

The Single Plan for Student Achievement

School: Learning in an Urban Community with High Achieveme
CDS Code: 43693690107748
District: Alum Rock Union Elementary School District
Principal: Kristin Burt
Revision Date: October 23, 2018

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

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

Contact Person: Kristin Burt
Position: Principal
Phone Number: (408) 928-8300
Address: 1711 East San Antonio St
San Jose CA, 95116
E-mail Address: kristin.burt@arUSD.org

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

Table of Contents

School Vision and Mission	4
School Profile	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	10
School and Student Performance Data	11
CAASPP Results (All Students)	11
ELPAC Results	15
Planned Improvements in Student Performance	16
School Goal #1	16
School Goal #2	21
School Goal #3	24
School Goal #4	28
School Goal #5	31
School Goal #6	33
School Goal #7	36
School Goal #8	38
Centralized Services for Planned Improvements in Student Performance	40
Centralized Service Goal #1	40
Centralized Service Goal #2	41
Centralized Service Goal #3	42
Centralized Service Goal #4	43
Centralized Service Goal #5	44
Summary of Expenditures in this Plan	45
Total Allocations and Expenditures by Funding Source	45
Total Expenditures by Object Type and Funding Source	45
Total Expenditures by Funding Source	46
Total Expenditures by Object Type	47
Total Expenditures by Goal	48
School Site Council Membership	49
Recommendations and Assurances	50

School Vision and Mission

Learning in an Urban Community with High Achievement's Vision and Mission Statements

Mission and Vision

The purpose of schooling is for all students to learn to use their minds and hearts well. Students learn best in schools where they are known well, where expectations are high, support is strong, and where their voice and their parents' voice is valued. The mission of L.U.C.H.A. is to recognize all of these values and ensure that the students are empowered to learn, lead, and be positive and productive members of their community.

Mission Statement:

L.U.C.H.A. is empowered students, united with invested parents and families, a relentless staff, and the greater community, building social, academic, and personal achievement while developing into conscientious leaders.

School Profile

L.U.C.H.A. - Learning in an Urban Community with High Achievement - is a small school of choice in the Alum Rock Union School District in East San Jose. At L.U.C.H.A., we expect students to exit our learning community as independent, responsible, highly competitive, socially active citizens, and critical thinkers. L.U.C.H.A. students will be prepared to excel in middle and high school as active learners who proceed to matriculate to college. Our students will be lifelong learners who will be poised to make positive contributions to the global society. We know that we cannot reach these ambitious goals without working in partnership with our students' families and therefore have established strong parental engagement systems which include home visits and required parent volunteer time.

L.U.C.H.A. serves 300 students in grades TK-5 with 13 full time regular education teachers. We are a Title 1 school with 100% of students receiving free lunch. 48% of our students are English Language Learners. We partner with organizations such as YMCA, Little Heroes, Foothill Counseling in order to provide comprehensive services for our L.U.C.H.A. leaders.

L.U.C.H.A.'s Four Core Values:

Responsibility – Responsibility is a key core value at L.U.C.H.A. This core value ensures that students are responsible learners and participants. Consequently, students take their own initiative in the learning process and take ownership of the school. At L.U.C.H.A., the goal is not only that students achieve higher levels of academic achievement, but also that students and families recognize their own personal responsibility regarding their own success. Students, parents, teachers, and other staff are expected to be personally responsible to ensure not only their own success, but also the success of all.

Compassion – At L.U.C.H.A., the smaller population of students and families ensure that the individual needs of everyone in the community are met. This ensures that each individual is not only taught well, but also taught and listened to in a manner that is compassionate and understanding. Consequently, this core value is consistently modeled for students and enables them to act compassionately amongst themselves and throughout the entire school.

Respect – Respectful is not only a core value, but it is a clear expectation at L.U.C.H.A. Students are expected to respect each other, the teachers, their learning, the school, their parents, and the entire surrounding community. It is incredibly important that students recognize that they are a significant part of a community and it is their duty to respect and contribute to this community in a productive and positive manner.

