

# The Single Plan for Student Achievement

**School:** Fischer Middle School  
**CDS Code:** 43693696046148  
**District:** Alum Rock Union Elementary School District  
**Principal:** Imee C. Almazan, Ed.D.  
**Revision Date:** 10-31-18

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

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

**Contact Person:** Imee C. Almazan, Ed.D.  
**Position:** Principal  
**Phone Number:** (408) 928-7500  
**Address:** 1720 Hopkins Drive  
San Jose CA, 95122  
**E-mail Address:** imee.almazan@arUSD.org

**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Fischer Middle School's Vision and Mission Statements

Everything we do, we believe in preparing diverse leaders who are empowered to meet the challenges of an evolving society.

## School Profile

Fischer Middle School of Business and Communications is part of the New Tech Network of Schools and is located at 1720 Hopkins Dr., San Jose, CA 95122 which is in the heart of a culturally rich East San Jose. We serve all students in grades 6-8.

Clyde L. Fischer Middle School is a school on the rise. We remain dedicated to our Fischer Mission Statement which is to prepare diverse leaders who are empowered to meet the challenges of an evolving society. We are very proud of the growth we have made thus far and remain motivated to surpass even the highest of expectations. Our success is due to a strong home-school partnership, a dedicated staff, the integration of technology and most importantly, hardworking teachers and students dedicated to high achievement.

Fischer Saints are resilient youth, empowered to succeed. We strongly believe that students learn best in a setting where they are well-known, where expectations are high, support is strong and where their voices are valued. We expect all of our students to become college graduates and return to our community to contribute to its wealth and growth. Our successful examples of community leadership coupled with our commitment to extend learning beyond the walls of the classroom setting have truly created an incomparable atmosphere. At Fischer, we dream, believe and achieve with great courage and integrity.

Fischer Middle School provides an academically challenging curriculum to support the development of student leaders and an atmosphere for students to mature socially and to develop into advocates for justice. Our goals are aligned with the four Instructional Pillars of the Alum Rock District. This includes classroom environment, support for English learners, differentiated instruction and substantial meaningful technology usage. We will prepare our students to be productive learners and citizens.

## 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).

Throughout the year, students and parents have an opportunity to provide feedback to administration and teachers. For example, students complete three school culture surveys in the Fall, Winter, and Spring. Questions on the school survey assess, for example, school connectedness and relationships with classmates and staff. Parents have opportunities to share their feedback on the LCAP and school safety for example. Additionally, parents are always notified of parent cafes, school site council meetings, and other school functions to share their feedback with administration and/or staff.

### 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 observations are conducted by administrators. Administrators focus on three areas: Learners, Instruction and Rigor, and Cultural Environment and Materials. Examples of the following focus include but are not limited to:

Learners: Engagement, active listening and participation in whole and small groups, student use of academic language as stated in the objective

Instruction and rigor: use cognitive and linguistic functions such as compare/contrast, cause and effect, proposition and support . Use of various sentence frames, practice of academic language, flexible use of language.

Cultural environment and materials: content and language goals are stated and posted in the classroom, bricks and mortar (word bank, sentence stem, writing template), think alouds, graphic organizers, use of manipulatives

### **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)

Fischer administration and teachers use student achievement data from CAASP, Study Sync assessments for RLA, CPM benchmarks for Math, ELPAC i-Ready, E3D and quarterly report cards in order to modify instruction frequently to improve student achievement data.

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

Fischer teachers engage in ROCI, Results Oriented Cycles of Inquiry in a systematic way. Teachers collaborate by grade levels and content areas to deepen their knowledge of curriculum, instruction, assessment, as well as constantly monitor student progress towards the acquisition of standards mastery. Teachers administer different assessments to inform instruction and use Data Zone, iReady, and "Illuminate" for data management system. Teachers can access their students' performance data on a daily basis. Teachers can compare their students' data to school-wide, district, state and national to determine student performance and monitor goal attainment. This information can guide their efforts to provide individualized instruction and differentiation responsive to their students' assessed needs.

### **Staffing and Professional Development**

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

Fischer teachers meet the requirements for highly qualified staff.

Ongoing professional development on site includes but is not limited to: Constructing Meaning and the 4 C's., VILS Module and Ed Tech Teacher PD, and New Tech Network.

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

Fischer teachers are trained on Study Sync and CPM curriculum. New teachers to Fischer are trained on the SBE adopted curriculum during their first year.

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

Fischer staff engage in a variety of professional development opportunities throughout the school year such as professional learning communities for teachers, counselors, and administration in areas of RLA, math, constructing meaning, and instructional leadership and practices

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

Administration provides instructional assistance and support for teachers via formal and informal observations throughout the school year. BTSAs and district and site instructional coaches offer support to teachers in RLA or math.

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

Fischer teachers are given some collaboration time in grade level/content areas on Tuesdays. Faculty has teacher led collaboration time every Thursday which is our early student release day. Teachers are also released during the school year for grade level collaboration at least once a semester.

### Teaching and Learning

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

Fischer Middle School follows all ARUSD and California Department of Education mandated assessments. Our instructional staff teaches the California State Content Standards and has implemented a series of formative assessments to determine student learning goals and develop interventions necessary to promote success.

Data Zone and Illuminate data systems and i-Ready software have been standardized in the District and is used at Fischer Middle School to determine appropriate academic interventions for mathematics and English/Language Arts.

