

# The Single Plan for Student Achievement

**School:** Cesar Chavez Elementary School  
**CDS Code:** 43-69369-6046239  
**District:** Alum Rock Union Elementary School District  
**Principal:** Julio Villalobos, Ed.D.  
**Revision Date:** November 1, 2018

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

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

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**The District Governing Board approved this revision of the SPSA on December 7, 2017.**

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## School Vision and Mission

### Cesar Chavez Elementary School's Vision and Mission Statements

#### Vision

At Cesar Chavez Elementary we inspire tomorrow's leaders while fostering a lifelong love of learning with high academic and social expectations for ourselves and our community.

#### Mission

At Cesar Chavez Elementary School we believe it takes an entire community to develop a well-rounded child. Educators, community partners, students and parents work collectively everyday to provide opportunities to inspire young minds to reach new heights. We hold high expectations not only for our students, but for all who touch the lives of our community.

#### Parents

Through ongoing communications parents and teachers will work together to provide an environment where students can thrive. Parents will instill the importance of a sound body and mind. Parents will encourage daily school attendance, healthy eating habits, proper study habits and productive extra-curricular activities.

#### Educators

Educators will live by the values of leadership, collaboration, integrity, accountability, passion and professional development. They will provide a rigorous environment for all students while integrating technology to prepare them for the future.

#### Community

Through partnerships within and outside our community we will constantly strive to get the best materials and partners to help our students. Community partners will help bridge the economic gap and provide our students with the materials and opportunities to take their love of learning to a higher level.

#### Instructional Vision

At Chavez Elementary, our instructional vision is to deliver standards based content through interdisciplinary instruction and learning, which will enable our students to become 21st century learners which encompasses collaboration, communication, creativity and critical thinking.

## School Profile

Grades: PK - 5

School Type: Public

Student Enrollment: 365

Students Per Teacher: TK-3rd grade- 24 students/teacher, 4th and 5th grade- 33 students/teacher

After school program: City Year, YMCA

Demographics:

Gender: Male - 50.9%, Female 49.2%

Ethnicity: Hispanic - 83.83%, Asian 9% (Vietnamese, Filipino), Black or African American 1%, Multiple Ethnicity 1%, Native American 0.2%, Pacific Islander 0.5%

Language Proficiency: English Learners 63.8%, English only 24.1%, IFEP 3% RFEP 9%

## 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).

A Panorama Survey was taken in the spring of 2018 with a response rate of staff 95%, Students 89.6% and Families 76 total responses.

The results are based on topics and it shows that:

Topic #1- Climate of support for academic learning, the results show the following:

Family-76% (+6% increase compared to the previous year)

Staff- 85%

Students- 75%

Topic #2- Knowledge and fairness of discipline, rules and norms, the results show the following:

Family- 88% (+14% increase compared to the previous year)

Staff- 92%

Students- 74%

Topic #3- Safety, the results show the following:

Family- 73% (+9% increase compared to the previous year)

Staff- 74%

Students - 60%

Topic #4- Sense of Belonging

Family-92%

Staff- 84%

Students- 75%

Based on parent input of school needs, parents have requested the following:

- Social Emotional Learning
- Restorative Justice Practices
- Increase parent engagement opportunities
- Parent education on College and Career Readiness at elementary level

### Classroom Observations

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

Shared Leadership Model

- In order to reach student achievement goals, Instructional leadership team (ILT) developed a Theory of Action (TOA) that connects strategies to the actions and relationships critical to good instruction and student learning at Cesar Chavez Elementary.
- Teachers know that transitioning to Common Core is the priority. Leaders have developed Professional Learning Plans (PLP) to set aligned goals surrounding Common Core so that systems can align to better support teachers and students.
- Instructional leadership team is leading grade level collaboration and engaging in three (3) cycle reviews to reflect on the effectiveness of their PLP and Theory of Action. There is a structure in place for the instructional coach that is intended to support teachers in planning and implementing instructional strategies. The work with teachers has been aligned to PD topics and providing prerequisite classroom skills. Teachers know that the coach is available to provide support when needed.
- Teachers value collaboration time during Tuesday meetings, City Year collaboration centers and release days to do unit planning, align curriculum, instruction and assessments and share best practices. They have internalized a Results Oriented Cycle of Inquiry (ROCI) as a way to guide their time during collaboration.
- The design of differentiated professional development during City Year collaboration centers and release days, alignment to planning and follow up support provided by the coach has prepared teachers to immediately incorporate the instructional strategies in their classrooms
- Teachers are supported by an instructional coach during grade level release days in order to backwards map upcoming units using pacing guides that focus on Common Core State Standards. Most teams are collaboratively making adjustments to curriculum as they go.
- Teachers are using data to systematically monitor and adjust intervention groups, which has resulted in increased understanding of student strengths and areas for improvement and teachers' ability to more effectively target support for their students.
- Teachers are engaged in conversations about essential skills and learning for grade levels and content areas. They are using rubrics to more clearly define proficiency with the new standards.
- Teachers have strong classroom management and clear procedures for students that allow them to be engaged. Many teachers have students working in centers, allowing the teacher to pull small groups, or individual students, to provide more targeted support.
- Students are working in cooperative learning groups, which provides opportunities for them to learn from one another and work on some elements of the 4 Cs (Collaboration, Communication, Critical Thinking and Creativity).
- Many classrooms show evidence of professional development strategies and collaborative planning time, increasing instructional consistency and alignment across the school, as well as promoting equity for students in those classrooms.