Hard Work – At L.U.C.H.A., we recognize the fact that kindergartners enter without pre-kindergarten experience and many of our students at each grade level are also learning English as they simultaneously master the content standards. Consequently, hard work is an essential component of our academic expectations. Students need to work especially hard to ensure their academic success. In addition, hard work is important because it reminds students that success does not often come easily, rather, success requires hard work.

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).

Surveys provide information from key stakeholders to improve upon school practices.

Teachers are surveyed in December to provide input on instructional support and school culture. Additionally, each grade level is represented on our Instructional Leadership Team and this group meets regularly to discuss instructional priorities and provide feedback on implementation.

Three times a year (October, January, and June) we survey students to seek their input on school culture. Based on last year's data, our staff identified the need to provide more structured social and emotional learning. This year we are implementing the kimochis program in TK-1st and taking some of the components into our 2nd-5th grade classrooms to help build up our students' social and emotional skills.

Each May we survey our parent community to seek their feedback on the school year. Overall data has been very positive! One of the key issues that was brought up at the end of the 2018 school year was a desire for more multicultural awareness.

Classroom Observations

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

The school principal conducts weekly/biweekly classroom observations focused on classroom instruction in all classrooms. Feedback is provided to teachers with reflective questions and next steps. During the 2017-2018 school year, emphasis was placed on making strides in our math instruction. Consistent areas of focus include ways to integrate technology, support for English Language Learners in all core subject areas; instructional differentiation and small group supports; and classroom environment that is conducive to all learners and learning styles.

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)

At LUCHA we depend on assessments to identify where instruction needs to be modified in order to maximize student achievement. Teachers routinely have opportunities to analyze the results of short cycle ELA assessments and math chapter tests. Grade-level teams meet regularly through the year to analyze data and to develop action plans for improving instruction in order to improve future results.

Some of the ongoing state and local assessments used at LUCHA to modify instruction and improve student achievement are the following:

- iReady Benchmark assessments
- Benchmark Advance Level Screener
- Math Performance Tasks (including the interim SBAC assessments in 3rd-5th grade)
- Renaissance Learning's STAR Assessment
- ELPAC

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

LUCHA has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers through Illuminate. This allows teachers to access their students' performance data so that they can compare it to school-wide, district, and state data to ascertain student performance and guide their efforts to provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction.

Staffing and Professional Development

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

All of the teaching staff at LUCHA have met the requirements for highly qualified staff.

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

All LUCHA teachers have access to a great deal of professional development opportunities. This includes professional development on the effective integration of technology, computer science, supporting English Language learners, and other trainings.

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

The Instructional Leadership team at LUCHA has worked to identify a problem of practice and create a Theory of Change that captures the student goals of the school and then identifies the key instructional practices that need to be in place to meet these goals. The Instructional Leadership team meets monthly to monitor the school's success in implementing the theory of change and continues to modify the professional learning plan to adjust for the site's needs. The ILT determines areas of support that teachers will need to effectively achieve these goals and implement the school's instructional focus.

L.U.C.H.A. Elementary School has ensured the alignment of staff development to academic standards through the following practices:

- Teachers participate in summer planning sessions during which they receive a stipend and develop units and curriculum maps based upon the Common Core State Standards.
- Newly credentialed teachers will participate in BTSA that includes activities that focus on the use of standards-based reading materials.
- All teachers will participate in school and district-sponsored grade-level meetings that focus on standards-based adopted instructional programs.
- Teachers will help create assessments and rubrics based upon the standards in order to evaluate themselves as professionals.

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

L.U.C.H.A. has a .5 instructional coach to support teachers in the execution of the Common Core State Standards. The instructional coach leads staff development, models lessons, observes instruction and provides feedback and engages in coaching cycles with individual teachers.

