The Single Plan for Student Achievement

School: A.J Dorsa Elementary School

CDS Code: 43-69369-6046114

District: Alum Rock Union Elementary School District

Principal: Viviana C. Garcia

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 13, 2018.

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School Vision and Mission

A.J Dorsa Elementary School's Vision and Mission Statements
Mission:

At A. J. Dorsa Elementary School our mission is to ensure that all students have the essential skills to excel academically and socially. We do this by providing rigorous academic instruction within:
- Individualized Learning Paths
- Development of Global Citizenship Leadership
- Application of 21st Century Technology Skills

Vision:

Our vision is to create and maintain a safe learning environment where everyone works collaboratively in empowering all students to reach their full academic and personal potential, in middle and high school, college, and 21st-century careers, as well as in becoming outstanding, active contributors in our surrounding community and global society.

School Profile

Welcome to A.J. Dorsa School! We are a Professional Learning Community comprised of committed, passionate leaders, fully prepared to embrace the myriad of challenges and opportunities before us. We believe in the power of teamwork, collaborative effort and shared responsibility to ensure that all of our students excel academically, and reach their full potential. We put integrity first and seek excellence in everything we do. Everyone is welcome to join us, and become active participants in our quest to reach academic excellence for all students.

We have an Instructional Leadership Team that includes a leader from each grade level, which meets monthly to review data and make instructional decisions based on student needs and our successes. Our teachers plan their lessons using a collaborative process called the "Results-Oriented Cycle of Inquiry". Through this process, teachers systematically monitor individual student progress and plan specific actions to address student needs.

Additionally, we have a School Culture and Safety Leadership Team focused on continuous improvement of the social, emotional, mental, and physical safety of our community.

Our demographics are as follows:

We currently have approximately 384 students, where approximately 91% are Hispanic/Latino, 6% Asian, 1% Pacific Islander, 1% African American. All students receive universal free breakfast and lunch. We have
- one T4/TK class,
- two Kindergarten classes,
- two first-grade classes,
- one first-grade and second-grade combination class,
- one second-grade class,
- one second-grade and third-grade combination class
- two third-grade classes,
- one third-grade Special Day Class,
- 2 fourth grade classes, and
- 2 fifth grade classes.

We have an active parent/guardian community involved in School Site Council, English Language Advisory Committee (ELAC), Superintendent's Parent Advisory and Resource Council (SPARC), Parent-Teacher Association (PTA), and many other groups. All students and adults follow our Peace Builder System for a positive, safe school culture.

We are supported by a number of Community Partners, including City Year, YMCA, Grail Family Services, Bay Area Women's Sports Initiative (BAWSI), The Family Giving Tree, Foothill Community Health Center, and Alum Rock Counseling Center. Our Community Partners work alongside staff and parents in supporting the whole child.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our areas of focus for this school year are based on a beginning-of-year review of data (quantitative and qualitative) from teachers, parents, and students.

Teacher input indicates a desire to receive support with instructional practices in Reading proficiency and Common Core State Standards (for both English Language Arts and Math). Professional Development and Grade Level Collaboration (guided by the Principal and Instructional Coach) will focus on small group reading instruction that attends to both reading skills development as well as language development. Additionally, we will work as a staff to establish clear processes for backward planning grounded in a shared definition of Common Core State Standards.

Parent input indicates a strong desire for resources to support both students' academic and social-emotional well-being. Additionally, parents are requesting an increase in before-school and/or after-school interventions for students not yet meeting grade-level standard in English Language Arts, Mathematics, and English Language Development.

We are very proud of the participation of our parents and families within the Dorsa community. This is a strong and highly valued focus area for our school. Last year, parents and guardians volunteers logged more than 1,000 involvement hours. Our goal is to surpass that this school year, as well as broaden the types of volunteeing/ parent engagement opportunities available. Parent Coffees are held monthly and are used as an open forum for parents to express their thoughts, give suggestions, and share concerns. We also conduct School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings in alignment with the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC).

Surveys for Parents/Guardians indicate a need for Extended-day Interventions and Tutoring Services in Mathematics and English Language Arts. Students surveyed requested improvements on the playground (as many of our play structures are in poor condition), the need for upgraded equipment, extended games, more sports opportunities during their recesses, after-school tutoring sessions, and supports to prevent bullying / unsafe behavior.

We utilize a variety of data/ data management systems to inform our review of quantitative data: Data Zone, CAASPP, Benchmark Advance Leveled Screener, Illuminate, EnVision Math, i-Ready, Reading A-Z, E-school Plus, and CELDT (which will shift to ELPAC) . Collectively, these data sources provide information about each student around academic progress, attendance, behavior/discipline, and other factors related to students' social-emotional well-being. They also allow for disaggregation across a variety of factors, further supporting staff to identify and address equity needs.

Classroom Observations

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

Classroom Walkthroughs occur weekly by the Principal. The Walkthroughs are used to monitor individual and grade-level implementation of the instructional areas of focus (Reading and Grade Level Common Core State Standards) and to inform future professional learning.

Curriculum in both English Language Arts (ELA) and Math have been recently adopted by the district. EnVision Math is entering it's fourth year of adoption/implementation. Benchmark Advance (ELA and ELD) is beginning it's third year of adoption/implementation.

The overall trends found through these Classroom Walkthroughs indicate intentionality by teachers in setting up routines that will support student learning throughout the year. Implementation of district-adopted curriculum varies among grade levels, depending on teachers' experience and understanding of the programs. Teachers are setting up structures to support small group instruction

throughout the school. The majority of teachers are utilizing strategies that support English Learners' access to content, participation within lessons, and ultimately their understanding of a skill/concept and ability to articulate such understanding in a variety of ways. Teachers would benefit from professional development in techniques/structures that support high-quality small group instruction, Designated ELD, and the backwards mapping process. Such needs will be addressed through Professional Development, Grade Level Collaboration, Instructional Coaching, and the Instructional Leadership Team who consistently monitors our Theory of Action((ToA) and Professional Learning Plan (PLP).