#### **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)

César Chávez Elementary has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement. In addition, implementing data-driven instruction by making data readily available to all teachers. District invested in data management systems Illuminate, SBAC, i-Ready, Benchmark Assessments and EnVision Assessments. Easily accessible and simple to use, Illuminate allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance. It also guided teachers' efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. Illuminate also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Illuminate information regarding criterion-referenced test performance (SBAC, ELPAC, etc.), district assessments, writing samples, discipline and attendance data, student work samples, authentic assessment data from project-based learning, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, and observations of student performance are used to measure whether all students are meeting the Common Core State Standards.

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

Illuminate- i-Ready, Benchmark Assessments and EnVision Assessments are reviewed, and classroom instruction is adjusted.

#### Staffing and Professional Development

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

Each Chavez Elementary teacher participates in 35 hours or more of professional development.

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

All of Chávez's teachers have been trained to access state adopted instructional materials.

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

César Chávez Elementary has ensured the alignment of staff development to academic standards through the following practices:

1. All eligible teachers will continue to participate in the CCSS, new and advanced trainings.
2. CCSS EnVision math is offered by the school district.
3. All teachers participate in cluster and school grade-level meetings, which focus on standards-based, adopted instructional programs.
4. Teachers will participate in CCSS Writing trainings that focus on meeting writing standards.
5. Staff development is provided in the use of standards aligned materials.
7. One instructional coach is on staff to assist TK-5 teachers in the full implementation of the Common Core State Standards-based curriculum.
8. All staff is given the opportunity to attend conferences dedicated to best practices and standards based instruction.

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

Support is provided by the Principal and the Instructional Coach.

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

Bi-weekly meetings enabled teachers to work collaboratively to share best teaching strategies. Teachers also spent one day to review data from assessments. SMART goal forms document the areas of focus for the next unit of study. Target students are selected based on the data entered. Teachers select an area of focus and select strategies that will be used to enhance student learning. Furthermore, dedicated collaboration time during the district provided 35 hours meeting time, are used to allow teachers to look at data and write an action plan.

Teaching and Learning

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

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

- All core curriculum materials and supplemental materials are aligned with the Common Core State Standards.
- Kindergarten has a minimum of 90 minutes of Benchmark Reading/Language Arts instruction daily.
- Grades 1-3 have a minimum of 3.0 hours of Benchmark Reading/Language Arts instruction daily.
- Grades 4-5 have a minimum of 2.5 hours of Benchmark Reading/Language Arts instruction daily.
- Every César Chávez Kindergarten student participates in a 30-minute leveled ELD block of instruction daily.
- Every Chávez student (Grades 1-5) participates in specific ELD instruction as an additional element of the language arts block.
- Ongoing assessments measure student progress towards mastery of the standards.
- Grade level meetings are held two – three times a month to facilitate collaboration and consistency of instruction per grade level.
- Standards-based assessments are used at the school site.

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

- GradeTK/ K = 120 minutes of Language Arts and 60 minutes of EnVision Mathematics
- Grade 1 – 3 =180 minutes of Language Arts and 75 minutes of EnVision Mathematics
- Grade 4-5 = 150 minutes of Language Arts and 75 minutes of EnVision Mathematics



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

Intervention programs provided by the staff during the day. Our school also offers additional push-in support program for at-risk students through City Year, and reading intervention by Reading Partners.

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

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

- The school has state-adopted (K-5 textbooks or instructional materials for every student) in ELA, math, science and history/social science.
- Teachers regularly examine student work samples at grade-level meetings to ensure that the students are mastering grade level standards.
- Test practice materials for the California Standards will be used in the classrooms to help students meet grade level standards by testing time.
- Parents are given abbreviated versions of their children's grade level content standards expectations each year.
- Consumables are provided to supplement the standards-based curriculum.
- Student work samples are used to assess alignment with content standards.

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

- A. Benchmark Advance
- B. EnVision Math
- C. Language! Live
- D. Scott Foresman: History Social Science for California (K-5)
- E. Scott Foresman : Science

Opportunity and Equal Educational Access

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

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

- Bridge to Kindergarten(PK) program for students entering kindergarten
- After school intervention classes are offered to at-risk students scoring below proficiency levels in language arts.
- Appropriate grade level, standards-based, state-adopted curriculum will be used in the intervention programs.
- Students in Grades TK - 5th will receive differentiated instruction incorporated into Reading and Language Arts.
- Teachers will differentiate instruction during the school day in an effort to best serve the under-performing students.
- I-Ready Reading and Math online program for all students.

14. Research-based educational practices to raise student achievement

- Development of school wide Theory of Action
- Grade-level collaboration meetings for unit planning
- Grade-level collaboration meetings to review data and target students for in-school interventions
- Illuminate– Benchmark Assessments are reviewed & classroom instruction is adjusted
- Teacher release days are provided to allow staff members to review Data & modify instruction
- Instructional Coach provides demonstrations in classrooms
- ROCI (Results Oriented Cycle of Inquiry) using data from local assessments.

