

The Single Plan for Student Achievement

School: Lyndale Elementary School
CDS Code: 43-69369-6046221
District: Alum Rock Union Elementary School District
Principal: Paula McHale Alli
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Lyndale Elementary School's Vision and Mission Statements

Lyndale's Vision

Lyndale School strives to prepare their students for the future by not only meeting their academic learning needs in Language Arts, Math, Social Science, and Science, but also by developing the essential skills the students will need to be successful citizens of the 21st Century. Social manners, responsibility, and respect are the foundation for team building and collaboration with others, enabling students to share and develop their creativity and critical thinking. These 21st Century attributes lead Lyndale students to greater knowledge, insights, confidence, passion for learning, and the ability to work well with others. With modern technology in all classrooms, Lyndale is able to further prepare the students for the future by developing their computing and technology skills, helping to create tech savvy students.

Lyndale's Mission

All Lyndale students will succeed in mastering the Common Core State Standards for their grade level, achieve to their fullest capacity and proficiency levels in their endeavors, develop into confident and caring citizens, and apply their knowledge to everyday life situations. We believe all students can attain 21st Century skills and be prepared for college and careers. We believe that all students are capable of learning and becoming fully functioning and contributing members of our society.

School Profile

Lyndale Elementary School is a PreK through 5th grade elementary school in the Alum Rock School District. We are a Professional Learning Community consisting of caring educators, highly qualified staff and dedicated leaders. Our teachers collaborate and plan their lessons. They look at individual student progress and then plan specific actions to address student needs. We serve approximately 360 students and all of them receive universal free breakfast and lunch. We have three classes for Pre-K students with autism and a TK/K combo for children with autism. We have one transitional kindergarten, two kindergarten classes, two first grade classes, and a first/second grade combo, two second grade classes, two third grade classes, two fourth grade classes, and two fifth grade classes. We have an afterschool program that is run by the City of San Jose and serves our first through fifth graders and Think Together provides before and after-school care for Transitional Kinder students and Kindergarten students. We have parents on the district DAC, DELAC, and SPARC committees. Our student demographics are eighty-seven percent Hispanic/Latino, six percent Asian, four percent Filipino, and one percent African-American.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Results from parent/student meetings have indicated that parents and students enjoy attending Lyndale and appreciate the programs that we have provided. The parents stated that we have hard-working teachers and a dedicated principal. They feel that our office staff is helpful and positive and their children are getting a good education. They are grateful to have after-school programs to offer homework support and supervision. LCAP meetings at school show that parents would like parenting and English classes. Students have indicated on surveys that they would like more science in the classroom.

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 principal conducts weekly walkthroughs and gives feedback to teachers. Feedback is given in newsletters and during faculty meetings. The district provides feedback to the principal based on walkthroughs by district personnel. Teachers are asked to have objectives on the board and to have more student talk and engagement. Our students are well-behaved and cooperative in the classroom.

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)

Lyndale use data from district and state assessments to ensure school improvement. Teachers use a collaborative approach and use a planning protocol with consistency. Student achievement is carefully monitored by having student data readily available to all teachers. Currently we use nine data management systems: CAASPP, Benchmark Advance, Illuminate, iReady, Data Zone, enVision Math, Accelerated Reader, eSchoolPlus, and the ELPAC. These systems are accessible and simple to use allowing teachers to access their students' performance data so they can compare it to school-wide, grade level, district, state and national data to ascertain student performance data and guide their efforts to individualize instruction and /or provide differentiated instruction that is responsive to students' assessed needs as well as measure the effectiveness of their own instruction. These systems also allow administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Illuminate and Data Zone contain information regarding criterion-referenced and now standards based test performance (CAASPP and ELPAC) and District Standards Based Quizzes, suspensions, referrals to SSTs, and attendance data. The Lyndale Instructional Leadership Team has chosen improvement in math scores as a goal based on iReady and SBAC assessments.

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

Benchmark Leveled Screener Assessment
Grade-level designed assessments
ELPAC
Common Core Standards Based Quizzes
iReady Growth Monitoring
iReady Diagnostic
Accelerated Reader Comprehension Tests
Accelerated Reader Vocabulary Tests
enVision Assessments
District Writing assessments
SBAC
DRDP for Preschoolers
STAR Reading Assessment

Teachers use data to do backwards planning and to monitor student achievement.