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

Instructional minutes are set forth by the collective bargaining agreement between the district and teachers' union and are aligned with state expectations.

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

Fischer teachers are provided a suggested pacing by the district for Study Sync and the CPM curriculum comes with a pacing guide. Identified students are given an ELD class in addition to their core content class.

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

The district, in partnership with site teacher leaders work collaboratively to ensure that we have the necessary amount of materials to ensure all students have access to the curriculum.

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)

The district and site leadership work collaboratively to adopt and implement state adopted instructional materials.

Teachers

supplement instructional materials with a wide range of information (primary sources, computer based appropriate websites, etc.) making the concepts relevant to students' lives.

## Opportunity and Equal Educational Access

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

Research shows that when intervention is optional (before or after school) students tend to opt out of services. We are accommodating that by building time into our normal day's schedule to address intensive learning needs. For example, teachers are expected to provide at least 45 minutes of i-Ready time in RLA and math classes each week. This year, 6th grade teachers have access to the ST Math program as another intervention tool to help students.

### 14. Research-based educational practices to raise student achievement

Administration participates in the Instructional Leaders Professional Learning Community at least once a month. During these meetings, instructional leaders are provided research based educational practices to help inform our instructional pedagogy in assisting teachers with ELLs, SPED, etc. These practices include but not limited constructing meaning, instructional shifts in ELA and Math, and the 4 C's.

## Parental Involvement

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

Fischer has a full time Parent/Community Liaison who supports outreach to parents, district recruitment efforts to enroll new or returning students Alum Rock, and facilitate parent meetings. Our parent/community liaison also connects parents and families to appropriate resources in the community as well as bridge communication between school to home.

Additionally, the parent/community liaison will encourage and coordinate parent education and involvement in various school programs and other activities, perform liaison duties between school and parents at Fischer, refer families to local agencies or school services as appropriate, prepare and maintain related records and reports and facilitate family participation in various activities; identify and encourage recruitment of parent volunteers.

### 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)

We work with our parent/community liaison to increase parent involvement in the daily operations of the school site.

We also work with some of our parent community within our School Site Council (SSC) to assist us with developing our school goals and the alignment of monetary resources to ensure we meet those goals. Parents are invited to meet with the administration at the monthly parent cafes either in the morning session or afternoon session. Parents are also encouraged to participate in the PTA.

Additionally, Fischer has an instructional leadership team that includes a teacher from each of the committees, PE, and SPED.

## Funding

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

We have an amazing City Year program that help students that are trying to master the English Language and math standards. They work with students in their content classes during the instructional day and in their extended learning time classes outside the school day. During after school time, City Year provides opportunity for homework support and has a STEAM curriculum that teach all students in the after school program.

## 18. Fiscal support (EPC)

Fischer receives support from appropriate district office departments to ensure that we spend monetary resources with fidelity to assist students in improving their academic achievement..

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

As reported on the Spring SBA test results 2018, these are the results schoolwide for following content areas:

ELA:

Exceeding standard: 3.49%  
At standard: 12.7%%  
Standard nearly met: 29.21%  
Standard not met: 54.6%

Math:

Exceeding standard: 5.94%  
At standard: 10.31%  
Standard nearly met: 23.75%  
Standard not met: 60%

In the math content areas specifically, students are continuing to struggle because they are at least 2 or more grade levels behind.

The 16-17 data is as follows: 27% of the students who completed the CELDT test were proficient. 73% of the students who completed the CELDT test were not proficient.

18 students (14%) were re-designated in 16-17.

- Teachers need continuing professional development in order to support ELLs in all domains: speaking, listening, reading, and writing.
- Newly re-designated students also need ongoing support with English language development.
- ELD instruction is within the instructional day not outside.

## 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 6                                | 122                    | 90    | 115   | 117                  | 84    | 111   | 117                       | 84    | 111   | 95.9                          | 93.3  | 96.5  |
| Grade 7                                | 146                    | 128   | 80    | 143                  | 121   | 77    | 142                       | 121   | 77    | 97.9                          | 94.5  | 96.3  |
| Grade 8                                | 148                    | 151   | 127   | 148                  | 147   | 127   | 148                       | 147   | 127   | 100                           | 97.4  | 100   |
| All Grades                             | 416                    | 369   | 322   | 408                  | 352   | 315   | 407                       | 352   | 315   | 98.1                          | 95.4  | 97.8  |

\* 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 6                              | 2481.4           | 2460.2 | 2438.7 | 6                   | 3.57  | 1.80  | 20             | 17.86 | 10.81 | 37                    | 33.33 | 29.73 | 38                 | 45.24 | 57.66 |
| Grade 7                              | 2500.7           | 2516.8 | 2465.8 | 6                   | 9.92  | 2.60  | 24             | 24.79 | 10.39 | 27                    | 31.40 | 28.57 | 42                 | 33.88 | 58.44 |
| Grade 8                              | 2549.9           | 2517.5 | 2499.9 | 10                  | 4.08  | 5.51  | 32             | 24.49 | 15.75 | 34                    | 30.61 | 29.13 | 24                 | 40.82 | 49.61 |
| All Grades                           | N/A              | N/A    | N/A    | 8                   | 5.97  | 3.49  | 26             | 23.01 | 12.70 | 32                    | 31.53 | 29.21 | 34                 | 39.49 | 54.60 |