## Parental Involvement

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

César Chávez Elementary provides the following family, school, and district and community resources to assist under-performing students:

- A Student Success Team (SST) addresses the academic and behavioral needs of students identified by their teachers as being at-risk.
- Flyers, school website and SANGHA keep the school community informed of activities and events at the school.
- Monthly “Principal’s Coffees” give the parents of Chávez Elementary an informal forum for discussing school related concerns with the school administration.
- Two Curriculum events will provide insights for parents on issues related to the standards-based instruction in the classrooms.
- City Year provides after school homework clubs that target particular students.
- YMCA provides before/after school TK/K student support with homework and provides personal/social development.
- A weekly envelope is sent home with flyers, handouts, etc. to each family.
- Various grade level specific meetings are provided to give parents grade level specifics on how to help their child.
- A Community Liaison supports to increase parental involvement and engagement

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

Parents, teachers and staff are part of the School Site Council (SSC) to develop and approve the Single Plan for Student Achievement (SPSA). Parents and teachers work together through our Parent Teacher organization (PTO) at Chavez Elementary.

## Funding

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

Chávez Elementary provides the following categorically funded services to enable under performing students to meet standards:

- Classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal.
- The Instructional Coach support the grade-level teams in addressing the needs of under-performing students.
- Before and after school intervention programs and homework center focus on the needs of at-risk students.
- Accelerated Reader, Reading Partners and i-Ready programs are used to motivate students and to promote reading fluency, comprehension skills, meeting grade level math standards for under-performing

students.

- Positive Behavior Intervention and Services (PBIS) is a school-wide recognition and reward system that recognizes student achievement, effort, and behavior.
- Code to the Future Curriculum is delivered in three phases (Scratch coding, lego robotics, and minecraft) throughout the year for students to be college and career ready in the field of Science, Technology, English, Arts, and Math.
- Youth Positive Curriculum and Restorative Justice Practices are utilized in the classroom to help address the emotional development of all students.
- Special Education para-educators are strategically utilized to maximize learning opportunities in the classrooms.

### 18. Fiscal support (EPC)

Chávez Elementary School receives a total of \$107,922 to support student learning. The funding received is as follows:

1. Title I = \$71,622

2. Supplemental = \$36,300 (These funds are not under the advisement of SSC. The LCAP Supplemental Concentration Funds on your SPSA is for informational purposes only).

## Description of Barriers and Related School Goals

### Barriers:

1. Parental involvement has improved. However, it is still low.
2. Due to the high number of referrals and suspension, Social Emotional Learning Curriculum (Youth Positive) and Restorative Justice Practices are being utilized to address the social emotional development of students.

LCAP Goal#1: Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century.

### SBAC ELA & Math

- 45% of our 3-5th grade students will meet or exceed the standards for ELA & Math.
- 45% of our K-5th grade student will be on or above level on i-Ready Reading/Math EOY assessment.

LCAP Goal #2 : English Learners will have the required skills to reach grade level standards/proficiency.

- 40% of our EL's ELPAC level 3 or higher students, will be reclassified by EOY or move up a level on i-ready reading EOY diagnostic

LCAP Goal#3: Provide all students and families a safe, welcoming, and caring environment conducive to learning.

- Implement restorative justice circle practices, in each individual classroom, at least once a quarter school wide.
- Have a reduction of 25% or more in discipline referrals/incidents.

LCAP Goal #4: Engage stakeholders in a meaningful way that promotes a positive learning, working, and community environment that is geared toward student achievement.

- Increase parent engagement school wide
- PTO/Los Dichos membership increased by 50%
- Every classroom will have at least 2 identified parent volunteers.

## 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	72	64	58	71	62	56	71	62	55	98.6	96.9	96.6
Grade 4	90	65	65	88	64	63	88	64	62	97.8	98.5	96.9
Grade 5	81	75	61	78	74	60	78	74	60	96.3	98.7	98.4
All Grades	243	204	184	237	200	179	237	200	177	97.5	98	97.3

\* 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	2366.6	2389.1	2372.6	10	12.90	12.73	13	17.74	16.36	27	30.65	18.18	51	38.71	52.73
Grade 4	2413.1	2422.0	2424.2	7	15.63	6.45	15	18.75	22.58	20	20.31	20.97	58	45.31	50.00
Grade 5	2466.5	2456.3	2474.1	12	9.46	15.00	21	14.86	26.67	29	31.08	21.67	38	44.59	36.67
All Grades	N/A	N/A	N/A	9	12.50	11.30	16	17.00	22.03	25	27.50	20.34	49	43.00	46.33

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	17-18
Grade 3	4	8.06	10.91	38	40.32	32.73	58	51.61	56.36	
Grade 4	5	9.38	8.06	40	45.31	45.16	56	45.31	46.77	
Grade 5	9	6.76	15.00	47	47.30	50.00	44	45.95	35.00	
All Grades	6	8.00	11.30	42	44.50	42.94	52	47.50	45.76	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	16.13	7.27	41	45.16	43.64	52	38.71	49.09
Grade 4	8	21.88	4.84	44	35.94	46.77	48	42.19	48.39
Grade 5	21	17.57	20.00	35	41.89	41.67	45	40.54	38.33
All Grades	12	18.50	10.73	40	41.00	44.07	48	40.50	45.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	8.06	10.91	54	66.13	54.55	31	25.81	34.55
Grade 4	7	9.38	9.68	61	64.06	62.90	32	26.56	27.42
Grade 5	3	8.11	8.33	65	63.51	65.00	32	28.38	26.67
All Grades	8	8.50	9.60	60	64.50	61.02	32	27.00	29.38

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	10	16.13	18.18	42	50.00	30.91	48	33.87	50.91
Grade 4	6	18.75	9.68	63	45.31	61.29	32	35.94	29.03
Grade 5	27	14.86	28.33	59	44.59	43.33	14	40.54	28.33
All Grades	14	16.50	18.64	55	46.50	45.76	31	37.00	35.59

**Conclusions based on this data:**

1. Overall Achievement for All Students- 29.5% of the students who took the test met or exceeded the standards.
2. Reading- 52.5% Demonstrating understanding of literary and non-fictional texts at, near or above standard. Writing-59.5% Producing clear and purposeful writing at, near or above standard.
3. Listening- 73% at, near or above standard demonstrating effective communication skills. Research/Inquiry- 63% at, near or above standard in Investigating, analyzing, and presenting information.