Staffing and Professional Development

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

All teachers are highly qualified and hired through the district. New teachers go through the BTSA program to receive mentoring from an experienced educator.

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

Teachers are well-trained in curriculum. There are many opportunities to further their understanding of curriculum and instruction. There are professional development opportunities at the district and professional development opportunities at school staff meetings. Our Instructional Leadership Team plans the school year by looking at our Student Goals and our Classroom Systems and the Professional Learning needs of our staff.

Benchmark Level Screener Assessment
Grade-level designed assessments
Common-Core Standards Based Quizzes
i-Ready Growth Monitoring
ELPAC
Accelerated Reader Comprehension Tests
Accelerated Reader Vocabulary Tests
enVision Assessments
Local mathematics assessments
District Writing assessments
DRDP
STAR Reading Assessment

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

There are professional development meetings at the district and at school for teachers to better understand the curriculum. Teachers have opportunities to plan and strategize around data from standardized assessments and plan for next steps in instruction. Professional Development opportunities are planned throughout the year to improve Adult Practices to meet our Student Goals and strengthen Classroom Systems. Teacher input is encouraged and accepted in planning professional development.

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

We have a PBIS team and the members of the team plan ways to incorporate the program at school. Teachers receive training in iReady and how to access Illuminate to input scores and to compare growth throughout the year. Teachers have collaborative time to plan for best strategies to strengthen the skills of Second Language Learners and all students. The instructional support is through the assistance of the instructional coach, professional development from the district, and during staff meetings.

1. PBIS
2. Illuminate
3. iReady
4. Cooperative Learning strategies for improving English Language Development
5. Specific components of Benchmark Advance
6. enVision Math

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

Teachers are given opportunities to collaborate at weekly faculty meetings. They also have time to collaborate on Thursdays which is an early dismissal day. Teachers have time to collaborate around CCSS and best practices and to plan lessons. There will be teacher release days for teachers to do in-depth planning around math to improve student understanding and achievement..

Teaching and Learning

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

This is our fourth year of using enVision Math and our third year of the ELA program Benchmark to instruct students and to ensure implementation of Common Core State Standards.

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

Teachers follow the guidelines for instructional minutes to fully implement reading/language arts and math curriculum and to ensure student achievement.

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

Teachers follow the assessment guide created by the district and then backwards plan to ensure that students know the expected learning goal.

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

Teachers have all standards-based instructional materials to meet the needs of all students and to ensure that we are teaching Common Core State 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)

All district provided curriculum is State Board of Education approved.

Opportunity and Equal Educational Access

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

Teachers provide opportunities for underperforming students to meet standards through differentiated small group instruction, one-on-one intervention, student study team meetings, and individually tailored goals for certain students. We have students who have been identified with learning disabilities who receive instruction using the Steps to Advance.

14. Research-based educational practices to raise student achievement

Benchmark Advance, enVision Math, and best teaching practices are used by teachers to raise student achievement and introduce rigor and high expectations into the curriculum. Teachers use graphic organizers, close reading, scaffolding of lessons, gradual release of responsibilities, and opportunities to incorporate the 4C's to raise student achievement.

Parental Involvement

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

Lyndale School provides a wide-range of district and community resources to assist students.

- Little Heroes – during the day and after-school coaching
- Student Study Team (SST) to address academic and behavioral needs
- City of San Jose after-school program
- Foothill Counseling Center
- Santa Clara Office of Education
- Parent Conferences
- Dental Screening
- Vision Screening
- Parent Coffees and newsletters
- Catholic Charities
- Parent Computer Classes and English Classes
- Walk-a-Thon
- Fall Harvest Festival
- District Provided Counselor

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)

School Site Council reviews and approves annually all categorical funding listed in the school plan and budget.

Funding

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

Categorical funds provide after-school interventions that enable underperforming students to meet standards. Teachers receive extra funds to enhance their program and differentiate.