The LUCHA staff receives a large amount of coaching from the principal and peer coaching, which has been a critical factor in the school's success and students' academic achievement. The principal of LUCHA ensures that each teacher is formally and informally observed and receives positive and constructive feedback. In addition, the principal meets with staff members in one to one setting on a regular basis to check in on their individual professional development.

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

Teachers collaborate regularly. Every Thursday is a minimum day and provides teachers with time set aside for grade level collaboration meetings. In addition to the Thursday meetings, teachers are released from their teaching duties twice a month for grade level planning time. One of these meetings is focused on our intervention program. Teachers meet with the instructional coach to analyze the data of our struggling students and plan guided reading lessons to best support their needs. During the other structure grade level collaboration, teachers focus on planning their core instruction in ELA by following the components of a balanced literacy model.

Teaching and Learning

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

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

- All textbooks and supplemental materials align with the standards.
- Program evaluations stress student mastery of standards-based content.
- All professional development offerings to staff are closely tied to content standard instruction

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

LUCHA adheres to all expectations regarding the recommended instructional minutes for reading/language arts and mathematics. This ensures that each student receives at least 2.5 hours of language arts and a supplementary period of at least 60 additional minutes. Similarly, all LUCHA students receive at least 1 hour of mathematics instruction and 30 minutes of supplementary intervention as well. This is further ensured through the application of a longer school day through the pay of extra-duty to each LUCHA staff member for a minimum of one hour per day, not counting the early-release days or minimum days.

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

The district has provided curriculum maps to help guide instruction for language arts and mathematics. Accurate pacing is monitored by the school principal. Each program has a set component for differentiating instruction for students who need intervention.

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

L.U.C.H.A. Elementary School ensures the availability of standards-based instructional material for all students through the following practices:

- Instructional materials are state-adopted and aligned with the standards.
- Project-based learning units are based on the Science and Social Studies standards and integrate math and ELA Common Core state standards.
- The school has academic materials from the state-adopted list (K–8) that is aligned with the academic content standards.
- Teachers regularly examine student work samples at grade-level meetings to ensure that students are mastering grade-level standards.
- Teacher lesson plans make explicit reference to the standards being taught.
- Parents are given abbreviated versions of their children's grade-level standards and expectations each year.
- Consumables are provided to implement standards-based instructional programs.
- Staff development is provided in effective research-based practices.
- Staff development is provided in the use of standards-aligned materials.
- Standards-based assessments are being utilized at the school site.
- Student work samples are used to assess mastery of the academic content standards.

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

Benchmark Advance English/Language Arts Reading and and Envision Math are the core curricular materials used at LUCHA School. Every student has access to these curricula on a daily basis. Teachers have been trained in these programs and receive support from the district. Most curricular material used during intervention is pulled from Benchmark Advanced ELA /Envision Math. Any supplemental material that is used is carefully chosen to meet state grade-level standards.

Opportunity and Equal Educational Access

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

L.U.C.H.A. Elementary School provides the following regular services to enable under-performing students to meet standards.

- Teachers identify at-risk or low-performing students and provide in-class and after school interventions.
- Interventions occur across all grade levels, both during the regular school day and the extended day hour.
- LUCHA invests in the implementation of the YMCA after-school program, which includes at least one hour of homework time, and lessons based on the state standards.
- Training for teachers in differentiated instruction practices in the areas of reading and math.
- Teachers will attend curriculum workshops provided by the District Office.

14. Research-based educational practices to raise student achievement

L.U.C.H.A. School uses a wide variety of research-based educational practices to raise student achievement.

- Teachers make their lesson objectives clear by stating them and writing them on the board.
- Teachers monitor progress and provide positive corrective feedback.
- Teachers use non-linguistic representation such as graphic organizers and generating mental pictures.
- Teachers use focused practice such as homework.
- Teachers regularly have students identify similarities and differences.
- Teacher collaboration of student data is used regularly and systematically to improve instruction.
- Teachers regularly differentiate instruction to meet students' needs.
- Teachers collaborate with principal during scheduled one-on-one meetings to monitor student progress and achievement.