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)

    Dorsa Elementary School follows a data-driven cycle of inquiry for school improvement. Student achievement is carefully monitored by readily available data to all teachers from district adopted data management systems: iReady-Mathematics and English Language Arts, Benchmark-ELA/ELD, EnVision Mathematics, Data Zone, and Illuminate. These systems are easily accessible, and simple to use, allowing teachers to access their students' performance data, to be compared with school-wide, grade level, district, state and national data. This data allows teachers to provide differentiated instruction that is responsive to students' needs. These systems allow Administration to assess curriculum implementation and effectiveness, and support intervention programs. In addition, the various data systems contain student-referenced criterion, ELPAC, standards-based test performance, and Benchmark Assessments. The eSchools platform contains suspensions, (School Study Team) SST SDC/RSP referrals, and attendance data that affects the whole child. We use assessment data from our District Assessment Plan which includes assessment via iReady, student writing assessments, Lexile Levels and Performance Task Assignments. We conduct an in-depth analysis of gaps for our students through Grade-Level Collaboration.   The Professional Development focus for this year will be aligned to our Theory of Action and Professional Learning Plan. The Professional Learning Plan outlines implementation of our focus areas via staff meetings, professional development, collaboration, leadership team meetings, and parent/ community meetings.

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

   Teachers at Dorsa Elementary School use a variety of assessment tools to monitor student progress and inform instruction that includes:
   - ELPAC Initial and Summative
   - Envision Curriculum Mathematics Assessments
   - Benchmark Leveled Screener and Lexile Reading Levels
   - Performance Tasks/ Writing Benchmarks
   - iReady Diagnostic (in Math and Reading)
   - Imagine Language & Literacy Program/Platform

   Teachers at Dorsa Elementary School meet regularly during Grade-Level Collaboration. During this time they analyze data and use such analysis to identify implications for instruction. All members of the Instructional Leadership Team attend staff development on data analysis and learn how to conduct and facilitate focused data team meetings. Teachers use data to monitor student progress on assessments and modify instruction. The Instructional Leadership Team conducts the Results Oriented Cycle of Inquiry (ROCI), in order to develop SMART goals and specific action plans to target specific students. Collaboration topics include planning for small-group instruction, grade-level Interventions, backwards mapping of ELA/Math, and collaboration with City Year (2nd-5th grade). All students have Board-approved standards-based curriculum materials in all subject areas, as evidenced by our school-wide textbook inventory, and compliance with the Williams Act.

   The school's Instructional Leadership Team is comprised of one teacher per grade level (including Special Education), Instructional Coach, City Year Impact Manager, and Principal. The ILT meets monthly to review the School's Plan or Theory of Action (TOA) and to plan for Professional Development and Grade Level Collaboration. ILT members work with their Grade Level Teams weekly to evaluate student progress, goal attainment, plan interventions, and make necessary recommendations to the rest of the staff, and the School Site Council. The Leadership Team is in charge of assessing needs, working with grade-level mates to engage in cycles of inquiry, as well as provide input and/or co-facilitate professional development.

   The school's School Culture and Safety Leadership Team is comprised of members representing both Certificated and Classified staff. The team meets once a month to engage in learning of best practices around school culture and safety. Additionally, a sub-set of the team is involved in Positive Behavior Intervention System (PBIS) training, Year 1.

   Dorsa has a strong parent leadership component which includes: PTA, ELAC, and SSC. These Councils and Committees are actively engaged in the process of analyzing data, monitoring the site's budget, revising the School Plan, and seeking out partnerships to foster additional learning opportunities for students. Dorsa Elementary School communicates with parents through regular Parent Coffee Meetings with the Principal, monthly newsletters, and via the Parent-link (an automated phone message system), as well as through our online Dorsa School page on the district website. Parents/guardians are very active as volunteers at the site and play an integral part in the development of the school climate. Currently, Dorsa is sustaining a "Community Center" on campus, as part of a shared initiative with the local Neighborhood Association, which is funded by the San Jose City Council. The center is used by our parent volunteers, by our numerous local partners who provide parenting classes, workshops to our families, and classes for our students. Some of our Community Partners include City Year, YMCA, Alum Rock Counseling Center, Foothill Community Health Center, Bay Area Women's Sports Initiative (BAWSI), a physical education group that leads girls in physical activity, Boys and Girl Scouts, and the Second Harvest Food Bank, which assists in increasing student participation in school breakfast and providing food assistance to our community.

Staffing and Professional Development

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

   All staff are highly qualified at Dorsa Elementary School.

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

   Teachers are trained in the curriculum and key instructional practices to support our students. Teachers and administrator attend various professional development opportunities, conferences, seminars, and workshops designed to increase knowledge base with a growth mindset.

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

   All Professional Development topics are aligned with Dorsa Elementary School's Theory of Action (ToA) for this school year. Identified professional development needs are outlined in the Professional Learning Plan (PLP), and are based on a thorough review of student achievement data. The focus for this year is in the area of Reading, Grade Level Common Core Standards (Backward Planning), and Positive School Culture.

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

   Teaching staff has several levels of Professional Learning: Grade-Level Collaboration teams that meet regularly to review local grade-level data and plan lessons, an Instructional Leadership Team who is focused on monitoring implementation of our Theory of Action and aligning cycles of inquiry within Grade-Level Teams, and support from our Instructional Coach. Dorsa staff meets approximately every week in Staff Meetings, Grade-Level Collaboration, and Professional Development focused on student achievement progress.

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

   Every teacher is a member of a grade-level team that meets collaboratively to engage in cycles of inquiry. Opportunities for collaboration occur frequently within staff meetings, Thursday minimum days, and grade-level release.
   Each grade-level team has a representative on the Instructional Leadership Team. This allows for a strong feedback loop between teachers, grade-level teams, and the Instructional Leadership Team.

Teaching and Learning

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

   Dorsa Elementary School follows state-mandated instructional minutes, uses standards-based instructional materials in all subject areas, and paces instruction accordingly referencing District Curriculum Maps.

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

   Dorsa Elementary School's Instructional Minutes meet all State and Local mandates.

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

    Grade-levels plan together in order to engage in backward planning, based on Understanding By Design's Framework. Each grade-level determines leveled groupings of students in order to specifically target appropriate interventions.

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

    All District-provided curriculum is CCSS-based. Instructional materials are provided to all students in compliance with the Williams Act.

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)

    All District-provided curriculum is State Board of Education approved.

<u>Opportunity and Equal Educational Access</u>

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

Students are flexibly grouped for targeted instruction, based on the analysis of student achievement data. Teachers meet with small groups throughout their day in order to provide individualized, differentiated instruction. In addition, a total of 8 City Year Corps Members provide individualized tutoring services to students who need additional support. We also have dedicated teachers who provide instruction via our Resource Specialist Program, Special Day Class, and Speech Program for students who have identified learning needs in these areas.