18. Fiscal support (EPC)

Lyndale receives state and federal funding. We also do fundraising.

Description of Barriers and Related School Goals

95% of Lyndale students are considered socioeconomically disadvantaged, 61% are English learners, and 9% are students with disabilities.

Our school goals are planned to help meet the needs of all our students. Our goal is to have our English Language Learners reach proficiency by third grade. Our Theory of Action goal is to have 50% of students be at or above grade level on iReady Math at the end of the year benchmark and for Third, Fourth, and Fifth Graders to gain 10% on the SBAC. A goal for the 2018/2019 schoolyear is to improve attendance. Teachers have also requested assemblies and have asked about after-school tutoring.

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	84	63	54	83	62	54	83	62	54	98.8	98.4	100
Grade 4	72	78	64	72	76	63	72	76	63	100	97.4	98.4
Grade 5	70	70	77	70	68	72	70	68	72	100	97.1	93.5
All Grades	226	211	195	225	206	189	225	206	189	99.6	97.6	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2409.9	2414.5	2403.4	12	19.35	11.11	31	25.81	24.07	28	27.42	37.04	29	27.42	27.78
Grade 4	2431.7	2468.5	2486.4	10	22.37	36.51	19	25.00	23.81	31	25.00	19.05	40	27.63	20.63
Grade 5	2480.4	2469.4	2482.3	10	8.82	11.11	31	29.41	31.94	26	25.00	23.61	33	36.76	33.33
All Grades	N/A	N/A	N/A	11	16.99	19.58	28	26.70	26.98	28	25.73	25.93	34	30.58	27.51

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	7	14.75	11.11	51	52.46	55.56	42	32.79	33.33
Grade 4	13	22.37	26.98	49	53.95	52.38	39	23.68	20.63
Grade 5	14	11.76	16.67	43	57.35	51.39	43	30.88	31.94
All Grades	11	16.59	18.52	48	54.63	52.91	41	28.78	28.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	30.65	16.67	49	40.32	38.89	33	29.03	44.44
Grade 4	10	18.42	28.57	57	60.53	49.21	33	21.05	22.22
Grade 5	17	14.71	16.67	47	61.76	51.39	36	23.53	31.94
All Grades	15	20.87	20.63	51	54.85	47.09	34	24.27	32.28

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	14	8.20	9.26	67	78.69	72.22	18	13.11	18.52
Grade 4	8	19.74	17.46	64	59.21	73.02	28	21.05	9.52
Grade 5	10	10.29	9.72	64	66.18	65.28	26	23.53	25.00
All Grades	11	13.17	12.17	65	67.32	69.84	24	19.51	17.99

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	27.87	24.07	66	45.90	50.00	20	26.23	25.93
Grade 4	8	25.00	38.10	58	53.95	52.38	33	21.05	9.52
Grade 5	24	11.76	26.39	59	52.94	47.22	17	35.29	26.39
All Grades	15	21.46	29.63	61	51.22	49.74	24	27.32	20.63

Conclusions based on this data:

1. Lyndale continues to make progress. In the fourth grade 59% of the students met or exceeded the standard
2. Our third grade students went down 5% from 2016/2017 to 2017/2018 in meeting or exceeding the standard. Fifth graders went up 4% in meeting or exceeding standards.
3. We feel we improve each year. This is the third year teachers have been teaching with Benchmark Advance. It is closely aligned to CCSS.

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	84	63	54	83	63	54	83	63	54	98.8	100	100
Grade 4	72	78	64	72	77	64	72	77	64	100	98.7	100
Grade 5	70	70	77	70	70	76	70	70	76	100	100	98.7
All Grades	226	211	195	225	210	194	225	210	194	99.6	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2403.4	2416.4	2410.2	7	9.52	7.41	22	30.16	31.48	33	33.33	24.07	39	26.98	37.04
Grade 4	2444.5	2450.9	2469.2	4	11.69	7.81	24	16.88	35.94	43	42.86	35.94	29	28.57	20.31
Grade 5	2458.7	2458.4	2466.8	4	4.29	7.89	7	8.57	15.79	41	40.00	25.00	47	47.14	51.32
All Grades	N/A	N/A	N/A	5	8.57	7.73	18	18.10	26.80	39	39.05	28.35	38	34.29	37.11