| 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 6   | 9                | 4.76  | 5.41  | 45                    | 42.86 | 31.53 | 45               | 52.38 | 63.06 |  |
| Grade 7   | 8                | 14.05 | 3.90  | 45                    | 44.63 | 31.17 | 47               | 41.32 | 64.94 |  |
| Grade 8   | 20               | 8.84  | 11.02 | 46                    | 41.50 | 36.22 | 34               | 49.66 | 52.76 |  |
| All Grades  | 13               | 9.66  | 7.30  | 45                    | 42.90 | 33.33 | 42               | 47.44 | 59.37 |  |

| 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 6                                | 6                | 9.52  | 3.60  | 49                    | 42.86 | 39.64 | 45               | 47.62 | 56.76 |
| Grade 7                                | 13               | 14.88 | 6.49  | 47                    | 58.68 | 42.86 | 39               | 26.45 | 50.65 |
| Grade 8                                | 15               | 10.20 | 8.66  | 55                    | 50.34 | 49.61 | 30               | 39.46 | 41.73 |
| All Grades                             | 12               | 11.65 | 6.35  | 50                    | 51.42 | 44.44 | 38               | 36.93 | 49.21 |

| Listening<br>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 6   | 4                | 8.33  | 2.70  | 73                    | 48.81 | 45.05 | 23               | 42.86 | 52.25 |
| Grade 7   | 6                | 8.26  | 1.30  | 61                    | 55.37 | 38.96 | 32               | 36.36 | 59.74 |
| Grade 8   | 8                | 7.48  | 5.51  | 68                    | 58.50 | 53.54 | 24               | 34.01 | 40.94 |
| All Grades  | 6                | 7.95  | 3.49  | 67                    | 55.11 | 46.98 | 27               | 36.93 | 49.52 |

| Research/Inquiry<br>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 6  | 11               | 9.52  | 10.81 | 62                    | 52.38 | 42.34 | 27               | 38.10 | 46.85 |
| Grade 7  | 19               | 17.36 | 7.79  | 50                    | 52.89 | 51.95 | 31               | 29.75 | 40.26 |
| Grade 8  | 22               | 14.97 | 14.17 | 59                    | 48.30 | 46.46 | 18               | 36.73 | 39.37 |
| All Grades   | 18               | 14.49 | 11.43 | 57                    | 50.85 | 46.35 | 25               | 34.66 | 42.22 |

**Conclusions based on this data:**

1. Incoming 6th grade students at least 1 or more grade levels behind in ELA. Student performance in this grade level is substantially lower than the district and statewide averages.
2. Overall, 8th grade students improved in proficiencies levels in all four ELA categories as compared to the other grade levels based upon the comparisons of 14-15 and 15-16 data.

## 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 6                                | 122                    | 90    | 115   | 120                  | 88    | 114   | 120                       | 88    | 114   | 98.4                          | 97.8  | 99.1  |
| Grade 7                                | 146                    | 128   | 80    | 145                  | 126   | 79    | 145                       | 126   | 79    | 99.3                          | 98.4  | 98.8  |
| Grade 8                                | 148                    | 151   | 127   | 148                  | 150   | 127   | 148                       | 150   | 127   | 100                           | 99.3  | 100   |
| All Grades                             | 416                    | 369   | 322   | 413                  | 364   | 320   | 413                       | 364   | 320   | 99.3                          | 98.6  | 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 6                              | 2468.3           | 2440.2 | 2440.6 | 3                   | 3.41  | 1.75  | 9              | 7.95  | 7.02  | 39                    | 19.32 | 27.19 | 48                 | 69.32 | 64.04 |
| Grade 7                              | 2486.1           | 2489.3 | 2476.8 | 11                  | 5.56  | 5.06  | 16             | 22.22 | 15.19 | 24                    | 22.22 | 27.85 | 49                 | 50.00 | 51.90 |
| Grade 8                              | 2531.7           | 2475.9 | 2488.1 | 16                  | 10.67 | 10.24 | 14             | 12.00 | 10.24 | 28                    | 14.00 | 18.11 | 42                 | 63.33 | 61.42 |
| All Grades                           | N/A              | N/A    | N/A    | 11                  | 7.14  | 5.94  | 13             | 14.56 | 10.31 | 30                    | 18.13 | 23.75 | 46                 | 60.16 | 60.00 |

| Concepts & Procedures<br>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 6  | 5                | 5.68  | 4.39  | 33                    | 18.18 | 14.04 | 63               | 76.14 | 81.58 |  |
| Grade 7  | 17               | 10.32 | 8.86  | 24                    | 32.54 | 25.32 | 59               | 57.14 | 65.82 |  |
| Grade 8  | 22               | 13.33 | 11.81 | 30                    | 18.00 | 21.26 | 47               | 68.67 | 66.93 |  |
| All Grades   | 15               | 10.44 | 8.44  | 29                    | 23.08 | 19.69 | 56               | 66.48 | 71.88 |  |

| Problem Solving & Modeling/Data Analysis<br>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 6  | 5                | 3.41  | 4.39  | 40                    | 27.27 | 30.70 | 55               | 69.32 | 64.91 |
| Grade 7  | 12               | 9.52  | 7.59  | 44                    | 38.10 | 39.24 | 44               | 52.38 | 53.16 |
| Grade 8  | 14               | 10.67 | 13.39 | 53                    | 25.33 | 38.58 | 32               | 64.00 | 48.03 |
| All Grades   | 11               | 8.52  | 8.75  | 46                    | 30.22 | 35.94 | 43               | 61.26 | 55.31 |

| Communicating Reasoning<br>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 6  | 5                | 4.55  | 2.63  | 44                    | 32.95 | 35.96 | 51               | 62.50 | 61.40 |
| Grade 7  | 12               | 12.70 | 6.33  | 43                    | 51.59 | 49.37 | 44               | 35.71 | 44.30 |
| Grade 8  | 18               | 10.00 | 12.60 | 50                    | 37.33 | 36.22 | 32               | 52.67 | 51.18 |
| All Grades   | 12               | 9.62  | 7.50  | 46                    | 41.21 | 39.38 | 42               | 49.18 | 53.13 |

