SELPA counsels with troubled students.	Oct. 13 - June 14	Principal & District				
3. SST meetings are held when students struggle to behave or achieve academically.	Sept. 13 - June 14	Principal/Teachers and School Psych.				
4. The school psychologist from Foothill & EMQ works with students who have been identified as troubled or At-Risk both physically and mentally.	Oct. 13- June 14	Principal/Dist.				
Increased learning time:						
1. Non-violence classes are offered in addition to daily CORE classes.	Aug. 13 – June 14	Teachers				
2. Students are expected to be on their best behavior all day long (during recess, lunch and after school). Playworks	Aug. 13 - June14	Principal/Teachers/ Recess 101/Noon Duty Supervisors				
Involve teachers in academic assessments:						
1. Teachers monitor assessment results and behavior closely through	Aug. 13 – June 14	Teachers				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
documentation and phone calls to parents.  2. Teachers often observe behavior in progress reports and decide if the behavior is affecting academic progress.	Aug. 13 - June 14	Teachers				
Provide an environment conducive to learning: 1. All classrooms and students are supplied with textbooks, workbooks, and manipulatives for all subjects.	Aug. 13 – June 14	Dist./Principal/Site				
2. The school has sufficient heating, air conditioning, lights, and furniture.	Aug. 13 - June 14	Dist./Principal/Site				
3. All classrooms are equipped with AV materials and at least 1 personal computer.	Aug. 13 - June 14	Dist./Principal/Site				
4. The school has 2 laptop carts that supplies 35 laptop computers, and 60 I-tablets for student and teacher use.	Nov. 13 - June 14	Dist./Principal/Site				

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	74,352.92	-6.08
Supplemental/Concentration	36,800.00	0.00

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Supplemental/Concentration	23,800.00
5000-5999: Services And Other Operating	Supplemental/Concentration	13,000.00
1000-1999: Certificated Personnel Salaries	Title I	29,677.00
2000-2999: Classified Personnel Salaries	Title I	4,432.00
4000-4999: Books And Supplies	Title I	22,250.00
5000-5999: Services And Other Operating	Title I	18,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	36,800.00
Title I	74,359.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	29,677.00
2000-2999: Classified Personnel Salaries	4,432.00
4000-4999: Books And Supplies	46,050.00
5000-5999: Services And Other Operating Expenditures	31,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,831.75
Goal 2	10,419.25
Goal 3	3,308.00
Goal 6	3,600.00

## 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
Dr. Sandra Puerta-Sarmiento	X				
Joseph Villareal				X	
Debrina Yuzon				X	
Emma Vidal				X	
Evelin Cruz				X	
Lisa Rodriguez		X			
Sabrina Alfaro		X			
Susan Allen			X		
Norma Gonzalez (alternate member for Other			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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):

Parent Teacher Organization

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 24th, 2017.

Attested:

Dr. Sandra Puerta-Sarmiento

Typed Name of School Principal

Signature of School Principal

Date

Susan Allen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date