14. Research-based educational practices to raise student achievement

Dorsa continues to use "Best Practices" to raise student achievement. Curriculum is based on a Balanced Literacy Framework that ensures students are supported to become strong readers, writers, andn thinkers. The Understanding By Design Framework is used to backward plan units as grade levels. Jan Richardson's Framework for Guided Reading is utilized to inform small group reading instruction. A vareity of strategies are employed to support language development. Staff uses Positive Behavior Intervention Support Systems which keep students positively motivated to be learners and on-task.   Every teacher is also conducting small group reading intervention daily. City Year is pushing into classrooms to work with small groups.

<u>Parental Involvement</u>

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

Dorsa school provides a wide-range of district and community resources available to assist students and to support families, including:
- City Year – during the first teaching shift and after-school during Extended Learning Time; focusing on tutoring and homework support
- Student Study Team (SST) to address academic and behavioral needs
- School Site Council (SSC)
- School Culture & Safety Team
- Parent Volunteer Program

Cub Scouts

Grail Family Services-Yes We Can Read Volunteer Readers (K-1st)
- Grail Family Services -Literacy Classes/Workshops for Families (K-1st)
- Assistance League- Uniforms
- Foothills Counseling Center and Alum Rock Counseling Center
- Family Giving Tree Organization- Backpacks and holiday gifts
- Parent-Principal Coffee Meetings
- Parent-Teacher Conferences
- BAWSI Girls for girls in grades 2-5
- Parent Teacher Association (PTA)

Associated Student Body (ASB)
- Community Liaison

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)

The School Site Council reviews and approves annual funding as listed in the School Plan and Budget.

<u>Funding</u>

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

Based on student data, students are identified to participate in the following intervention and enrichment Extended Learning Day programs: interventions with City Year, Grail Family Services Tutors, small group instruction, Benchmark Striving Readers for students who are Far Below Basic/Below Basic in the RSP Program, Readwell for students in the Special Day Class, and Imagine Learning for Newcomers and/or English Learners far below grade level. Students performing at the Intensive level in grades K-5 are provided additional interventions during the first teaching shift, in which they are grouped according to need. City Year and YMCA Programs provide Extended Learning Time support and tutoring as well.

18. Fiscal support (EPC)

The School receives both State and Federal Funding. We also fundraise to provide additional resources for school supplies and student services and field trips.

Description of Barriers and Related School Goals

According to local surveys less than approximately 15% of our students attended pre-school. Most of our students who enter at Kinder do not have any knowledge of letters and numbers. Many K-2 students struggle to be fluent readers in English. An obstacle for the majority of our Dorsa learners is that they are still learning English as their second language, and do not have the foundational linguistic understandings and vocabulary to easily access the English curriculum. A majority of our students struggle with the academic English and unknown vocabulary that is presented in our ELA and Math curriculum.   These students need more time and scaffolded instruction to comprehend what they are reading. Students need front-loading of new concepts and vocabulary, in order to be able to fully comprehend and process what they are reading about, listening to, writing and speaking.

Additionally, some of our students are classified as Long-Term English Learners, as they have not mastered the language within five years in our instructional program. Most of these students have remained at the Intermediate level of English proficiency. They are fluent speakers and some fluent readers, but writing descriptively and identifying key ideas, engaging with literature (persuasive, inferences, analogies etc.), is a challenge as this type of English language use is not part of their daily language. Our school goals include a focus on scaffolding all learning, using best practices, providing targeted reading and ELD instruction, and providing extra learning activities that will help students articulate orally and in writing.

We have specified the following goals to address these gaps:

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.

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

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

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

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	91	72	52	89	72	52	89	72	52	97.8	100	100
Grade 4	99	74	59	94	71	58	94	70	58	94.9	95.9	98.3
Grade 5	77	81	66	75	80	66	75	80	66	97.4	98.8	100
All Grades	267	227	177	258	223	176	258	222	176	96.6	98.2	99.4

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**		**% Standard Not Met**
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2370.8	2362.3	2383.5	9	9.72	11.54	22	18.06	9.62	17	16.67	34.62	52	55.56	44.23
Grade 4	2413.7	2420.9	2401.9	5	14.29	8.62	18	20.00	15.52	29	15.71	15.52	48	50.00	60.34
Grade 5	2495.8	2485.5	2416.3	16	7.50	4.55	27	37.50	12.12	33	27.50	24.24	24	27.50	59.09
All Grades	N/A	N/A	N/A	10	10.36	7.95	22	25.68	12.50	26	20.27	24.43	42	43.69	55.11

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	9	11.11	11.54	39	31.94	34.62	52	56.94	53.85
Grade 4	6	11.43	8.62	41	40.00	37.93	52	48.57	53.45
Grade 5	21	16.25	6.06	43	53.75	40.91	36	30.00	53.03
All Grades	12	13.06	8.52	41	42.34	38.07	47	44.59	53.41

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	11	13.89	11.54	34	31.94	36.54	55	54.17	51.92
Grade 4	7	22.86	5.17	49	37.14	37.93	44	40.00	56.90
Grade 5	21	25.00	4.55	56	56.25	37.88	23	18.75	57.58
All Grades	13	20.72	6.82	46	42.34	37.50	41	36.94	55.68

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	8	13.89	13.46	58	54.17	57.69	34	31.94	28.85
Grade 4	10	11.43	8.62	60	55.71	55.17	31	32.86	36.21
Grade 5	12	3.75	6.06	69	65.00	43.94	19	31.25	50.00
All Grades	10	9.46	9.09	62	58.56	51.70	28	31.98	39.20

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	18	13.89	13.46	35	29.17	50.00	47	56.94	36.54
Grade 4	7	11.43	8.62	55	52.86	46.55	37	35.71	44.83
Grade 5	32	22.50	4.55	52	52.50	40.91	16	25.00	54.55
All Grades	18	16.22	8.52	47	45.05	45.45	34	38.74	46.02

Conclusions based on this data:

1. Students achievement has either remained the same and/or regressed in Language Arts.

2. Students continue to need support in all claims, with a particular emphasis on Reading and Writing.

3. English Learners are overall far below grade level with particular emphasis on the Reading Claim.

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	91	72	52	91	72	52	91	72	52	100	100	100
Grade 4	99	74	59	99	73	59	99	73	59	100	98.6	100
Grade 5	78	81	66	78	81	66	78	81	66	100	100	100
All Grades	268	227	177	268	226	177	268	226	177	100	99.6	100