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	17-18
Grade 3	14	22.22	27.78	40	44.44	31.48	46	33.33	40.74	
Grade 4	7	18.18	23.44	49	29.87	51.56	44	51.95	25.00	
Grade 5	7	5.71	11.84	37	31.43	27.63	56	62.86	60.53	
All Grades	10	15.24	20.10	42	34.76	36.60	48	50.00	43.30	

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	11	17.46	14.81	47	55.56	51.85	42	26.98	33.33
Grade 4	10	12.99	14.06	42	49.35	46.88	49	37.66	39.06
Grade 5	3	5.71	11.84	34	45.71	34.21	63	48.57	53.95
All Grades	8	11.90	13.40	41	50.00	43.30	51	38.10	43.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	9.52	14.81	66	66.67	59.26	23	23.81	25.93
Grade 4	10	16.88	18.75	51	48.05	56.25	39	35.06	25.00
Grade 5	7	2.86	10.53	43	54.29	43.42	50	42.86	46.05
All Grades	9	10.00	14.43	54	55.71	52.06	36	34.29	33.51

Conclusions based on this data:

1. Third, fourth, and fifth graders made academic progress from the 2016/17 school year to the 2017/18 school year.
2. Fourth grade grew by 14%. Our fifth graders went from 11% to 13%. Our fifth graders are not sustaining the growth that they made in fourth grade.
3. Students still struggle with number sense, knowing how to solve the problem, and then explaining their answers.

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: Math and Language Arts
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:
50% of students will be at or above grade level on iReady Math at the end of the year benchmark. Third, Fourth, and Fifth graders will gain 10% on the SBAC in Math and ELA.
Data Used to Form this Goal:
<ul style="list-style-type: none"> • iReady • CAASPP • Unit Assessments in Benchmark • Topic Tests in enVision • Formal and informal assessment - group work, discussion, observation
Findings from the Analysis of this Data:
-Lyndale students need continued emphasis, instruction, and practice in how to improve math fluency and how to read a math problem, understand what is being asked, and how to accurately solve the problem. They need to be taught through close reading, the use of manipulatives, and the use of strategies to solve math problems. Students need to read and write from two different sources and write a response citing information from the source. .
How the School will Evaluate the Progress of this Goal:
-Lyndale school will utilize local assessments provided by the district that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. We will also use state assessments to measure growth.

Strategy #1:
Integrate technology and supplemental programs and materials into the curriculum to support student engagement, time on task, implementation of CCSS, and the 21st century learning skills within the Mathematics curriculum.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain teacher log-in codes, post links on school's webpage	2018-19 School Year	Principal, Teachers, Instructional Coach			Title I	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
August-June	Access to learning through internet technology sources such as: <ul style="list-style-type: none"> • iReady • enVision Math • Khan Academy • Benchmark Advance • Accelerated Reading • Starfall • STAR Reading 				LCFF - Supplemental	3,000.00
Purchase replacement Promethean bulbs, office materials, ink, computers and computer carts Sept.-June	2018-19 School Year Ongoing maintenance and updating of hardware such as: <ul style="list-style-type: none"> • Promethean boards, CD players, flash drives, copy machines 	Principal, office assistant			Title I LCFF - Supplemental	13,000.00 4,500.00
Schedule events to promote academic rigor and excitement in	2018-19 School Year	Teachers, Instructional coach,			Title I	10,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
academic learning.	Off and on campus learning experiences such as: <ul style="list-style-type: none"> • Math and Science Night • Science Fair • Spelling Bee • Awards Assemblies • Community School of Music and Art • The Tabard Theatre Company 	Principal				
Identify and purchase needed materials August.- April	2018-19 School Year Materials to support student academic engagement and success.	Principal, Instructional coach, Office Assistant			LCFF - Supplemental Title I	5,000.00 5,000.00

Strategy #2:

Develop and support adult knowledge and skills that will support student engagement, time on task, implementation of CCSS, and the 21st century learning skills through PD opportunities, data analysis, grade level collaboration, and committee work for staff and workshops, classes, and volunteering opportunities for parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Plan school site's grade level collaboration, ILT, extended duty, and sub teachers, and conferences. Sept.-June	2018-19 School Year	Principal, Instructional Coach, Leadership team, Grade Level Collaboration Teams			Title I	442.00
	Staff related actions such as:				LCFF - Supplemental	500.00
	<ul style="list-style-type: none"> Grade level and cross grade level Collaboration opportunities Professional Development ILPLC sponsored by the DO Instruction Leadership Team School Instructional coach Peer 					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	observa tions <ul style="list-style-type: none"> • ROCI/Cy cle of Inquiry • Professi onal coachin g 					
Schedule parent meetings, workshops and trainings; encourage on-site parent volunteerism; create school's webpage so that it is a learning and supportive tool for parents Sept.-June	2018-19 School Year Parent related actions such as: <ul style="list-style-type: none"> • Parent worksh ops • Parent volunte ers in the classroo m and on campus • School Website • Curriculum evening s • ELAC meeting s • Monthly newslet ter • Website meanin gful to 	Principal, Instructional coach, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	<ul style="list-style-type: none"> parents School Site Council Parent Representative to DELAC, DAC, and SPARC 					
Students will have access to materials in the classroom and in the library.	2018-19 School Year	Librarian, Teachers, Principal				

Strategy #3:

Implement learning opportunities and strategies that allow all students to meet/exceed their grade level Common Core Standards in Math and English Language Arts.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide informal and formal PD, classroom walk-throughs, peer planning and coaching, time for the cycle of inquiry August-May	2018-19 School Year Continued implementation and development of: <ul style="list-style-type: none"> Student engagement strategies Universal access/workshop Authenti 	Principal, Instructional Coach, Teachers, Staff			Title I	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	<p>c oral and written language</p> <ul style="list-style-type: none"> • Strategies and methods based on scientific research • Student collaboration, creativity, communication, critical thinking • Formative assessments, checking for understanding, timely and meaningful feedback • Fourth year implementation 					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	entatio n of Benchm ark Advanc e • Fourth year implem entatio n of enVisio n.					
Meet regularly to review students' progress and implement interventions leading to achievement.	2018-19 School Year Meetings with staff to address needs of at-risk students not served by special education.	Principal, Instructional coach, Teachers, Staff				
Daily small group differentiation	2018-19 School Year Small group instruction	Instructional Coach, Teachers Principal				
Identify students to be tutored and classrooms to be used; support and follow up with providers as needed Jan.-April	Jan. 2019 to April 2019 After School Tutoring	Principal & teachers			Title I	10,000.00

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:
25% of students taking ELPAC will be redesignated.
Data Used to Form this Goal:
ELD component of Benchmark Advance, iReady ELA, SBAC, ELPAC
Findings from the Analysis of this Data:
Lyndale students need continued emphasis, instruction, and practice in Reading, Writing, Speaking, and Listening to pass the ELPAC and to be redesignated.
How the School will Evaluate the Progress of this Goal:
Lyndale school will utilize local assessments provided by the District that are aligned to the Common Core State Standards and site specific assessments developed by the school's grade level teams and teacher leaders. There will be an emphasis on constructed responses. <ul style="list-style-type: none">• Students will be assessed using iReady, CAASPP, and ELPAC.

Strategy #1:
Integrate technology and supplemental programs and materials into the curriculum to support student engagement, time on task, implementation of CCSS, and the 21st century within the ELD curriculum.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Re-subscribe to internet programs, maintain teacher log-in codes, post links on school's webpage August 2018 - June 2019	2018-19 School Year Access to learning through internet technology sources such as: <ul style="list-style-type: none"> • iReady • Benchmark • Imagine Language and Literacy 	Principal, Teachers, Instructional Coach	None Specified			
Purchase and replace LCD bulbs., Promethean pens as needed, laptops, and carts Sept.-June	2018-19 School Year Ongoing maintenance and updating of hardware such as: <ul style="list-style-type: none"> • Promethean boards, CD players, flash drives, copy machines 	Principal, office assistant	None Specified			