**Conclusions based on this data:**

1. Incoming 6th grade students at least 1 or more grade levels behind in ELA. Student performance in this grade level is substantially lower than the district and statewide averages.

## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>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<br>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<br>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<br>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<br>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<br>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<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

|   |
|---|
| <b>SUBJECT: English/ Language Arts and Math</b>   |
| <b>LEA GOAL:</b>  |
| Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century   |
| <b>SCHOOL GOAL #1:</b>  |
| 100% of students will show growth on the SBA - one band each year (For example, students will move from: Below Standard to Approaching Standard; Approaching standard to At Standard; At Standard to Above Standard or students will show higher scale scores from the previous year).        |
| 100 % of students in grades 6-8 will show growth on the SBA increasing one band each year. (For example, students will move from Below Standard to Approaching Standard; Approaching Standard to At Standard; At Standard to Above Standard)  |
| <b>Data Used to Form this Goal:</b>   |
| Previous data from SBA was compared to most recent SBA data   |
| <b>Findings from the Analysis of this Data:</b>   |
| School-wide achievement in ELA has improved slightly in different years; however, achievement for the English learner subgroup in RLA has remained consistently low, particularly for LTEL students based on analysis of baseline SBA and ELPAC results (specifically in the reading domain). |
| Math achievement scores remain consistently low across the grade levels. Compared to other schools in our district, Fischer is last in math achievement.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Using SBA baseline data, ELPAC data, curriculum embedded assessments, site based assessments, i-Ready and other local assessments.<br>Examination of student work   |
| <b>Strategy #1:</b>   |
| Provide ongoing teacher and staff support and training to increase student achievement  |

| Actions to be Taken to Reach This Goal   | Timeline       | Person(s) Responsible | Proposed Expenditure(s)   |      |                |        |
|--|----------------|-----------------------|---|------|----------------|--------|
|  |                |                       | Description   | Type | Funding Source | Amount |
| <p>English Language Arts &amp; Math grade level teams meet on a regular basis to identify and plan lessons/units around English Language Arts &amp; Math common core standards.</p> <p>English Language Arts &amp; Math teachers will concentrate on assessing students on a continuous basis using monitoring instruments. Teachers will use ROCI cycle and use common assessments to monitor student progress at least 3 times during the school year.</p> | 8/1/18-6/30/19 | Admin<br>Teachers     | <p>Teachers will be given time during staff meetings. They also have Thursday collaboration time to accomplish stated action to reach goal.</p> <p>Collaboration with Agenda will be set by Grade Level Lead and/or administrators</p> <p>Teachers will use common assessments in Study Sync and CPM (Common Core related) Teachers will use i-Ready to analyze data. I-ready and the Illuminate and data zone management systems are used by administrators and teachers to access student performance data so it can be compared to school wide, district, state, and national data to ascertain student performance and guide efforts to improve and measure the effectiveness of instruction.</p> |      |                | 0      |

| Actions to be Taken to Reach This Goal   | Timeline       | Person(s) Responsible | Proposed Expenditure(s)   |  |                            |        |
|--|----------------|-----------------------|---|--|----------------------------|--------|
|  |                |                       | Description   | Type                                       | Funding Source             | Amount |
| Classroom observations   | 8/1/18-6/30/19 | Administration        | Classroom observations will be utilized in order to verify that differentiated instruction is used to address needs of all students especially ELLs and SWDs as well as but not limited to scaffolding, various teaching strategies (i.e use of technology) to engage students, and production of oral academic language and citing evidence and providing clear reasoning to support their claims. |  |                            | 0      |
| Fischer staff will participate in professional development activities including but not limited to VILS, NTN, District and on/off site workshops/training, meetings, etc. in order to understand the instructional shifts and implications for English learners. | 8/1/18-6/30/19 | Admin Teachers        | Teachers will be engaging in discussions to analyze educational practices to improve student achievement-Extended duty time<br><br>Teachers who have not been trained on constructing meaning, Study Sync, or CPM will participate in professional development (For example, SPED teachers and new teachers to Fischer.)  | 1000-1999: Certificated Personnel Salaries | Supplemental/Concentration | 1000   |

| Actions to be Taken to Reach This Goal  | Timeline                 | Person(s) Responsible | Proposed Expenditure(s)   |  |                |        |
|---|--------------------------|-----------------------|---|--|----------------|--------|
|   |                          |                       | Description   | Type   | Funding Source | Amount |
|   |                          |                       | SPED teachers will be provided Language Live or Study Sync training and ongoing support to assist in the implementation of the curriculum through the District  |  |                | 0      |
| Instructional coach will plan and conduct PD for teachers. Additionally, the coach will provide other instructional support for teachers. | September 2018-June 2019 | Instructional Coach   | The coach will support teachers in the following ways (but not limited to):<br>complete coaching cycles with teachers, support in planning units/lesson plans, modeling lessons in the classroom, and provide release time to visit other teachers , provide feedback to teachers on their specific instructional needs.<br><br>(.25) | 1000-1999:<br>Certificated<br>Personnel Salaries | Title I        | 19782  |