## 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	72	64	57	71	64	57	71	64	57	98.6	100	100
Grade 4	90	65	65	90	65	65	89	65	65	100	100	100
Grade 5	81	75	61	79	74	60	79	74	60	97.5	98.7	98.4
All Grades	243	204	183	240	203	182	239	203	182	98.8	99.5	99.5

\* 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	2392.0	2416.7	2412.5	14	12.50	8.77	18	35.94	29.82	25	15.63	29.82	42	35.94	31.58
Grade 4	2423.6	2440.9	2447.6	6	12.31	4.62	12	16.92	26.15	36	29.23	38.46	46	41.54	30.77
Grade 5	2464.9	2457.6	2462.4	13	2.70	13.33	11	13.51	15.00	28	32.43	20.00	48	51.35	51.67
All Grades	N/A	N/A	N/A	10	8.87	8.79	14	21.67	23.63	30	26.11	29.67	46	43.35	37.91

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	17-18
Grade 3	24	31.25	29.82	31	28.13	35.09	45	40.63	35.09	
Grade 4	10	20.00	20.00	24	24.62	29.23	66	55.38	50.77	
Grade 5	18	9.46	15.00	23	25.68	23.33	59	64.86	61.67	
All Grades	17	19.70	21.43	26	26.11	29.12	58	54.19	49.45	

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	14	15.63	14.04	44	46.88	52.63	42	37.50	33.33
Grade 4	8	20.00	9.23	29	35.38	55.38	63	44.62	35.38
Grade 5	11	4.05	10.00	24	44.59	35.00	65	51.35	55.00
All Grades	11	12.81	10.99	32	42.36	47.80	57	44.83	41.21

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	17	21.88	19.30	41	43.75	47.37	42	34.38	33.33
Grade 4	7	12.31	10.77	46	40.00	55.38	47	47.69	33.85
Grade 5	13	8.11	10.00	46	35.14	36.67	42	56.76	53.33
All Grades	12	13.79	13.19	44	39.41	46.70	44	46.80	40.11

**Conclusions based on this data:**

1. Overall Achievement for All Students- 30.54% of the students that took the assessment met or exceeded the standards.
2. Concepts & Procedures- 45.81% at, near or above standard in applying mathematical concepts and procedures. Problem Solving & Modeling/Data Analysis-55.17% at, near or above standard using appropriate tools and strategies to solve real world and mathematical problems
3. Problem Solving & Modeling/Data Analysis-53.2% at, near or above standards using appropriate tools and strategies to solve real world and mathematical problems.

## 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: Reading/Language Arts, Math and Special Education</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>
<ul style="list-style-type: none"> <li>45% of our 3-5th grade students will meet or exceed the standards for ELA &amp; Math.</li> <li>45% of our K-5th grade students will be on or above grade level on i-Ready Reading &amp; Math end of year assessment.</li> </ul>
<b>Data Used to Form this Goal:</b>
We will use i-Ready Reading/Math data and Smarter Balanced (SBAC) Data.
<b>Findings from the Analysis of this Data:</b>
<p>2017-2018 SBAC data, 33% of students met or exceeded the Common Core Standards in Language Arts. In addition, 32% of students met or exceeded the Common Core State Standards in Math.</p> <p>IReady Standard Reading Diagnostic data from 2017-18, indicates that 31% of students were likely to be proficient in ELA. In addition, i-Ready Math diagnostic data from 2017-18 indicated that 35% if students were more than likely score proficient on SBAC.</p>
<b>How the School will Evaluate the Progress of this Goal:</b>
Data collection and analysis of SBAC and IReady data.

<b>Strategy #1:</b>
Data will be used to determine "at risk" students and the support they need.