Parental Involvement

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

L.U.C.H.A. Elementary School uses the following resources to assist low performing students:

- A Student Success Team (SST) to address the academic and behavioral needs of students.
- Weekly Newsletters – the LUCHA Ledger – keep parents updated about resources and opportunities available to them through the school and outside community
- Community agencies provide counseling and family support to students and parents.
- Monthly community meetings provide information to parents and students on how to support their child's academic success.
- Monthly Coffee with Principal Meetings allow parents to ask questions or share concerns with the site administrator in an informal setting
- Monthly ELAC meetings provide parents of English Learners with information about how to support their children in developing their English language skills
- Effective implementation of the extended day at L.U.C.H.A. Elementary School has focused on the needs of at-risk students, however all students participate in the extended day program and teachers will challenge students with different needs.
- YMCA assists students with homework and enrichment activities.
- Literacy Tutoring program supports our Tier 3 students with one to one tutoring sessions with Santa Clara University 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)

The School Site Council, the English Learner Advisory Council, and the Instructional Leadership Team are involved in all major decisions at LUCHA Elementary school regarding budgets and programs.

Funding

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

LUCHA provides the following categorical funded services to enable under-performing students to meet standards:

- An MOU with the teacher's union was created to extend the TK and Kindergarten day. As part of this MOU, the school must pay for a two hour para professional in each TK Kinder classroom
- Accelerated Reader program is used to motivate students to read and to promote reading fluency and comprehension for all students as well as under-performing students.
- The Little Heroes program provides after school tutoring and mentoring to support students

18. Fiscal support (EPC)

L.U.C.H.A. School relies on several funding sources: categorical, unrestricted, and donations. Categorical funding comes from Title I and Title III. Unrestricted funding comes from lottery and regular education. Donations come from funds raised through the PLG (Parent Leader Group), local business, and parents. LCAP funds are also used to enhance and improve programs at our school.

Description of Barriers and Related School Goals

As a Title 1 School, one of the major barriers we need to overcome in order to meet our school goals is the achievement gap between our major subgroups. We have created a tiered intervention system to ensure students receive strong instruction and that we are identifying the students who are achieving below grade level and providing early interventions. Programs such as Accelerated Reader and iReady are provided for all students to personalize instruction. Tier 3 students are identified and placed in our after school reading intervention program.

LUCHA has been able to move forward students at strategic and benchmark levels, but the percentage of students in the intensive range has not shown movement. Intervention strategies need to be more targeted to best meet the needs of our struggling readers.

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	47	48	47	47	48	47	47	48	47	100	100	100
Grade 4	45	57	50	43	54	50	43	54	50	95.6	94.7	100
Grade 5	31	39	49	31	39	49	31	39	49	100	100	100
All Grades	123	144	146	121	141	146	121	141	146	98.4	97.9	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	2412.9	2410.3	2412.7	19	16.67	14.89	13	27.08	27.66	34	27.08	31.91	34	29.17	25.53
Grade 4	2437.1	2430.3	2450.1	16	14.81	22.00	21	16.67	22.00	23	22.22	16.00	40	46.30	40.00
Grade 5	2477.4	2476.1	2458.8	16	12.82	10.20	19	33.33	16.33	19	12.82	28.57	45	41.03	44.90
All Grades	N/A	N/A	N/A	17	14.89	15.75	17	24.82	21.92	26	21.28	25.34	39	39.01	36.99

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	19	12.50	17.02	36	39.58	46.81	45	47.92	36.17
Grade 4	16	12.96	22.00	28	53.70	40.00	56	33.33	38.00
Grade 5	19	12.82	10.20	26	51.28	42.86	55	35.90	46.94
All Grades	18	12.77	16.44	31	48.23	43.15	51	39.01	40.41