**Strategy #2:**

Increase student support to improve student achievement

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible | Proposed Expenditure(s) |  |                |        |
|--|-------------------------|-----------------------|-------------------------|--|----------------|--------|
|  |                         |                       | Description             | Type   | Funding Source | Amount |
| Provide math intervention support for at-risk 6th, 7th and 8th grade students after school | September 2018-May 2019 | Teachers              | Extended duty           | 1000-1999:<br>Certificated<br>Personnel Salaries | Title I        | 2300   |

| Actions to be Taken to Reach This Goal  | Timeline                 | Person(s) Responsible | Proposed Expenditure(s)   |  |                            |        |
|---|--------------------------|-----------------------|---|--|----------------------------|--------|
|   |                          |                       | Description   | Type   | Funding Source             | Amount |
| MESA will be offered to all students as an elective and students will participate in competitions during the school year. | September 2018-May 2019  | Teachers              | Extended duty for MESA advisors separate from the stipend   | 1000-1999: Certificated Personnel Salaries           | Title I                    | 2000   |
|   |                          |                       | MESA Stipends for two advisors.   | 1000-1999: Certificated Personnel Salaries           | Title I                    | 4000   |
| Provide off site learning opportunities for students  | September 2018-June 2019 | Admin Teachers        | General and SPED students will extend their learning outside of the classroom and connect it with subject matter, college and/or careers by grade level off site learning opportunities | 5000-5999: Services And Other Operating Expenditures | Supplemental/Concentration | 3950   |
| SDC students and RSP students will use Language Live or Study Sync curriculum   | August 2018-June 2019    | Admin Teachers        | SPED teachers will be provided Language Live or Study Sync training and ongoing support to assist in the implementation of the curriculum through the District                          |  |                            |        |
| Mainstream SPED students based on IEP goals met and academic progress   | September 2018-June 2019 | IEP Team              | Place students in Least Restrictive Environment based on IEP goals and continued academic progress  |  |                            |        |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s)   |  |                            |        |
|--|----------|-----------------------|---|--|----------------------------|--------|
|  |          |                       | Description   | Type                                       | Funding Source             | Amount |
|  |          |                       | <p>SPED teachers will conduct IEP meetings in order to review student goals and plan next steps with IEP team to improve student achievement. General Ed teachers will also attend IEP meetings</p> <p>Substitute costs for SPED and Gen Ed teachers to be released during instructional time for IEP meetings and/or extended duty</p> | 1000-1999: Certificated Personnel Salaries | Supplemental/Concentration | 2500   |

**Strategy #3:**  
Implement PBL and iPad technology in the classroom

| Actions to be Taken to Reach This Goal  | Timeline             | Person(s) Responsible | Proposed Expenditure(s)  |                               |                |          |
|---|----------------------|-----------------------|--|-------------------------------|----------------|----------|
|   |                      |                       | Description  | Type                          | Funding Source | Amount   |
| Attend NTN Annual Conference and other conferences for leadership, technology integration, and content related PD | July 2018 - May 2019 | Administration        | <p>Travel (flight), transportation, meals, and lodging costs</p> <p>Staff will receive PD on how to implement PBL in the classroom and collaborate and network with other teachers and leaders</p> | 4000-4999: Books And Supplies | Title I        | 21158.69 |

| Actions to be Taken to Reach This Goal  | Timeline                     | Person(s) Responsible | Proposed Expenditure(s)   |  |                             |        |
|---|------------------------------|-----------------------|---|--|-----------------------------|--------|
|   |                              |                       | Description   | Type                                       | Funding Source              | Amount |
| Teachers and administration will participate in professional development for NTN and VILS initiatives | September 2018-June 2019     | Administration        | Teacher Residency for 8th grade teachers - 4 Substitutes needed to release teachers for training (3rd phase of implementation ) | 1000-1999: Certificated Personnel Salaries | Supplemental/Conce ntration | 1000   |
|   |                              |                       | Teachers will complete webinars/modues for continued PD for VILS  | 1000-1999: Certificated Personnel Salaries | Title I                     | 5800   |
| Implementation of instructional program   | September 2018-December 2018 | Teachers              | Instructional materials and supplies  | 4000-4999: Books And Supplies              | Supplemental/Conce ntration | 2600   |
| Technology replacement  | September 2018-April 2019    | Administration        | Purchase of LCD projectors, bulbs for LCD projectors and other basic technology needs for the classrooms                        | 4000-4999: Books And Supplies              | Supplemental/Conce ntration | 5000   |