* 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	2392.7	2379.5	2408.1	10	11.11	17.31	20	25.00	25.00	29	16.67	26.92	42	47.22	30.77
Grade 4	2413.0	2437.5	2424.4	2	5.48	3.39	13	32.88	15.25	35	24.66	42.37	49	36.99	38.98
Grade 5	2473.5	2475.0	2420.0	9	11.11	3.03	12	9.88	4.55	35	43.21	27.27	45	35.80	65.15
All Grades	N/A	N/A	N/A	7	9.29	7.34	15	22.12	14.12	33	28.76	32.20	46	39.82	46.33

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	24	23.61	26.92	29	25.00	36.54	47	51.39	36.54
Grade 4	3	16.44	6.78	27	34.25	28.81	70	49.32	64.41
Grade 5	12	14.81	4.55	29	30.86	18.18	59	54.32	77.27
All Grades	13	18.14	11.86	28	30.09	27.12	59	51.77	61.02

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	18.06	21.15	41	33.33	38.46	45	48.61	40.38
Grade 4	6	12.33	8.47	42	41.10	37.29	52	46.58	54.24
Grade 5	8	8.64	3.03	35	46.91	34.85	58	44.44	62.12
All Grades	9	12.83	10.17	40	40.71	36.72	51	46.46	53.11

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	11	18.06	21.15	60	38.89	36.54	29	43.06	42.31
Grade 4	11	16.44	8.47	33	39.73	44.07	56	43.84	47.46
Grade 5	12	9.88	0.00	44	45.68	45.45	45	44.44	54.55
All Grades	11	14.60	9.04	46	41.59	42.37	43	43.81	48.59

Conclusions based on this data:

1. Students are struggling to meet standard, especially as they advance in grade levels.

2. Students continue to need support in all claims with specific emphasis in Concepts & Procedures and Problem-solving and Modeling.

3. English Learners are far below grade level overall with a particular need in the Math Concepts & Procedures Claim.

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

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School Goal #1

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

SUBJECT: English Language Arts (ELA) and Mathematics (Math)
LEA GOAL:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century
SCHOOL GOAL #1:
All students will reach high standards of proficiency, at a minimum meeting or exceeding standard as measured by state, district, and local assessments.
Data Used to Form this Goal:
Data from the following State, District, and Local assessments were used to identify this goal area: SBAC/CAASPP Reading and Math, ELPAC, Benchmark Leveled Screener, i-Ready Reading and Math Diagnostics, EnVision Math Topic Tests, etc. Data was disaggregated by gender, grade-level, socioeconomic status, special needs, English proficiency, and ethnicity/race.
Findings from the Analysis of this Data:
Findings across SBAC/CAASPP ELA, i-Ready Reading, and Benchmark Leveled Screener data indicate a need to focus on improving students' attainment of grade-level ELA proficiency. Overall, across the three metrics, nearly half of Dorsa students are reading far below grade level. Of the four SBAC ELA Claims, students demonstrated the greatest strength in Listening and Research/Inquiry. On the other hand, students are furthest below grade level in the Reading and Writing Claims. Math data demonstrates a similar pattern. Overall, nearly half of Dorsa students are far below grade level in mathematics. Of the three SBAC Math Claims, students demonstrated the greatest strength in Communicating Reasoning. However, students demonstrate a need for support in the Claim areas of Concepts & Procedures as well as Problem-Solving & Modeling.
How the School will Evaluate the Progress of this Goal:
Progress towards our goal(s) will be based on frequent analysis of local data including i-Ready Reading and Math assessments, Benchmark Leveled Screener assessments, Benchmark Advance Unit and Performance Tasks, EnVision Math Topic tests, as well as other local assessments.

Strategy #1:
A consistent approach to Reading/ELA and Math instruction will be implemented across all grade levels. Teachers will utilize district-adopted curricula and Blended Learning resources (Benchmark Advance, EnVision Math, and i-Ready) to ensure all necessary components of Reading/ELA and Math instruction are carried out. Additionally, small group instruction will support each student in making progress towards grade-level proficiency. Professional Development for teachers will focus on supporting their implementation of comprehensive Reading/ELA and Math blocks, as well as high-quality, targeted small group instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement: 1. Sustain a high-functioning School Site Council. 2. Conduct parent workshops to explain interpretation of student assessment results and the transitions to Common Core. 3.Continue school-wide Homework Envelope. 4. Provide release time for teachers to perform before or after school interventions. 5. Establish and continue partnerships that can provide home and school resources and tutoring for students, such as: Grail Family Services, Family Giving Tree, City Year, Foothill Counseling Services, Alum Rock Counseling Center, and other agencies. 6. Use on-going parent volunteer opportunities, and family events, to promote shared accountability for student outcomes. 7. Provide parent workshops to train parents in effective numeracy and literacy strategies, how to assist students with homework, and foster/home-school connections. 8. Conduct Parent/Family Coffees and ELAC Meetings to review and answer questions related to student assessment results.	1. - 11., 8/18 - 6/17	1. Principal 2. Principal 3. Community Liaison, Parent Volunteers, Office Personnel 4. Principal, Teachers 5. Principal 6. Principals, Community Liaison 7. Teachers, Principal, Instructional Coach 8. Principal 9. City Year, Teachers, Principal, Instructional Coach 10. Teachers 11. Teachers,	Teacher Salaries-Substitutes	1000-1999: Certificated Personnel Salaries	Title I	2000
			Envelopes and Printing Costs	5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	831
			Clerical Other/Extra Duties	2000-2999: Classified Personnel Salaries	Supplemental/Concentration	1,000
			Extended Duty and Benefits	1000-1999: Certificated Personnel Salaries	Title I	6550.24
			Release Time for Planning	1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	500
			Copier Leases	5000-5999: Services And Other Operating Expenditures	Title I	3639
			Parent Meeting Materials	4000-4999: Books And Supplies	Title I	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Use small group, targeted instructional strategies. 10. Provide math assessment results during parent-teacher conferences. 11. Implement targeted math instruction during in-classroom activities with computers/ technology in the classroom.		Principal, Instructional Coach				
Standards, Assessments, and Accountability: 1. Increase the quality and frequency of Results-Oriented Cycles of Inquiry by all staff and teachers to ensure targeted instruction for each student. 2.Use a common process (grounded in Understanding By Design) to guide instructional planning led by the Instructional Leadership for every grade-level as part of a Professional Learning Plan 3.Structure Grade Level team meetings using Results Oriented Cycles of Inquiry protocols to analyze student assessment results and develop Action Plans. 4.Provide teachers with reading software (such as RAZ-Kids for K-5th Grades) so they may individualize reading instruction and practice 5. Purchase instructional technology (such as laptops, projectors,	1. - 11., 8/18 - 6/19	1. Teachers, Principal, Instructional Coach 2. Teachers, Principal, ILT, Instructional Coach 3. Teachers, Principal, ILT, Instructional Coach 4. Teachers, Principal, Office Staff 5. Teachers, Principal	Instructional Materials and Supplies	4000-4999: Books And Supplies	Title I	12098
			Software - Raz Kids	5000-5999: Services And Other Operating Expenditures	Title I	1600
			Technology (Headphones, Laptops, Projectors)	4000-4999: Books And Supplies	Title I	2977
			Materials	4000-4999: Books And Supplies	Title I	4000
			Equipment Lease Copies	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	1566
			Teacher Supplies	4000-4999: Books And Supplies	Supplemental/Conce ntration	4400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
headsets, etc.) so that staff can provide access to high-quality small group reading instruction and work shops 6. Teachers will incorporate time for small group targeted instruction and planning 7. Ongoing data analysis and reflection in reading and math, disaggregated by subgroup 8. Analyze Math curricular and benchmark assessments to address gaps 9. Schedule weekly grade-level meetings to plan and align standards-based instruction; and analyze student assessment results 10. Use assessment results to adjust and inform instruction 11. Implement blended learning programs consistently		6. Teachers 7-8. Teachers, Principal, Instructional Coach 9. City Year, YMCA, Principal 10-11.Teachers, Principal, Instructional Coach				
Staffing and Professional Development: 1.Provide time and structure for Grade Level Collaboration to align instruction to Common Core standards, analyze assessments, and adjust/plan instruction. 2.Provide staff development on strategies for Small Group Instruction, Reading, Math, and	1. - 11., 8/18 - 6/19	1.Principal 2. Teachers, Principal, ILT, Instructional Coach	Training Materials Materials and supplies Incentives Copier Leases	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration Supplemental/Conce ntration None Specified Supplemental/Conce ntration	500 4477 3169