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. Aug - June 2. Aug- June 3. Aug - June	Principal Teachers Community Liaison	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Parent Meetings to inform them of ELA/Math Standards. 2. Parent Meetings for at-risk students. 3. Summer Bridge to Kinder for students that will be entering Kindergarten in the fall to inform parents of expectations and skills to work on. 4. Literacy/Math Nights, Read Across America, raising a reader and other events to involve parents in reading and doing math with their children. 5. Workshops to provide parents with homework support for their students. 6. SST process involving parents in addressing specific needs of their student. 7. Parent-Teacher conferences, report cards, progress report cards, etc.. will be send home to advise parents of student progress. 8. School wide parent meetings (SSC, ELAC, PTO and Principal's Coffee) to inform parents on how to best support their students in Math/Reading. 9. Provide materials and supplies for parents to support their student at home in Math and Reading.	4. Aug – June 5. Aug – June 6. Aug – June		Projector light bulbs  Child Care	4000-4999: Books And Supplies  2000-2999: Classified Personnel Salaries	LCFF - Supplemental  Title I	1000  250
Standards, Assessments, and Accountability: (Comprehensive assessment and analysis of data)  1. Teacher will follow and use curriculum maps to guide instruction. 2. Grade level cluster meetings to	1. Aug - June 2. Aug - June 3. Aug - June 4. Aug – June 5. Aug – June 6. Aug - June	Principal Teachers Instructional Coach ILT Team SSC	Extended Duty -which includes Science Camp, Substitute teacher for release days ILT Team and PBIS Team	1000-1999: Certificated Personnel Salaries	Title I	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>coordinate instruction and review data.</p> <p>3. Teacher will develop standards based lesson plans.</p> <p>4. Teacher will analyze student achievement data and modify instruction to improve learning.</p> <p>5. Teachers will review benchmark assessments, and unit assessments regularly to ensure that students are making adequate progress.</p> <p>6. Data Talks with the principal to analyze student achievement data and modify instruction to improve learning.</p> <p>7. Instructional coaching chats to support teachers as they use student achievement data and modify instruction to improve learning.</p> <p>8. The Single Plan for Student Achievement (SPSA) will be continuously monitored by School Site Council (SSC) and Instructional Leadership Team.</p> <p>9. Differentiated instruction will address the diverse student need in each classroom.</p> <p>10. Principal &amp; Instructional Coach will oversee all student assessments.</p> <p>11. Principal will conduct walk through's in every classroom regularly.</p> <p>12. Teachers will develop weekly lesson plans to align with common core state standards.</p>			<p>Materials and supplies 4000-4999: Books And Supplies LCFF - Supplemental 397</p> <p>ESGI Assessment 4000-4999: Books Collection Data And Supplies LCFF - Supplemental 575</p> <p>Rental of equipment 5000-5999: Services And Other Operating Expenditures Title I 500</p> <p>Copy cost 4000-4999: Books And Supplies Title I 500</p>			
Staffing and Professional Development:	<p>1. Aug – April</p> <p>2. Aug –May</p> <p>3. July, Aug</p>	Principal Teachers Instructional Coach	Expenses and Materials	4000-4999: Books And Supplies	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Staff receives professional development in the analysis of assessment data and the data management systems by principal and Instructional Coach.</p> <p>2. Teachers participate in ELA/Math CCSS staff development opportunities.</p> <p>3. Instructional Coach provides ongoing coaching and staff development opportunities to all teachers in full implementation of the language arts curriculum.</p> <p>4. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices.</p> <p>5. Staff planning sessions in the summer give opportunities to develop action plans.</p> <p>6. Teachers are given release time to collaborate with grade-level teams, view model lessons, and visit other classrooms.</p> <p>7. Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and conferences.</p> <p>8. Relevant educational literature is provided for teachers and staff</p> <p>9. Instructional coach to support implementation of core curriculum, Code to the Future and Youth Positive Curriculum.</p> <p>10. All staff will continue to participate in weekly meetings to include ELA/Math standards and best teaching practices.</p> <p>11. Teachers will use district created curriculum maps to guide instruction.</p>	<p>4. Sept- June</p> <p>5. Aug – June</p> <p>6. Aug, June</p> <p>7. Sept – May</p> <p>8. July-Aug</p> <p>9. Aug-June</p> <p>10. Aug-June</p> <p>11. Aug-June</p>	Instructional Leadership Team Support Staff	Instructional Coach	1000-1999: Certificated Personnel Salaries	Title I	48,093
			Rental and maintenance of equipment.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,400
			Copy cost	4000-4999: Books And Supplies	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Use benchmark Advance and Envision Math rubrics for assessments. 13. Small groups workshop models will be implemented daily.						
Opportunity & Equal Educational Access: (Describe instruction for at-risk students, i.e. interventions, describe auxiliary services for at-risk students)  1. During school interventions programs have been established to address the needs of at-risk students based. 2. Supplemental materials and supplies to Support English language Arts 3. Incentives and Awards to build school pride and improve school culture/image will be purchased. 4. Provide one on one support and/or small group instruction (City Year and Reading Partners). 5. Use ELA/Math curriculum to develop after school intervention programs. 6. Identify targeted students for after school intervention programs. 7. Provide one on one support and/or small group instruction.	1. Aug – June 2. Aug – June 3. Aug – June 4. Aug – June 5. Aug – June 6. Aug – June	Principal PBIS Team City Year YMCA Reading Partners	Award Incentives  Reading Partners  Accelerated Reader  Supplemental Materials and Supplies  Extended Duty	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I Title I LCFF - Supplemental Title I LCFF - Supplemental	500 5,000 4,128 358 1,000
Teaching and Learning:  Define steps to intended outcomes:  1. Teacher will trained implement district curriculum maps.	1. Aug – June 2. Aug - June 3. Aug - June 4. Aug – June	Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Teachers will implement district assessment plan.  3. Teachers will meet for grade level collaboration 2-3 times a month.  4. Standards based curriculum materials and supplies are made available to all teachers.  5. Principal will observe classroom instruction and provide feedback to teachers						