**Strategy #4:**

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

**Strategy #5:**

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

**Strategy #6:**

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

## Planned Improvements in Student Performance

### School Goal #2

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

|   |
|---|
| <b>SUBJECT: Limited English Proficient Students</b>   |
| <b>LEA GOAL:</b><br>English Learners will have the required skills to reach grade level standards/proficiency.  |
| <b>SCHOOL GOAL #2:</b><br>20% or better of long-term EL students will be redesignated<br><br>80% of EL students will meet or exceed i-Ready growth targets in ELA and Math  |
| <b>Data Used to Form this Goal:</b><br>ELA SBA Data 2018, ELPAC Data 2018, and i-Ready data   |
| <b>Findings from the Analysis of this Data:</b><br>There is a significant number of long term EL's that have not been re-designated.<br>27% of students passed the CELDT in 2017. 73% of students did not pass the CELDT in 2017. |
| <b>How the School will Evaluate the Progress of this Goal:</b><br>SBA data, CELDT, other local assessments, curriculum embedded assessments, performance tasks, i-Ready   |
| <b>Strategy #1:</b><br>Provide ongoing teacher support and training to increase student achievement   |

| Actions to be Taken to Reach This Goal  | Timeline                   | Person(s) Responsible                   | Proposed Expenditure(s)  |      |                |        |
|---|----------------------------|---|--|------|----------------|--------|
|   |                            |   | Description  | Type | Funding Source | Amount |
| <p>All teachers will identify and plan lessons around EL needs and embed constructing meaning strategies.</p> <p>Teachers will participate in meetings, PD, and/or planning to discuss students progress.</p> | September 2018- June 2019  | Administration<br>Instructional Coaches | <p>Teachers will be given time during staff meetings. They also have Thursday collaboration time to accomplish stated action to reach goal.</p> <p>Administration and Instructional coach will provide ongoing PD on constructing meaning strategies</p> <p>ELD teachers will participate in the English 3-D training provided by the District</p> |      |                | 0      |
| Teachers will use ROCI cycle and use common assessments to monitor student progress at least three times during the school year   | September 2018 - June 2019 | Administration                          | <p>I-ready, Illuminate and "data zone" data management systems are used by administrators and teachers to access student performance data so it can be compared to school wide, district, state, and national data to ascertain student performance and guide efforts to improve and measure the effectiveness of instruction.</p>                 |      |                | 0      |

| Actions to be Taken to Reach This Goal  | Timeline                 | Person(s) Responsible | Proposed Expenditure(s)  |  |                |        |
|---|--------------------------|-----------------------|--|--|----------------|--------|
|   |                          |                       | Description  | Type                                       | Funding Source | Amount |
| Fischer staff will participate in professional development activities, classroom visits, etc including but not limited to District and on/off site workshops/training provided by NTN, VILS | September 2018-June 2019 | Administration        | Teachers will have the opportunity to participate in PD via VILS modules and on site coaching provided NTN coach   |  |                |        |
| ELD teachers will be given time to analyze ELPAC data, and meet with an administrator to follow up on ELL progress.   | September 2018-June 2019 | Instructional Coach   | Instructional coaches will assist in supporting teachers with release time to observe other ELD teachers, data, instructional coaching, and other assistance as needed, etc. | 1000-1999: Certificated Personnel Salaries | Title I        | 500    |

**Strategy #2:**

Increase student support to improve student achievement

| Actions to be Taken to Reach This Goal   | Timeline                 | Person(s) Responsible   | Proposed Expenditure(s)  |      |                |        |
|--|--------------------------|-------------------------|--|------|----------------|--------|
|  |                          |                         | Description  | Type | Funding Source | Amount |
| Students will be monitored on a continuous basis using i-Ready and English 3-D data, Study Sync, and other local assessments | September 2018-June 2019 | Administration Teachers | Administration will support ELD teachers with data analysis, lesson planning, and student progress monitoring<br><br>Instructional coaches will support as needed. |      |                |        |

| Actions to be Taken to Reach This Goal           | Timeline                      | Person(s) Responsible | Proposed Expenditure(s)  |                               |                            |        |
|--|-------------------------------|-----------------------|--|-------------------------------|----------------------------|--------|
|  |                               |                       | Description  | Type                          | Funding Source             | Amount |
| ELD classes were created to support ELL students | September 2018- November 2018 | Administration        | Five sections of ELD were created in the master schedule<br><br>1 period - 4 ELPAC<br>3 periods - 2/3 ELPAC<br>1 period - Newcomers/ 1 |                               |                            |        |
| Conduct test chats and prep in the ELD sections  | January 2019                  | Teachers Counselors   | Teachers provide test prep and chats to students regarding the importance of passing the new ELD assessment                            |                               |                            |        |
| Re-designation ceremony                          | March - April 2019            | Administration        | Students will be recognized for their re-designation status  | 4000-4999: Books And Supplies | Supplemental/Concentration | 200    |

**Strategy #3:**

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

**Strategy #4:**

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

**Strategy #5:**

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

|                     |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|
| <b>Strategy #6:</b> |  |  |  |  |  |  |
|                     |  |  |  |  |  |  |