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Language Development within traditional instruction as well as blended learning instruction		3. Principal, ILT, Instructional Coach	Equipment Maintenance	5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	3657
3.Engage in monthly ILT meetings to plan for Professional Development and monitor implementation of the Theory of Action and Professional Learning Plan		4. Teachers, Principal	Materials and Supplies	4000-4999: Books And Supplies	Title I	3000
			Professional Development for Staff	None Specified	Title I	2000
4. Staff resources for before and after school interventions		5. Principal	Testing Coordinator	1000-1999: Certificated Personnel Salaries	Title I	3000
5. Utilize staff meetings for Professional Development and structured collaboration.		6. Principal, Instructional Coach, ILT				
6.Build capacity of teachers to design/share best practices through Professional Development aligned to the Theory of Action and Professional Learning Plan		7. Teachers, Instructional Coach, Principal				
7.Establish optimum learning environments through a consistent, positive behavior systems		8.Teachers, Principal, ILT, Instructional Coach				
8. Analyze local assessment data to identify skills to target during small group instruction.		9. Teachers, Principal, Instructional Coach				
9. Provide opportunities for peer learning/ sharing of best practices.		10. Teachers, Principal, Instructional Coach				
10. Attend ongoing professional development provided by district, county, and school site on Reading Development, CCSS, and School Culture		11. Principal, Instructional Coach, Testing Coordinator				
11. Establish a system for						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
coordination of testing, leveraging a site coordinator to support training and implementation						
Opportunity & Equal Educational Access: 1.Dissaggregate data by sub- groups 2.Provide after-school tutoring and enrichment clubs through City Year, YMCA, and other intervention. 3.Provide City Year during the day – focused school tutoring services. 4. Support a Literacy Night and other such literacy events to reinforce excitement and importance of reading / literacy 5.Continue Awards Assemblies to recognize student effort and achievement 6.Recognize students with perfect attendance. 7.Provide an orientation to incoming kindergarten students who did not attend pre-school and a workshop for their parents. 8. Partner with Grail Family Services to provide Parent/Guardian training and books for home literacy support 9. Partner with the "Yes We Can Read" to provide reading mentors for TK/Kindergarten and 1st grade.	1. - 11., 8/18 - 6/19	1. Teachers, Principal, Instructional Coach, ILT 2. City Year, YMCA, Principal 3. City Year, Teachers, Principal 4. Teachers, Principal, Instructional Coach 5. Teachers, Principal, Community Liaison 6. Teachers, Principal, Community Liaison 7. Teachers, Principal 8. Teacher, Principal, Parents 9.Teachers, Principal, Grail	Printer Cartridges, Copy Costs Copier Leases Materials and Supplies, Awards	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Supplemental/Conce ntration Supplemental/Conce ntration Title I	5000 100 1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Daily schedules will reflect daily time for interventions with student placement informed by analysis of achievement gaps. 11. Student participation in STEAM Showcase, Spelling Bee, etc.		Volunteers 10-11. Teachers, Principal, Instructional Coach				
Teaching and Learning: 1.Implement small group instruction in all grade levels to provide strategic intervention and acceleration to all students. Effective implementation of the model allows teachers to provide all students access to the core curriculum including Interventions for students who are within two years of grade level and intensive intervention for all students two or more years below grade level. 2.. Scaffold content instruction for English Learners to support access to grade-level curriculum 3.Service students who do not respond during Direct Instruction or small groups through SST process for intensive intervention support. 4.Utilize Positive Behavior Intervention Systems (PBIS) language in all classrooms. 5. Provide resources to support all aspects of Balanced Literacy (e.g. leveled books, classroom libraries, etc.).	1-21., 8/18 - 6/19	1. Teachers, Principal, Instructional Coach 2. Teachers, Instructional Coach 3. Teachers, Principal, Instructional Coach, School Psychologist 4. Teachers, Principal, Community Liaison 5. Teachers, Principal 6. Teachers, Principal	Supplemental Materials Contract Services - Testing Coordinator Materials and Supplies	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Title I Title I Supplemental/Conce ntration	4000 3,000 200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6.All students will be given additional reading of teacher-selected text		7. Teachers, Principal				
7.Implement engagement strategies to ensure all students are actively engaged at all times.		8.Teachers, Principal				
8.Implement equitable participation protocols that support student responses and accountability.		9. Teachers				
9.All teachers implement open-ended questioning strategies and projects across subject areas to ensure development of high level thinking skills.		10. Teachers, Instructional Coach, Principal				
10.Classroom environments are created to offer optimum learning at differentiated levels.		11. Teachers, Principal, Springboard After School				
11. Provide all students full access to the curriculum in reading and math including strategic intervention for students within two-years of grade level, and intensive intervention for students 2+ years below grade level.		12-17. Principal, ILT, Teachers				
12. Increase the degree, quality, and use of data systems that help staff monitor student achievement.						
13. Consistently utilize ROCI methods to monitor and make instructional adjustments.						
14. Implement skills-based lessons during small-group instruction.						
15. Support students in working						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
independently and small groups using manipulatives in order to move from abstract to concrete. 16. Utilize curricular intervention materials during the small group instruction block. 17. Utilize weekly/ongoing teacher-made assessments; reflect and utilize data/information to plan instruction based on students' needs. 18. Increase access to leveled reading resources that teachers can use to target reading instruction and students can use to practice		18. Principal, Instructional Coach				