**Strategy #2:**

Intervention and resources will be provided to accelerate learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Describe reform strategies that allow all students to meet/exceed standards:	1. Aug - June	Principal Teachers	Planning / Extended Duty/	1000-1999: Certificated Personnel Salaries	Title I	1,000
1. School will implement an after school IReady Intervention Plan to focus on specific student academic needs.	2. Aug - June		After school intervention	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
2. Staff will review benchmark unit assessments to monitor student academic progress.	3. Aug - June		Supplementary Material	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
3. Intervention programs will be provided for students not meeting grade level standard.						
4. Small group instruction will occur						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to provide small group assistance to students.</p> <p>5. All grade levels will identify standards that students need to master by the end of the year.</p> <p>6. Various software will be made available so that students can use computers to develop their reading/math skills.</p> <p>7. Document cameras's will allow teacher to show student work to the entire class.</p> <p>8. Ear buds or headsets will be available to use with Laptops.</p>						
<p>Provide strategies responsive to student needs:</p> <p>1 Intervention support will be provided for students labeled "at risk".</p> <p>2. EnVision Math has intervention program used to support 4/5th grade students that are two or more grade levels behind in mathematics.</p>	Aug - June	Principal Teachers				
<p>Increased learning time:</p> <p>1.Push in intervention program by City Year for students not making adequate progress.</p> <p>2. Reading Partners intervention during and after school.</p> <p>3. Small group instruction is provided</p>	<p>1. Aug - June</p> <p>2. Aug - June</p> <p>3. Aug - June</p>	<p>Principal Teachers</p> <p>City Year</p> <p>Reading Partners</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
on a daily basis to provide additional support for all students.						
<p>Involve teachers in academic assessments:</p> <p>1. bi-weekly grade level collaborations to review local assessments, in order to target instruction</p> <p>2. Training on Illuminate system for teachers to access data.</p> <p>3. Training on Smarter Balanced Assessments.</p> <p>4. Teachers review standards based tests to assure student mastery of standards.</p> <p>5. Collaboration meetings are scheduled to analyze data and plan instruction.</p>	<p>1. Aug - June</p> <p>2. Aug - June</p> <p>3. Aug - June</p>	Principal Instructional Coach Teachers District Staff				
<p>Provide an environment conducive to learning:</p> <p>1. An adequate number of computers/additional hardware/software will be made available in each classroom (Discovery Education, I-Ready, Typing Agent, Brainpop, stemscopes, science a-z, and mystery science).</p> <p>2. Classroom libraries will be enhanced to provide a wealth of literary resources to use at school and check out for home.</p>	<p>1. Aug - June</p> <p>2. Aug - June</p>	Principal PBIS Team	<p>Computers/hardware/ Computer Programs</p> <p>Books Materials</p> <p>Computers/hardware/ Computer Programs</p> <p>Incentives</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>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>LCFF - Supplemental</p> <p>Title I</p> <p>LCFF - Supplemental</p>	<p>500</p> <p>2,000</p> <p>8,321</p> <p>250</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Incentives are provided for students that demonstrate reading/math proficiency.						

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: English Learners</b>
<b>LEA GOAL:</b>
English Learners will have the required skill to reach grade level standards/proficiency
<b>SCHOOL GOAL #2:</b>
25% of our EL's ELPAC level 3 or higher students, will be reclassified by end of year or move up a level on i-ready reading end of year diagnostic
<b>Data Used to Form this Goal:</b>
We will use ELPAC, i-Ready Reading/Math data and Smarter Balanced (SBA) Data.
<b>Findings from the Analysis of this Data:</b>
Last 4 years of reclassification, we have increased from 18-23-32, and 43 students (from 2015-2018)
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT, ELPAC and i-Ready data will be reviewed and analyzed.
<b>Strategy #1:</b>
Involvement: all stakeholders will be involved in planning and implementing the school plan.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Inform parents about ELD program and state standards.  2. Parent to participate in school wide ELAC and District wide DAC meetings.  3. Review student data with parents.  4. Communicate student academic progress in ELD through Parent/Teacher conferences and report cards.  5. Schedule parent workshops around student data in order to provide an understanding of achievement data and standard mastery.  6. Conduct grade level literacy/math nights to review standards and expectations for students and parents.  7. Provide a parent/student handbook with information about expectations and academic programs.  8. Conduct monthly parent meetings with principal to review school wide academic needs.  9. Monthly newsletters  10. Students will receive agendas to support teacher/parent communication.	Aug - June	Principal Teachers	Materials Supplies	4000-4999: Books And Supplies	Title I	500

**Strategy #2:**

Standards, Assessments, and Accountability: Data will be used to identify student at risk and the support that they need. (Comprehensive assessment and data analysis)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. All ELD students will have access to ELD curriculum integrated through Benchmark Universe.	Aug - June	Teachers Principal EL Coordinator	Books/Materials	4000-4999: Books And Supplies	LCFF - Supplemental	750
2. Provide ELPAC results to teachers			Extended Duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	800
3. Conduct classroom observations during assigned ELD times by grade level and/or assigned time by teacher in order to provide feedback.						
4. Administer annual ELPAC assessment.						
5. Periodically assess EL's using ELD curriculum.						
6. ELD progress reports will be completed and provided to parents.						
7. Analyze data to ensure proper placement of students for ELD instruction.						