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

## Planned Improvements in Student Performance

### School Goal #3

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

|   |
|---|
| <b>SUBJECT: Safe, welcoming, and caring environment conducive to learning</b>   |
| <b>LEA GOAL:</b>  |
| Provide all students and families a safe, welcoming, and caring environment conducive to learning   |
| <b>SCHOOL GOAL #3:</b>  |
| All students will be educated in learning environments that are safe, college-going, drug-free, and conducive to learning.<br>Restorative Justice Support and some parts of the PBIS system will be used to reduce the number of discipline referrals and suspensions by 20%.<br>Increase the parent engagement level at Fischer by 10% |
| <b>Data Used to Form this Goal:</b>   |
| Suspensions and Discipline referrals from 2016-2017 and 2017-2018 school years  |
| <b>Findings from the Analysis of this Data:</b>   |
| Suspensions from 17-18 did not decrease as compared to 17-18 suspension data.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Data sharing and meetings with teachers   |
| <b>Strategy #1:</b>   |
| Increase positive school culture among students and staff in order to decrease student suspensions, discipline referrals, and truancy   |

| Actions to be Taken to Reach This Goal   | Timeline                 | Person(s) Responsible | Proposed Expenditure(s)   |  |                                |        |
|--|--------------------------|-----------------------|---|--|--------------------------------|--------|
|  |                          |                       | Description   | Type   | Funding Source                 | Amount |
| <p>Plan quarterly School wide rallies and other school wide activities such as dances, student socials, etc. to promote a positive school culture.</p> <p>At end of each quarter, students, as a grade level, will participate in a rally to earn a recognition for teamwork, good sportsmanship, and spirit</p> | October 2018-June 2019   | Teachers              | ASB advisor stipends<br>Teacher leader from<br>Behavior Committee   | 1000-1999:<br>Certificated<br>Personnel Salaries | Supplemental/Conce<br>ntration | 1000   |
| Recognize students pro-social behavior   | September 2018-June 2019 | Teachers/Staff        | We will have PBIS incentives, monthly student of the month awards, and e2 referrals, and other material supplies for student recognition.   | 4000-4999: Books<br>And Supplies                 | Supplemental/Conce<br>ntration | 250    |
| Supporting at-risk students who are in danger of retention   | September 2018-June 2019 | Counselor             | The counselor will monitor "at-risk" students, chart their progress quarterly, provide feedback to parents and offer support to "at-risk" students in the form of tutoring, academic advising and other activities.               |  |                                | 0      |
| Refer students to community based organizations for additional support as needed   | September 2018-June 2019 | Counselor             | Multi-Service Team will provide a variety of family and student services to support school performance and help decrease the percentage of truancy by 10% or more via home visits, attendance meetings with parents and students. |  |                                | 0      |

| Actions to be Taken to Reach This Goal  | Timeline                  | Person(s) Responsible | Proposed Expenditure(s)  |      |                |        |
|---|---------------------------|-----------------------|--|------|----------------|--------|
|   |                           |                       | Description  | Type | Funding Source | Amount |
| Conduct periodic grade level assemblies to review school wide expectations for all students | September 2018- June 2019 | Administration        | Administration will review academic and behavioral expectations of all students periodically throughout the school year. |      |                | 0      |

**Strategy #2:**

Increase student support to improve student achievement and/or address behavior concerns

| Actions to be Taken to Reach This Goal   | Timeline                   | Person(s) Responsible          | Proposed Expenditure(s)  |  |                            |        |
|--|----------------------------|--------------------------------|--|--|----------------------------|--------|
|  |                            |                                | Description  | Type                                       | Funding Source             | Amount |
| SST process will be utilized to address student academic and behavior concerns | September 2018- June 2019  | Administration Teachers/staff  | Teachers will utilize the SST process to address academic and behavior concerns. Some meetings may be afterschool. Therefore, extended duty is needed. | 1000-1999: Certificated Personnel Salaries | Title I                    | 500    |
| Student recognition  | September 2018- June 2019  | Administration Teachers/staff  | Student of the Month Honor Roll<br>Perfect Attendance<br>e2 referrals<br>i-Ready awards  | 4000-4999: Books And Supplies              | Supplemental/Concentration | 2000   |
| Increase student enrollment in the Extended Learning Time with City Year       | September 2018- April 2018 | Administration City Year staff | Ongoing recruitment of students for the after school program   |  |                            |        |

| Actions to be Taken to Reach This Goal | Timeline                | Person(s) Responsible | Proposed Expenditure(s)   |  |                            |        |
|--|-------------------------|-----------------------|---|--|----------------------------|--------|
|  |                         |                       | Description   | Type                                       | Funding Source             | Amount |
| Student led conferences - Fall 2018    | October - November 2018 | Teachers              | Parents have the opportunity to participate in student led conferences at the end of the 1st quarter. Students are expected to lead the conference with support from their teachers. – teachers extended duty | 1000-1999: Certificated Personnel Salaries | Supplemental/Concentration | 5000   |
| After school detention                 | October 2018-June 2019  | Teachers              | Staff will facilitate after school detention to address student behavior concerns   | 1000-1999: Certificated Personnel Salaries | Supplemental/Concentration | 5000   |

**Strategy #3:**  
Provide diversity training to staff

| Actions to be Taken to Reach This Goal | Timeline                | Person(s) Responsible | Proposed Expenditure(s)   |   |                |        |
|--|-------------------------|-----------------------|---|---|----------------|--------|
|  |                         |                       | Description   | Type  | Funding Source | Amount |
| Contract with Stir Fry Seminars        | October 2018-March 2019 | Administration        | Trainer will provide workshops on culture awareness and sensitivity | 5800: Professional/Consulting Services And Operating Expenditures | Title I        | 5500   |