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	21	25.00	21.28	47	43.75	53.19	32	31.25	25.53
Grade 4	16	14.81	16.00	51	50.00	48.00	33	35.19	36.00
Grade 5	26	28.21	22.45	45	38.46	46.94	29	33.33	30.61
All Grades	21	21.99	19.86	48	44.68	49.32	31	33.33	30.82

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	17	6.25	2.13	51	77.08	68.09	32	16.67	29.79
Grade 4	9	9.26	16.00	60	51.85	62.00	30	38.89	22.00
Grade 5	6	10.26	4.08	71	61.54	65.31	23	28.21	30.61
All Grades	12	8.51	7.53	60	63.12	65.07	29	28.37	27.40

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	13	25.00	17.02	74	58.33	63.83	13	16.67	19.15
Grade 4	19	16.67	26.00	42	42.59	42.00	40	40.74	32.00
Grade 5	19	28.21	8.16	61	30.77	46.94	19	41.03	44.90
All Grades	17	22.70	17.12	60	44.68	50.68	24	32.62	32.19

Conclusions based on this data:

1. Overall data was slightly lower than the previous year (greatly affected by the large decrease in scores in 5th grade - though the cohort from 4th to 5th showed a decrease, but not as large).
2. 4th grade data showed great gain from the previous year (and showed that they were able to hold proficiency from where this group of students was when they were in 3rd grade)
3. Reading and Research/Inquiry are the areas that need the most focus.

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	47	48	47	47	48	47	47	48	47	100	100	100
Grade 4	45	57	50	44	57	50	44	57	50	97.8	100	100
Grade 5	31	39	49	31	39	49	31	39	49	100	100	100
All Grades	123	144	146	122	144	146	122	144	146	99.2	100	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	2431.7	2437.9	2431.9	19	29.17	17.02	21	18.75	29.79	38	27.08	27.66	21	25.00	25.53
Grade 4	2433.8	2455.6	2460.4	11	14.04	12.00	7	17.54	32.00	43	42.11	22.00	39	26.32	34.00
Grade 5	2470.8	2452.0	2472.2	10	7.69	12.24	16	10.26	8.16	26	23.08	40.82	48	58.97	38.78
All Grades	N/A	N/A	N/A	14	17.36	13.70	15	15.97	23.29	37	31.94	30.14	34	34.72	32.88

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	28	33.33	25.53	38	35.42	46.81	34	31.25	27.66
Grade 4	14	17.54	26.00	25	38.60	28.00	61	43.86	46.00
Grade 5	13	12.82	14.29	23	15.38	36.73	65	71.79	48.98
All Grades	19	21.53	21.92	30	31.25	36.99	52	47.22	41.10

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	23	27.08	27.66	40	43.75	44.68	36	29.17	27.66
Grade 4	14	14.04	16.00	48	43.86	50.00	39	42.11	34.00
Grade 5	13	7.69	10.20	45	43.59	44.90	42	48.72	44.90
All Grades	17	16.67	17.81	44	43.75	46.58	39	39.58	35.62

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	21	35.42	31.91	62	43.75	46.81	17	20.83	21.28
Grade 4	16	17.54	20.00	36	38.60	52.00	48	43.86	28.00
Grade 5	10	7.69	14.29	42	30.77	28.57	48	61.54	57.14
All Grades	16	20.83	21.92	48	38.19	42.47	36	40.97	35.62

Conclusions based on this data:

1. Overall Math scores showed growth overall and in almost all grade levels (1% decrease in 3rd grade)
2. Significant growth was made in 4th grade (and they were able to hold proficiency from where this group of students was when they were in 3rd grade)