Strategy #2:

Develop and support adult knowledge and skills that will support student engagement, time on task, implementation of CCSS, and the 21st century learning skills through PD opportunities, data analysis, grade level collaboration, and committee work for staff and workshops, classes, and volunteering opportunities for parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Plan school site's grade level collaboration and peer observation calendar; enable teachers to attend off-campus PD if appropriate; review and assess areas of need. Provide food for parent and school meetings. August - June	2018-19 School Year Staff related actions such as: <ul style="list-style-type: none"> • Grade level and cross grade level Collaboration opportunities • Professional Development • PLC sponsored by the DO • IL Leadership team • School Resource Teacher • Peer observations • ROCI/Cycle of Inquiry 	Principal, Instructional Coach, Leadership team, Grade Level Collaboration Teams	no cost		Title I	2,000.00

Strategy #3:

Implement learning opportunities and strategies that allow all students to meet/exceed their grade level Common Core Standards

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide informal and formal PD, classroom walk-throughs, peer planning and coaching, time for the cycle of inquiry. Sept.-May	2018-19 School Year Continued implementation and development of: <ul style="list-style-type: none"> • Student engagement strategies • Universal access/workshop • Authentic oral and written language • Strategies and methods based on scientific research • Student collaboration, creativity, communication, critical thinking • Formative assessment 	Teachers, Principal, Instructional coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet monthly from September to May to review and collaborate on students' progress and implement interventions leading to achievement.	2018-19 School Year Monthly meetings with staff to address needs of at-risk students not served by Special Education	Principal, Instructional coach, Teachers				
Implement designated ELD time to meet the needs of EL students using the Benchmark Advance ELD component. Use Imagine Language and Literacy program for students who are developing their English language fluency.	2018-19 School Year Small group instruction	Instructional coach, teachers, principal				

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: School Environment
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
We will cultivate a positive school culture by encouraging a Growth Mindset and see our students and teachers as agents of change. We will continue to implement PBIS.
Data Used to Form this Goal:
Student Surveys Attendance at school and district activities. Students referrals LCAP surveys and meetings Daily Student Attendance
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Parent participation in school and district activities are increasing.• Students want play equipment and science activities.• Student attendance needs to improve.• We will implement Spirit Days and other activities to encourage school spirit.
How the School will Evaluate the Progress of this Goal:
-Evaluation will be measured by participation of families, student survey, and student attendance.
Strategy #1:
Monthly newsletters and coffees to keep families informed about student activities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly coffees and food, with timely speakers to support needs of families and to keep families informed. Sept-June	2018-19 School Year Monthly updates through newsletter and website.	Principal, Community Liaison, Office Staff	None Specified			
Schedule events for student and family involvement Sept.-June	2018-19 School Year Off and On campus learning experiences such as: <ul style="list-style-type: none"> • assemblies, guest presenters, curricular focus days • before + after school intervention • parent/teacher conferences • field trips 	Principal, Teachers, Professional Coach, Community Liaison	LCFF - Supplemental 4000.00			

Strategy #2:

Develop workshops, classes and volunteering opportunities for parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule parent meetings, workshops and trainings; encourage on-site parent volunteerism and engagement; create school's webpage so that it is a learning and supportive tool for parents	2018-19 School Year Parent related actions such as: <ul style="list-style-type: none"> • Parent workshops • Parent volunteers in the classroom and on campus • School Website • Curriculum evenings • ELAC meetings • Monthly newsletter • Website meaningful to parents • ESL classes for parents • Monthly newsletters and parent 	Principal and Community Liaison				

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"> link Parent Computer classes English classes 					

Strategy #3:

Coordinate with after-school programs and counseling program to provide student support and for after-school supervision and assistance with homework.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain system of identification of students in need of counseling, obtaining parental permission, and scheduling services.	2018-19 School Year Social and emotional counseling for students	Parents, teachers, principal, counselor	-no cost- (provided by Foothill Community Health Center)			
Consult and support after-school program as needed and identify students in need of after-school. August.-June	2018-19 School Year After School Program	City of San Jose Principal	-no cost- (provided by ASES)			
Consult and support before and after-school program for TK and Kinder students. After school tutoring for ELs and help with homework.	2018-19 School Year Before and After School Program	Think Together, parents, teachers, and principal	-no cost- (provided by ASES)			
Provide assemblies and field trips that support the curriculum and promote school spirit.	2018-19 School Year	Faculty, Staff, Principal			Title I	4,000.00
					LCFF - Supplemental	4800.00

Strategy #4:

All students will be active participants in Lyndale's culture of personal responsibility, mannerly, friendly, and fair behavior, and with the ability to identify and respond appropriately to emergencies and dangerous situations.