**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:

|   |
|---|
| <b>SUBJECT: Stakeholder engagement</b>  |
| <b>LEA GOAL:</b>  |
| Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.   |
| <b>SCHOOL GOAL #4:</b>  |
| Increase the parent engagement level at Fischer by 10%  |
| <b>Data Used to Form this Goal:</b>   |
| Parent participation in workshops offered under School2Home program<br>Parent participation in Parent Cafes and other school related activities   |
| <b>Findings from the Analysis of this Data:</b>   |
| Fischer parent involvement has been steady with a core group of parents leading some voluntary efforts. There has been a slight increase in parents attending the parent cafes because of the addition of an afternoon session however it is not significant. Parents may want to be involved but may not know how to be involved or may not feel comfortable doing so. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Monitor parent participation in all school events and meetings.   |
| <b>Strategy #1:</b>   |
| Engage parents to be involved at various levels such as volunteering, attending monthly parent meetings, participating in workshops offered under School2Home program   |

| Actions to be Taken to Reach This Goal   | Timeline                    | Person(s) Responsible                         | Proposed Expenditure(s)   |      |                |        |
|--|-----------------------------|---|---|------|----------------|--------|
|  |                             |   | Description   | Type | Funding Source | Amount |
| Hold parent meetings to educate and inform them about assessments, student achievement progress, higher education, careers, and other important school and community resource information. | August 2018-<br>June 2019   | Administration<br>Parent/Community<br>Liaison | Administration will inform parents on a monthly basis about the school's academic progress and other important information about the school. Outside organizations will also be invited to meet with parents to offer various presentations on college, careers, and other topics. Parents will be informed about school events via Sangha, Parent Link, and flyers. SSC/ELAC meetings will be held monthly for parents to participate. |      |                | 0      |
| Progress reports and report cards will be sent home quarterly  | November 2018-<br>June 2019 | Front office staff                            | Teachers will input grades for progress reports and report cards on a quarterly basis. It will be sent home to parents as notification of their child's academic progress in school.  |      |                |        |

**Strategy #2:**

Recognize parents for volunteering

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible                         | Proposed Expenditure(s)   |                                  |                                |        |
|--|----------|---|---|----------------------------------|--------------------------------|--------|
|  |          |   | Description   | Type                             | Funding Source                 | Amount |
| Parent recognition                     | May 2019 | Administration<br>Parent/Community<br>Liaison | Hold the annual parent recognition breakfast to honor parents for the time and volunteerism to the the school | 4000-4999: Books<br>And Supplies | Supplemental/Conce<br>ntration | 500    |

**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

|  |
|--|
| <b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics</b>  |
| <b>SCHOOL GOAL #1:</b>   |
| All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019.<br>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

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

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

|   |
|---|
| <b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b> |
| <b>SCHOOL GOAL #3:</b>  |
|   |

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

|   |
|---|
| <b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b> |
| <b>SCHOOL GOAL #4:</b>  |
|   |

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

|   |
|---|
| <b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b> |
| <b>SCHOOL GOAL #5:</b>  |
|   |

| 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                             | 61,540.69  | 0.00                               |
| Supplemental/Concentration          | 30,000.00  | 0.00                               |

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source             | Total Expenditures |
|--|----------------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | Supplemental/Concentration | 15,500.00          |
| 4000-4999: Books And Supplies              | Supplemental/Concentration | 10,550.00          |
| 5000-5999: Services And Other Operating    | Supplemental/Concentration | 3,950.00           |
| 1000-1999: Certificated Personnel Salaries | Title I                    | 34,882.00          |
| 4000-4999: Books And Supplies              | Title I                    | 21,158.69          |
| 5800: Professional/Consulting Services And | Title I                    | 5,500.00           |

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

| Funding Source             | Total Expenditures |
|----------------------------|--------------------|
| Supplemental/Concentration | 30,000.00          |
| Title I                    | 61,540.69          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| <b>Object Type</b>                                   | <b>Total Expenditures</b> |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries           | 50,382.00                 |
| 4000-4999: Books And Supplies                        | 31,708.69                 |
| 5000-5999: Services And Other Operating Expenditures | 3,950.00                  |
| 5800: Professional/Consulting Services And Operating | 5,500.00                  |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| <b>Goal Number</b> | <b>Total Expenditures</b> |
|--------------------|---------------------------|
| <b>Goal 1</b>      | 71,090.69                 |
| <b>Goal 2</b>      | 700.00                    |
| <b>Goal 3</b>      | 19,250.00                 |
| <b>Goal 4</b>      | 500.00                    |
| <b>Goal 5</b>      | 0.00                      |
| <b>Goal 6</b>      | 0.00                      |

## 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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Imee C. Almazan, Ed.D.                      | X         |                   |                    |                            |                    |
| Melanie Abad (Counselor)                    |           |                   | X                  |                            |                    |
| Amalia Alvarez (Teacher)                    |           | X                 |                    |                            |                    |
| Kat Carrasco (Teacher)                      |           | X                 |                    |                            |                    |
| Montserrat Orozco                           |           |                   | X                  |                            |                    |
| Felicia Bassard                             |           |                   |                    | X                          |                    |
| Martha Hernandez                            |           |                   |                    | X                          |                    |
| Rosa Tinajero                               |           |                   |                    | X                          |                    |
| Irene Castellanos                           |           |                   |                    | X                          |                    |
| Emanuela Peralta Cortez                     |           |                   |                    | X                          |                    |
| Catherine Saechao                           |           |                   |                    |                            | X                  |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>2</b>          | <b>2</b>           | <b>6</b>                   | <b>1</b>           |

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

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

Attested:

Imee C. Almazan, Ed.D.

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Felicia Bassard

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date