**Strategy #3:**

Staffing and Professional Development:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide staff development opportunities to improve instruction in the areas of Reading/Language Arts and Math.  2. Schedule workshops to improve writing, and ELD instructional strategies.  3. Provide monthly workshops on effective implementation of instructional strategies.  4. Provide peer coaching opportunities to improve instructional practices.  5. Teachers will attend Constructing Meaning training.	August-June	Principal Instructional Coach EL Coordinator Teachers				

**Strategy #4:**

Opportunity & Equal Educational Access

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Identify at risk EL's for intervention and supplemental instruction.  2. Use of supplemental materials to support ELD instruction and oral language throughout the day.  3. STEAM related educational field trips/Science Camp	August-June	Principal	Buses, Fees  After School intervention for EL's	5000-5999: Services And Other Operating Expenditures	Title I	1,000

<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 #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: Safe Environment</b>
<b>LEA GOAL:</b>
Provide all students and families a safe, welcoming and caring environment conducive to learning.
<b>SCHOOL GOAL #3:</b>
<ul style="list-style-type: none"><li>• Implement restorative justice circle practices, in each classroom, at least once a quarter school wide.</li><li>• Have a reduction of 25% or more in discipline referrals/incidents.</li></ul>
<b>Data Used to Form this Goal:</b>
Eschoolplus discipline data will be used to analyze and document major discipline offenses.
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Most of the suspensions that occurred in 2017-18 were due to student violence (mutual combat or willful violence toward another students)</li><li>• Most of the discipline incidents occurred in the blacktop during recess.</li><li>• Social Emotional Learning is needed in order to address the personal/social development of all students.</li><li>• Restorative justice practices are needed in the classroom and school wide.</li></ul>
<b>How the School will Evaluate the Progress of this Goal:</b>
The number of suspension will be compared from current to previous years.
<b>Strategy #1:</b>
Involvement: (Involve parents and community in planning and implementing the school plan)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hold monthly parent and community meetings.  2. Activities during Red Ribbon Week will include choices and options for staying drug free.  3. Gang prevention meetings  4. Monthly Coffee with the Principal agenda topics will address safety goals and discipline data.  5. SSC meetings will be held throughout the school year in order to ensure implementation and progress towards the school plan.  6. Implement a Valet Drop off Program in the AM	Aug - June	Principal Teachers SSC				

**Strategy #2:**

Standards, Assessments, and Accountability: Comprehensive Safety Plan assessments and analysis of discipline data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Monthly fire drills and earthquake drills  2. PBIS Leadership team will review monthly data on discipline	Aug - June	Principal PBIS Leadership Team	Radios/Walkie Talkies/EZ Pro Sound System (Audio Dynamix)	4000-4999: Books And Supplies	Title I	100

**Strategy #3:**

Staffing and Professional Development:



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Sports for Learning program will be implemented during lunch recess in order to reduce the number of incidents on the playground area.</p> <p>2. Sports for Learning Program will utilize STEAM related activities that engage students during recess.</p> <p>3. Sports for Learning Program will utilize PBIS incentives rewards, "Eagle Bucks", for students who are being respectful, responsible and safe.</p>	Aug - June	Principal PBIS Leadership Team Sports for Learning	Sports for Learning Program	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	16,000

#### Strategy #4:

Opportunity & Equal Educational Access: (Describe instruction for at-risk students, i.e. interventions, describe auxiliary services for at-risk students)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Organized games, sports activities, awards and incentives to promote team work and community service.</p> <p>2. Anti- Bullying assembly provided to raise students level of awareness and appropriate response.</p> <p>3. Additional uniforms for high need students.</p> <p>4. Activities will be organized to connect 5th grade students will feeder middle school within ARUSD (Matheson Institute of Technology and Renaissance Academy of Art, Science and Social Justice)</p>	Aug - June	Principal PBIS Leadership Team	<p>Supply Incentives</p> <p>Uniforms</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p>	<p>500</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teaching and Learning: Define steps to intended outcomes.</p> <p>1. Provide Social Emotional Learning &amp; training for staff, YMCA City Year, and students. (Youth Positive and Restorative Justice Practices)</p>	Aug- June	Principal PBIS Leadership Team				
<p>Describe strategies that allow all students to meet or exceed behavior standards:</p> <p>1. City Year tutoring services are provided for at risk students during and after the school day.</p> <p>2. Adults on campus serve as mentors for students who exhibit at risk behaviors.</p> <p>3. A Multi Service Team will provide services to address the personal/social development needs of all students.</p>	August- June	Principal PBIS Leadership Team School Psychologist Foothill Counseling Center Alum Rock Counseling City Year Teachers				
1. During Red Ribbon Week, teachers will implement activities that teach students what it means to be drug free and making appropriate life choices.	August- June	Principal PBIS Leadership Team Teachers				
<p>1. Develop and implement a school wide progressive discipline plan</p> <p>2. Develop and Implement classroom progressive discipline plan</p>	August-June	Principal PBIS Leadership Team School Site Council				

<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: Parent engagement opportunities</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>
<ul style="list-style-type: none"> <li>• Increase parent engagement school wide.</li> <li>• PTO/Los Dichos membership increased by 50%.</li> <li>• Every classroom will have at least 2 parent volunteers.</li> </ul>
<b>Data Used to Form this Goal:</b>
Qualitative/Quantitative data will be used to assess this goal.
<b>Findings from the Analysis of this Data:</b>
Based on the Panorama Survey, given in the spring of 2018, the sense of belonging showed that 75% of students, 92% of families had a sense of belonging to our school community.
<b>How the School will Evaluate the Progress of this Goal:</b>
Qualitative and quantitative data will be utilized to evaluate parent engagement opportunities (school activities and events).