The entire school will practice Lions Laws to Live By: Live Safely, Live Responsibly, Live Kindly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Little Heroes coach will teach and supervise cooperative play yard games and behaviors. Daily focus on our PBIS Lions Laws to Live By: Live Safely, Live Responsibly, Live Kindly and staff will attend PBIS training	2018-19 School Year	Principal, Little Heroes Coach, Staff			Title I	13,500.00
					LCFF - Supplemental	13,500.00
Expect Respect Leadership Club to encourage school spirit and to buy t-shirts and supplies.	2018-19 School Year	Principal, teachers, staff			Title I	3,000.00
Implement monthly fire drills and quarterly earthquake drill and be prepared with supplies and procedures.	2018-19 School Year	Teachers, office assistant, health aide				
Maintain Visitor sign-in/sign-out log and have badges for visitors to wear.	2018-19 School Year	Principal, Administrative Assistant, teachers				
Present PD to staff on safety protocol meeting the District's timeline and school's needs.	2018-19 School Year	Principal				

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: Engage 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:
Engage all stakeholders so all students learn in an academically rigorous environment and promotes a positive community.
Data Used to Form this Goal:
Parent Meeting Sign-in sheets to Coffees, School Activities, District Programs
Findings from the Analysis of this Data:
-Parents want activities at school such as Awards Assemblies and Special Activity Days.
How the School will Evaluate the Progress of this Goal:
Progress will be evaluated by sign-in sheets, parent feedback, and surveys.
Strategy #1:
Plan activities that encourage parent and community involvement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain school's webpage, text parents, and use parent link to inform parents. Aug. - June	2018-19 School Year	Teachers, Community Liaison Instructional coach, Principal	None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule events for parents and students. Coffees Walk-a-thons English Classes Computer Classes Harvest Festival ELAC School Site Council LCAP Meetings Back-to-School Night Open House and Art Festival Two VAPA Showcases a year	2018-19 School Year	Teachers, Community Liaison, Principal,				
Schedule parent meetings, workshops and trainings; encourage on-site parent volunteerism; create school's webpage so that it is a learning and supportive tool for parents Sept.-June	2018-19 School Year Parent related actions such as: <ul style="list-style-type: none"> • Parent worksh ops • Parent volunte ers in the classroo m and on campus • School Website • Curriculum evening s • ELAC meeting 	Principal, Community Liaison, Instructional coach, Teachers	None Specified			

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"> • Monthly newsletter • Website meaningful to parents • SSC Meeting 					

Strategy #2:

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

Planned Improvements in Student Performance

School Goal #5

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Planned Improvements in Student Performance

School Goal #6

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

School Goal #7

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

School Goal #8

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

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

Strategy #1:

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

Strategy #2:

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

Strategy #3:

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

Strategy #4:

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

Strategy #5:

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

Strategy #6:

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	69,942.15	0.15
Supplemental/Concentration	35,300.00	35,300.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	35,300.00
	Title I	69,942.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	35,300.00
Title I	69,942.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,442.00
Goal 2	2,000.00
Goal 3	42,800.00

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
Paula Alli	X				
Danielle D'Ambrosio		X			
Maria Nunez		X			
Vivian Ton		X			
Margarita Perez			X		
Lorena Alatorre				X	
Jose Luis Diaz				X	
Judith Flores				X	
Bertha Gomez				X	
Tulia Mata				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

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

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 26, 2017.

Attested:

Paula McHale Alli

Typed Name of School Principal

Signature of School Principal

Date

Jose Luis Diaz

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date