Strategy #2:

Foster distributed leadership (via an Instructional Leadership Team) to collaboratively and collectively support all staff in meeting the needs of all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Site Instructional Leadership Team will continue to monitor the TOA and revise the Professional Learning Plan to meet our goals for each cohort. 2. Grade Level Collaboration Teams will review how to differentiate instruction during small group work 3. All Professional Development will be aligned in collaboration with ILT on a monthly basis to ensure that our plan is executed in a way that achieves the intended results of	1.-4. 8/18 - 6/19	1. Teachers, Principal, ILT, Instructional Coach 2. Teachers, ILT, Principal 3. ILT, Principal, Instructional Coach	Materials and Supplies Teacher release for PD	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I Title I	100 2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
improving teacher practices 4. Build the capacity of the ILT to facilitate high quality Grade Level Collaboration		4. Principal, Instructional Coach, ILT				

Strategy #3:
In collaboration with the Human Resource Department, hire and retain teachers who are highly qualified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire high quality teachers, if needed	8/18	Principal, Human Resources	Review applications and conduct interviews (as needed)			
Provide BTSA and Intern support, if needed	8/18 - 6/19	Academic Services	Assign a mentor and submit all paperwork to New Teacher Center			
Provide professional development opportunities	8/18 - 6/19	Principal, Academic Services	Determine needs, contact PD providers, set dates, get contracts when necessary			
Provide on-site professional development and coaching opportunities	8/18 - 6/19	Principal, Instructional Coach	Coaching Support			
Engage in Evaluation Cycle for selected certificated and classified staff	9/18 - 5/19	Principal, Certificated Staff, Classified Staff	Evaluation Cycle			

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:

SUBJECT: English Language Development
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
All students will reach high standards, at a minimum attaining proficiency in English as measured by state, district and local assessments.
Data Used to Form this Goal:
Benchmark Leveled Screener data and Longitudinal CELDT/ELPAC data disaggregated by Grade-level, language domain/strand, language proficiency attainment, and ethnicity.
Findings from the Analysis of this Data:
77% of English Learners at Dorsa are in the Intensive Proficiency Band according to 2017-18 EOY Benchmark Leveled Screener (i.e. 2+ years below grade level) Approximately 79% of English Learners at Dorsa are in Level 3 (~33%), Level 2 (~28%), and Level 1 (~17%) proficiency bands.
How the School will Evaluate the Progress of this Goal:
We will measure English Proficiency through use of ELPAC data, reclassification data and increases in reading data (using Benchmark Leveled Screener data and i-Ready data).

Strategy #1:
Ensure all staff and families have the necessary information and training to intentionally target the instructional needs of students classified as English Learners.

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
Involvement: 1.Provide parent workshops to inform parents about ELPAC and Reclassification criteria. 2.Conduct Family Coffees/ELAC to answer questions about English proficiency. 3.Use small group targeted instructional strategies during Designated ELD. 4.Conduct monthly meetings with the Instructional Leadership Team (ILT) and recurring meetings with ELAC to develop, revise and monitor school ELL plan 5.Hold parent meetings to discuss re-designation criteria and interpret ELPAC 6.Engage in ROCI Cycles including analysis of data related to English proficiency and English Learners 7.Provide a special recognition assembly for students who have met the redesignation/ reclassification criteria. 8.Host Family Literacy Nights to communicate and develop reading support at home 9.Distribute English Language Development materials to families 10. Conduct parent-teacher conferences to share progress regarding students' English language development	1.-13. 8/18-6/19	1. Teachers, Principal, Instructional Coach 2. Principal, Community Liaison 3. Teacher, Principal, Instructional Coach 4. Principal, Community Liaison 5. Principal 6.Principal, Teachers, Instructional Coach 7. Principal, Teachers, Community Liaison 8. Principal, Community Liaison, Teachers 9. Principal, Office Staff 10. Teachers 11. Principal, Community Liaison	Rental, Leases (Copier Leases) Materials and Supplies Student Learning Recognition, Awards	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Supplemental/Conce ntration Supplemental/Conce ntration Title I	1000 1000 527