School and Student Performance Data

ELPAC Results

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

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts and 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:
55% of students will meet or exceed standards on SBAC ELA & Math assessments in 3rd-5th grade and 65% of students in Kinder-2nd grade will meet or exceed grade level standards on iReady end of year assessment.
Data Used to Form this Goal:
2017-2018 iReady data 2017-2018 CAASPP data
Findings from the Analysis of this Data:
Overall, LUCHA made some progress as measured by both ELA & Math CAASPP data from 2016/2017 to 2017/2018. However within cohorts of students there were instances (particularly in Math) where grade levels plateaued or went down from one year to the next).
How the School will Evaluate the Progress of this Goal:
Weekly, monthly, quarterly, and annual program monitoring and evaluation

Strategy #1:
LUCHA will create a robust intervention structure to ensure the needs of our at-risk students are identified early on and targeted intervention is provided.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Benchmark Advance Leveled Screener Assessment - 4x per year (September, January, April, June); Renaissance Learning's STAR 	2018-19 school year Initial Screening and ongoing monitoring of student progress	Principal and all teachers	copy machines rentals, leases, maintainence	5000-5999: Services And Other Operating Expenditures	Title I	4,990
			cost of substitute teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Assessment - 4x per year (September, January, April, June);</p> <ul style="list-style-type: none"> Teacher Release Days will be used to provide time to analyze data and create action plans based on the results 						
<p>Extra hour of instruction – Mondays & Wednesdays for literacy intervention</p> <ul style="list-style-type: none"> Teachers will implement guided reading groups and/or literacy circles to provide students with differentiated small group literacy instruction YMCA staff members will also work with students during this intervention hour to provide additional targeted tutoring to students determined to be “at-risk” <p>Extra hour of instruction on Fridays</p> <ul style="list-style-type: none"> Enrichment – those students not in intervention will have access to other opportunities to extend their learning and implement 21st century skills of collaboration, communication, critical thinking, and creativity through outside contracts with organizations such as San Jose Area Writing Project or Audacity. 	<p>2018-19 school year</p> <p>Extended Day</p>	Principal, teachers, and YMCA staff	<p>extended duty pay for teachers</p> <p>benefits for extended duty</p> <p>Contract for outside vendors</p> <p>Materials and Supplies for guided reading intervention</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Benefits</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>Title I</p>	<p>38,950</p> <p>11,050</p> <p>5,000</p> <p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> 1:1 Tutoring by Santa Clara University Volunteers for Tier 3 Students 	2018-19 school year Volunteer-run Literacy Interventions	Principal, teachers,	Fingerprinting	5800: Professional/Consulting Services And Operating Expenditures	Title I	409
<ul style="list-style-type: none"> During grade level, ILT and PLC meetings teacher will reflect on effectiveness of using technology as an instructional strategy to assist students in accessing the core curriculum Students will be able to access curriculum through the use of iPods/iPads, computers, laptops, LCD projectors, and Promethean Boards. As needed, replace key components of classroom technology to utilize rich interactive resources in preparation for the transition to Smarter Balance Assessment System. (ex. of technology hardware: LCD projector bulbs, LCD projectors, pens etc.)	2018-19 school year Integration of Technology	Principal and all staff	Online subscription fees – Renaissance Learning, Starfall, Reading A to Z for purchasing additional technology and online resources	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	Title I LCFF - Supplemental	4,000 500
Teachers will set up blended learning blocks where they are able to provide solid Tier 1 instruction in ELA and Math and differentiate in small groups to accommodate students' diverse needs.	2018-2019 School Year	Teachers	Instructional Materials	4000-4999: Books And Supplies	LCFF - Supplemental	1000

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

Strategy #2:

All teachers will teach computer science skills through a partnership with Code to the Future

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Teachers in each of the three cycles	2018-19 school year	Principal and all teachers	Covered at district level			
Grade level release time for teachers to plan how to effectively integrate Code to the Future curriculum with grade level content	2018-19 school year	Principal and all teachers	Sub Coverage covered at district level			
Epic Build events where students showcase their projects to parents	November 2018 February 2019 April 2019	Principal, students, teachers, and parents	Materials, light refreshments, advertising	4000-4999: Books And Supplies	LCFF - Supplemental	400