<b>Strategy #1:</b>
Parental involvement (Involve parents and community in planning and implementing the school plan)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Schedule Power-Point workshops on Code to the Future to provide understanding of achievement data and standards mastery 2. Conduct Code/STEAM nights to review standards and expectations for students and parents.	1. Aug - June 2. Aug - June 3. Aug - June	Principal Teachers Community Liason				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Conduct monthly parent meetings with principal to review code the future implementation 5. Students will be given agendas to support teacher/parent communication. 6. Schedule Parent workshops and family STEAM/Coding Nights 7. Provide parent/student handbook with information about expectations and academic program. 8. PTO/Los Dichos membership will increase by 50% 9. Every classroom will have identified 2 parent volunteers	4. Aug - June 5. Aug - June 6. Aug - Sept 7. Aug - June 8. Aug - Oct					

**Strategy #2:**

Standards, Assessments, and Accountability:  
(Comprehensive assessment and analysis of data)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Conduct classroom observations to observe and monitor implementation of Code to the Future Program. 2. Conduct classroom observations to observe and monitor implementation of Code to the Future 3. Provide teachers training in using Code to the future curriculum 4. Teachers will follow and implement Code to the Future curriculum map	Aug - June	Teachers Instructional Coaches Principal				

**Strategy #3:**

Staffing and Professional Development: (Provide staff development, i.e. SB472, AB430, provide highly qualified staff)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Schedule Code to the Future PD's  2. Utilize district expertise to support teacher use of effective strategies  3. Provide teachers training in Code to the Future Program.  4. Provide peer coaching opportunities.  5. Provide demonstration lessons addressing Code to the Future by consultant.  6. Provide teachers training in technology resources  7. Early College Outreach Parent Program will provide parent workshops on various topics	Aug - June	Principal Instructional Coaches Instructional Leadership Team District Staff				

**Strategy #4:**

Opportunity & Equal Educational Access: (Describe instruction for at-risk students, i.e. interventions, describe auxiliary services for at-risk students)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement Code to the Future.  2. Provide consultation and advisory conferences as needed.	Aug - June	Principal City Year Teachers City Year Community Liaison				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Adhere to Code to the Future Curriculum.  5. Implement Code to the Future program.  6. STEAM/Showcase Night.  7. Monitor student assessment data and modify learning programs as needed.  8. Provide supplementary instruction through City Year homework center.  9. Frequent contact with the home.  10. After-school intervention through City year homework center  11. City Year push in tutoring program.						
Teaching and Learning  Define steps to intended outcomes:  1. Develop goals timeline, and events.  2. Utilize checklist to monitor implementation results.  3. Review student data for impact on learning.  5. Administration observes classroom and provides feedback on instruction.  Describe reform strategies that allow	Aug - June	Teachers City Year Principal District Staff	Tech Liaison Stipend	1000-1999: Certificated Personnel Salaries	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students to meet/exceed standards:</p> <p>1 Implement Code to the Future curriculum.</p> <p>2 Implement Code to the Future! Program.</p> <p>4 Train staff in Coding, Lego Robotics and Minecraft.</p> <p>5 Provide teachers training in using Promethean boards to enhance instruction.</p> <p>9. After-school intervention through City Year Homework Center.</p> <p>10. City Year Tutoring Program.</p> <p>Increased learning time:</p> <p>1. Implement Morning read prior to start of school.</p> <p>2. Provide additional support through homework center.</p> <p>3. Reinforce Essential Skills through use of technology</p> <p>4. Hands-on learning through educational trips to develop language and reinforce skills</p> <p>5. After-school intervention through City Year Homework Center.</p> <p>6. City Year tutoring program.</p>						



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involve teachers in academic assessments:  1. Provide teachers training in using Illuminate						

<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 #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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</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

Strategy #3:

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

Strategy #4:

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

## Planned Improvements in Student Performance

### School Goal #6

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

<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

**Strategy #3:**

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

**Strategy #4:**

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

**Strategy #5:**

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

**Strategy #6:**

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

### School Goal #7

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

<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 2018-June 2019	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 2018-June 2019	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 2018-June 2019	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2018-June 2019	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<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 2018-2019.

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 2018-June 2019	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 2018-June 2019	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 2018-June 2019	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide an environment conducive to learning:  1 Develop and implement a school wide discipline plan with staff, students, and parents.						

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	71,622.44	0.44
Supplemental/Concentration	36,300.00	36,300.00

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,800.00
4000-4999: Books And Supplies	LCFF - Supplemental	9,972.00
5000-5999: Services And Other Operating	LCFF - Supplemental	23,528.00
1000-1999: Certificated Personnel Salaries	Title I	52,593.00
2000-2999: Classified Personnel Salaries	Title I	250.00
4000-4999: Books And Supplies	Title I	3,458.00
5000-5999: Services And Other Operating	Title I	15,321.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	36,300.00
Title I	71,622.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	55,393.00
2000-2999: Classified Personnel Salaries	250.00
4000-4999: Books And Supplies	13,430.00
5000-5999: Services And Other Operating Expenditures	38,849.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	87,272.00
Goal 2	3,050.00
Goal 3	17,100.00
Goal 4	500.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julio Villalobos, Ed. D.	X				
Margaret White		X			
Rosa Lara-Fernandez		X			
Laura Solis		X			
Juanita Ramos			X		
Silvia Guzman				X	
Rebecca Mendoza				X	
Alberto Jimenez				X	
Leticia Anaya				X	
Yohana Yanez				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
X	Other committees established by the school or district (list): DAC, DELAC, SPARC	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 11/2/2017.

Attested:

Julio Villalobos, Ed.D.		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date