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards, Assessments, and Accountability: 1.Grade levels analysis of data disaggregated by English proficiency in order to inform instruction. 2.Analyze EnVision Math and Benchmark assessments and curriculum in order to identify necessary scaffolding for English Learners 3.Engage in on-going Grade Level Collaboration to plan support for English Learners and Designated ELD instruction. 4.Implement blended learning programs such as i-Ready and Imagine Learning to target students' reading and language needs	1.-4. 8/18 - 6/19	1-4. Teachers, Principal, Instructional Coach, ILT	Materials	4000-4999: Books And Supplies	Title I	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing and Professional Development: 1.Provide all site staff professional development on the ELA and Math CCSS, Reading Development, ELD, and other academic and social-emotional areas of need 2.i-Ready, Benchmark Leveled Screener, and Imagine Learning data will be used to identify gaps with essential standards and skills to focus on during small group instruction and Designated ELD 3. Lesson Plan for Designated ELD 4.Utilize results to modify instruction and share best practices in grade-level meetings. 5.Provide opportunities for peer learning and development of best practices 6.Attend on-going staff development provided by the district, county, and school site. 7.Attend ELA and Math CCSS, Reading Development, ELD, and other academic and social-emotional areas of need 8. Establish a system for coordination of testing, leveraging a site coordinator to support training and implementation	1.-8 8/18-6/19	1-7. Teachers, Principal, Instructional Coach 8. Principal, Testing Coordinator	Release for PD Testing Coordinator	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Title I	1000 3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Opportunity & Equal Educational Access: 1.Instructional minutes reflect daily time for Designated ELD instruction 2.Implement interventions before or after school for students who haven't attainted English proficiency 3.Provide/upgrade resources and technology (including blended learning programs) to target students' language development needs	1.-3. 8/18-6/19	1-3. Teachers, Principal, Instructional Coach	Copier Leases	5000-5999: Services And Other Operating Expenditures	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching and Learning 1.Provide all students full access to the core curriculum in reading and math, including strategic intervention for all students within two years of grade level and intensive intervention for all students two or more years below grade level. 2.Increase the degree and quality in the use of data systems to monitor student achievement 3.Use a consistent ROCI method to monitor and make instructional adjustments 4.Implement skill-based ELD lessons 5.All teachers implement frequent formative assessments, analyze and use information to plan instruction based on students' needs. 6.Teachers identify all ELL students and their proficiency levels. 7. Identify language objectives for Designated ELD lessons/instruction 8. Provide structured opportunities for academic English practice using sentence starters, sentence stems, word banks, graphic organizers, etc. 9. Provide students with plenty of opportunities for interactive learning and structured discussions. 10. Implement and monitor the ELA Workshop plan materials and their effectiveness to assure access to the core curriculum for all English	1.-14. 8/18-6/19	1. Teachers, Principal, Instructional Coach 2. Principal, ILT, Instructional Coach 3. Principal, ILT, Instructional Coach, Teachers 4. Principal, Teachers, Instructional Coach 5. Principal, Teachers, ILT, Instructional Coach 6. Principal, Teachers, Instructional Coach 7. Teachers 8. Teachers 9. Teachers 10. Principal, Teachers, Instructional Coach, ILT	Materials and Supplies Extended learning and field trip opportunities	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	None Specified Supplemental/Concentration	6000

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Welcoming Climate Conducive to Learning
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
Establish a school-wide approach to culture and climate (including behavior and discipline) that positively reinforces desired behaviors and creates an atmosphere conducive to learning.
Data Used to Form this Goal:
2017-18 LCAP Survey data as well as qualitative data from parent and student interactions.   Review of longitudinal discipline data for the past 3 years   Behavior/Discipline referrals during the 2017-18 school year (to date)
Findings from the Analysis of this Data:
Classroom walkthroughs indicate that teachers have established clear behavior expectations and routines with students intended to focus classroom time on teaching and learning. Data from parents indicate a desire to engage in events and activities that reinforce the sense of community among Dorsa parents, staff, and students. More extreme challenges with behavior and discipline tend to be a result of a social-emotional need within children's lives; needs that require attention to the social-emotional health of a child. Further work defining Dorsa's schoolwide philosophy and practices would help reinforce the great work already in place.
How the School will Evaluate the Progress of this Goal:
We will use LCAP Survey data from Dorsa families to measure progress regarding the parent/family/community perspective. Qualitative data/input from parents during various parent engagement activities (such as Parent Coffees, etc.) will also be used. Discipline Referral data will be used improvements from beginning of year to end of year.

Strategy #1:
Continue to define Dorsa's school-wide approach to behavior and discipline.

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
Involvement: 1. Staff will work toward establishing a positive school-wide approach to behavior and discipline that will be implemented consistently across all classrooms and staff. 2. All subs and volunteers will support Dorsa's school rules and positive behavior and discipline approach 3. Community Partners will provide incentives to improve student motivation to attend school and to promote a positive school climate. 4. All staff will follow routines outlined within the school-wide approach including outlined behavior expectations, feedback systems, and incentives. 5. Establish and build capacity of School Culture and Safety Leadership Team to lead the planning and implementation of a Positive Behavior Intervention System; Participate in staff development to support improved school culture. 6. Implement Little Heroes to support strengthening of school culture and leadership opportunities for students 7. Establish other programs (such as Nutrition Ed, ECOPP, Project Cornerstone, etc.) to provide a well-rounded experience for students, and resources to help them make healthier choices (physically, emotionally, socially, etc.)	1- 7. 8/18 - 6/19	1. Principal, Certificated Staff, Classified Staff 2. Principal, Community Liaison, Volunteers 3. Principal, Community Liaison, Community Partners 4. Principal, Certificated Staff, Classified Staff 5. Principal, SCSL Team 6. Principal, Little Heroes Staff 7. Principal, Community Liaison	Incentives, Ribbons, Awards	4000-4999: Books And Supplies	None Specified	