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: English Language Development
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
English Language learners will perform on the same level as the whole school (close the achievement gap).
Data Used to Form this Goal:
ELPAC Data
Findings from the Analysis of this Data:
LUCHA showed considerable growth in CELDT and redesignated more students in 2016-2017 than ever before.
How the School will Evaluate the Progress of this Goal:
Weekly, monthly, quarterly, and annual program monitoring and evaluation

Strategy #1:
Teachers will be supported to integrate EL strategies and techniques into core subject areas (math and ELA)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Teachers will engage in results-oriented cycle of inquiry to set goals and monitor progress of English Learners. Principal will provide coverage for teachers on a monthly basis. 	2018-19 school year	Principal, Instructional Leadership Team, and all teachers	• No Cost			
Principal and Instructional Coach will conduct walkthroughs and provide feedback to teachers on their ELD instruction	2018-19 school year Ongoing monitoring of data	Principal, Instructional Coach	• No Cost			
Teachers will use instructional materials that offer hands on learning with strong visual supports.	2018-19 school year Training	Teachers	Instructional Materials	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
Teachers will provide students with more opportunities to engage in Performance Tasks to push their critical thinking skills and increase their level of comfort with these types of problems	2018-19 school year Performance Tasks	Principal, Instructional Leadership Team and all staff	• No Cost			

Strategy #2:

Students will receive additional interventions and support

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kinder day will be extended to provide additional time for student learning	2018-19 school year	Kinder Teachers	Para Professionals to support Extended Day TK/Kinder	2000-2999: Classified Personnel Salaries	Title I	27,167
				3000-3999: Benefits	Title I	5,763

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer Camps, Spring Camps						
After School Interventions, Homework Center						

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: Safety & School Climate
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
LUCHA will create a positive school culture in which members feel part of an inclusive school community (measured by school culture survey with 80% positive response rate to all questions)
Data Used to Form this Goal:
School Culture Data - staff, students, and parents Parent Volunteer Hours Tracking Attendance Discipline Referrals
Findings from the Analysis of this Data:
Survey data results from parents were very high. Student data showed improvement from beginning of year to the end of the year which may be attributed to more investment from students as more leadership opportunities became available.
How the School will Evaluate the Progress of this Goal:
Every May all parents will be asked to complete our parent survey. Students will also complete a student survey three times per year (September, January, and May) to seek their input around school culture. Since in each survey there is a statement "I feel valued and empowered at LUCHA," this is where we will target our goal to ensure we get 80% positive responses to this particular statement across all stakeholder groups.
Strategy #1:
Build strong home school connections

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recruitment of Students New Parent Orientation - pairing of new parents with buddy parents	2018-19 school year	Principal and community liaison	Postage, flyers, handbooks, giveaways, district copy cost	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
<ul style="list-style-type: none"> Home visits 	August - December 2018	Teachers and community liaison		1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,000
Strong communication with parents through weekly newsletters, updates on Sangha, and regular posts on Social Media	2018-19 school year	Principal, Administrative Assistant, Community Liaison	Copy costs, paper	4000-4999: Books And Supplies	Title I	1000

Strategy #2:

Provide student leadership opportunities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create techsperts to train younger students in technology skills and be school social media ambassadors and keynote speakers	2018-19 school year	Teacher lead	Shirts, presentation materials	4000-4999: Books And Supplies	LCFF - Supplemental	500
Field Trip opportunities for students to extend learning beyond the classroom	2018-19 school year	Teachers, Principal	Transportation covered by Parent Leader Group			
Student Council	2018-19 school year	Teacher lead				

Strategy #3:

Create School Wide Positive Behavior System

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Summer Professional Development in August with teachers • Back to School Night • LUCHA Parent Handbook • Core Value Assemblies (last Friday of each month) • Core Value Lessons (monthly) 	2018-19 school year	Principal and all staff	Incentives and Materials	4000-4999: Books And Supplies	Title I	500
Enrichment – students will select from a variety of electives offered by teachers and YMCA staff to provide opportunities for students to extend their learning and implement 21st century skills of collaboration, communication, critical thinking, and creativity	2018-19 school year	Teachers, Principal	Supplies covered by PLG			
<p>Little Heroes Program will be implemented with a full-time on-site Coach.</p> <ul style="list-style-type: none"> • Coach will work with staff and students for safety and social development • Coach will integrate physical movement into academics • Coach will develop/supervise on-going activities for safe recesses • Coach will implement a recess leader (peer-coaching) program for students to self-monitor and help their peers solve problems. 	2018-19 school year	Little Heroes Coach	Little Heroes Coach	5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	21,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Refer at-risk students to counseling Foothill will provide behavioral clinicians based upon need to the school site 	2018-19 school year	Foothill Clinician				
• Staff members will explicitly teach social and emotional skills based on the CASEL framework through regular community circles.	2018-19 school year	Principal and teachers	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	600

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: Engaging Stakeholders
LEA GOAL:
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
100% of parents will complete 30 parent volunteer hours of which 10 will be dedicated to student's academic achievements
Data Used to Form this Goal:
Parent Volunteer Hours Data 2014-2017
Findings from the Analysis of this Data:
Though our parents have shown an incredible amount of participation at the school in terms of hours volunteered, we did not find a strong correlation between volunteer hours accrued and student achievement.
How the School will Evaluate the Progress of this Goal:
Weekly, monthly, quarterly, and annual program monitoring and evaluation

Strategy #1:
LUCHA will have multiple opportunities for parent engagement including parent teacher conferences, monthly Community Meetings; opportunities to serve on school committees such as School Site Council, ELAC, PLG meetings and family events. Translation, childcare, and light refreshments will be provided. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement, provide venues for shared decision-making, and promote open communication between school and families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly Community Meetings with academic focus areas and hands-on workshops for parents	2018-19 school year	Principal, Teacher, Community Liaison	Instructional Resources	4000-4999: Books And Supplies	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Cornerstone Los Dichos Reading Program Volunteer opportunities in the classroom	2018-19 school year	Principal, Community Liaison	Books & Materials	4000-4999: Books And Supplies	Title I	500
Monthly Principal's Coffee/ELAC	2018-19 school year					

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 #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:
Create strong partnerships with parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			None Specified		None Specified	

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			None Specified		None Specified	
			None Specified		None Specified	
			None Specified		None Specified	

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	50,829	0.00
LCFF - Supplemental	89,500	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	47,950.00
3000-3999: Benefits	LCFF - Supplemental	11,050.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	26,000.00
2000-2999: Classified Personnel Salaries	Title I	27,167.00
3000-3999: Benefits	Title I	5,763.00
4000-4999: Books And Supplies	Title I	3,500.00
5000-5999: Services And Other Operating	Title I	4,990.00
5800: Professional/Consulting Services And	Title I	9,409.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	89,500.00
Title I	50,829.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	47,950.00
2000-2999: Classified Personnel Salaries	27,167.00
3000-3999: Benefits	16,813.00
4000-4999: Books And Supplies	7,500.00
5000-5999: Services And Other Operating Expenditures	5,490.00
5800: Professional/Consulting Services And Operating	35,409.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,299.00
Goal 2	33,930.00
Goal 3	36,100.00
Goal 4	1,000.00

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
Kristin Burt	X				
Maria Ortega		X			
Annette Elemen		X			
Minh-Hieu Vu		X			
Rubi Solis			X		
Maria Socorro Ramirez				X	
Flor Jacobo DeLeon				X	
Mersaydiez Ruelas				X	
Grace Davis				X	
Alejandra Gonzalez				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

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 October 23, 2018.

Attested:

Kristin Burt

Typed Name of School Principal

Signature of School Principal

Date

Merseydiez Ruelas

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date