The Single Plan for Student Achievement

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12/11/18

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Principal will hold regular discussions with parents/ guardians to address concerns and hear ideas for improving school culture and climate 2. Students will be referred to the Principal for escalated behavior support/interventions 3. All grade level teams will develop Team Charters that include optimal ways-of-working 4. City Year will get training to support behavior and discipline expectations 5. Students exemplifying Dorsa Core Values will be rewarded Dorsa Dollars	1-5. 8/18 - 6/19	1. Principal, Community Liaison, Parents/ Guardians 2. Principal, Teachers 3. Principal, Teachers 4. City Year, Principal, Instructional Coach 5. Principal, Community Liaison, Certificated and Classified Staff	Materials and Supplies	4000-4999: Books And Supplies	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide staff professional development to support implementation of a school-wide approach to behavior and discipline 2. Continue implementing Peace Builder Program 3. Provide staff with coaching support to strengthen implementation of classroom management systems aligned to Dorsa's school-wide approach 4. Promote positive behavior and recognize achievement through Awards Ceremonies and Special Education graduation recognitions 5. Provide playground supervision	1-4. 8/17 - 6/18	1. Principal, Instructional Coach 2. Principal, Certificated and Classified Staff 3. Principal, Instructional Coach 4. Principal, Community Liaison, Teachers 5. Principal, Teachers, Noon Duty Staff	Materials and Supplies Supervision	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	None Specified Title I	 1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implement professional development for City Year 2. Continue BAWSI Girls program to foster leadership and self-esteem in girls 3. Continue Girls/Boys/Cub Scouts to support Family Engagement 4. Continue and deepen partnerships with social services agencies such as Foothill Community Health Center, Alum Rock Counseling Center, Grail Family Services, etc. 5. Refer students and families to social services when needed 6. Partner with neighborhood/community associations/ organizations 7. Provide opportunities for after school clubs 8. Continue Parent-Teacher Association 9. Re-establish Associated Student Body (ASB)	1-9. 8/18 - 6/19	1. Principal, Instructional Coach 2. Principal, Community Liaison 3. Principal, Community Liaison 4. Principal 5. Principal, Teachers 6. Principal, Community Liaison 7. Principal, Teachers 8. Principal, Community Liaison 9. Principal, ASB Team	Materials and Supplies	4000-4999: Books And Supplies	Title I	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide ongoing professional development and coaching to promote positive, safe learning environments 2. All classified and certificated staff establish positive, clear ways-of-working 3. Students support Morning Announcements including Flag Salute and Peace Builder Pledge 4. School rules are made explicit and displayed throughout the school. Utilize updated signage and other safety equipment to increase awareness of safety protocols. 5. Reward and recognize positive behavior 6. Develop individualized behavior plans to support students in meeting behavior expectations 7. Meet with families to strengthen home-school connection 8. Spirit Days to promote positive learning environment 9. All staff held to high standards for respectful interactions with students and families, even when topics are difficult 10. Family-friendly events that celebrate the community 11. Utilize updated signage and other safety equipment to increase awareness of safety protocols.	1-11. 8/18 - 6/19	1. Principal, Instructional Coach 2. Principal, Classified and Certificated Staff 3. Principal, Teachers 4. Principal, Teachers 5. Principal, Teachers, Community Liaison 6. Principal, Teachers 7. Principal, Teachers, Community Liaison 8. Principal, Community Liaison 9. Principal, Certificated and Classified Staff 10. Principal, Community Liaison 11. Principal	Materials and Supplies Release time for teachers Safety Equipment	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	None Specified Title I None Specified	500

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Stakeholder Engagement
LEA GOAL:
Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
Partner effectively with various stakeholders to strengthen and align support for students.
Data Used to Form this Goal:
2017-18 LCAP Survey data as well as qualitative data from parent and student interactions.
Findings from the Analysis of this Data:
Stakeholders want to be informed about school plans, important information, and tools available to them to best support student learning. Stakeholders want to contribute and work in collaboration to deepen learning for each student.
How the School will Evaluate the Progress of this Goal:
Increase in the number of parents/families attending school events. Increase in the number of events hosted to strengthen Dorsa community. Continuation/ establishment of partnerships that reinforce school priorities/goals.

Strategy #1:
Foster/deepen opportunities for parent leadership.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1. Recruit and support parent leaders for SSC/DAC, ELAC/ DELAC, PTA, and SPARC. 2. Establish a clear calendar of meetings for SSC, ELAC, and Parent Coffees.	1-6. 8/18-6/19	Principal, Community Liaison	Copier Leases	5000-5999: Services And Other Operating Expenditures	None Specified	
			Materials and Supplies	4000-4999: Books And Supplies	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Gather interest from parents and communities of resources and information they would like access to. 4. Establish other programs (such as Nutrition Ed, ECOPP, Project Cornerstone, etc.) to resources to parents so that they can help students make healthier choices (physically, emotionally, socially, etc.) 5. Deepen Parent Volunteer Program through stronger coordination and communication of opportunities - both in and out of the classroom			Rentals and Copier leases	5000-5999: Services And Other Operating Expenditures	None Specified	

Strategy #2:
Implement key actions to increase home-school connections.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the number of family-friendly events	8/18 - 6/19	Principal, Community Liaison	Materials and Supplies	4000-4999: Books And Supplies	Title I	1000

Strategy #3:
Establish effective systems for communication between school and stakeholders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Employ a monthly newsletter to families 2. Employ a weekly staff memo to	1-6. 8/18 - 6/19	Principal	Printing, Copying Services	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
teachers 3. Utilize Morning Announcements to share information with staff and students 4. Utilize Parent Link to share information with families 5. Be accessible for phone calls, meetings, emails, etc. with families and community members 6. Utilize Sangha App to support communication to/from families						

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Planned Improvements in Student Performance

School Goal #5

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Planned Improvements in Student Performance

School Goal #6

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:						

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

Strategy #4:						

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

Strategy #5:						

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

Strategy #6:						

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

School Goal #7

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

School Goal #8

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

SUBJECT:

LEA GOAL:

SCHOOL GOAL #6:

Data Used to Form this Goal:

Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	64,691.24	0.00
Supplemental/Concentration	33,400.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	500.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	1,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	15,577.00
5000-5999: Services And Other Operating	Supplemental/Concentration	9,492.00
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	831.00
5800: Professional/Consulting Services And	Supplemental/Concentration	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	18,050.24
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	35,402.00
5000-5999: Services And Other Operating	Title I	8,239.00
None Specified	Title I	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	33,400.00
Title I	64,691.24

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	18,550.24
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	50,979.00
5000-5999: Services And Other Operating Expenditures	17,731.00
5700-5799: Transfers Of Direct Costs	831.00
5800: Professional/Consulting Services And Operating	6,000.00
None Specified	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,464.24
Goal 2	17,527.00
Goal 3	1,600.00
Goal 4	2,500.00

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
Viviana Garcia-Principal	X				
Mervat Aly - Co-Chairperson		X			
Rosalinda Marquez-Secretary			X		
Linda Porter - DAC Alternate		X			
Douglas Kraft - Chairperson				X	
Daisy Posadas				X	
Brenda Ceron				X	
Magda Caldera				X	
Numbers of members of each category:	**1**	**2**	**1**	**4**	

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)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

        English Learner Advisory Committee

                                              _____
                                                          Signature

        Special Education Advisory Committee

                                              _____
                                                          Signature

        Gifted and Talented Education Program Advisory Committee

                                              _____
                                                          Signature

        District/School Liaison Team for schools in Program Improvement

                                              _____
                                                          Signature

        Compensatory Education Advisory Committee

                                              _____
                                                          Signature

        Departmental Advisory Committee (secondary)

                                              _____
                                                          Signature

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

        Instructional Leadership Team   _____

                                                                  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 10-18-18.

Attested:

Viviana C. Garcia
_____   _____   _____
      Typed Name of School Principal   Signature of School Principal   Date

Douglas Kraft, Chairperson
_____   _____   _____
      Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date