

# The Single Plan for Student Achievement

**School:** Renaissance Academy  
**CDS Code:** 43-69369-0107763  
**District:** Alum Rock Union Elementary School District  
**Principal:** Doug Kleinhenz  
**Revision Date:** October 9, 2018

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

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

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**The District Governing Board approved this revision of the SPSA on December 13, 2018.**

## Table of Contents

School Vision and Mission .....	4
School Profile .....	4
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations .....	5
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	9
School and Student Performance Data .....	10
CAASPP Results (All Students) .....	10
ELPAC Results .....	14
Planned Improvements in Student Performance .....	15
School Goal #1 .....	15
School Goal #2 .....	22
School Goal #3 .....	25
School Goal #4 .....	30
School Goal #5 .....	33
School Goal #6 .....	35
School Goal #7 .....	37
School Goal #8 .....	39
Centralized Services for Planned Improvements in Student Performance .....	41
Centralized Service Goal #1 .....	41
Centralized Service Goal #2 .....	42
Centralized Service Goal #3 .....	43
Centralized Service Goal #4 .....	44
Centralized Service Goal #5 .....	45
Summary of Expenditures in this Plan .....	46
Total Allocations and Expenditures by Funding Source .....	46
Total Expenditures by Object Type and Funding Source .....	46
Total Expenditures by Funding Source .....	47
Total Expenditures by Object Type .....	48
Total Expenditures by Goal .....	49
School Site Council Membership .....	50
Recommendations and Assurances .....	51



## School Vision and Mission

### Renaissance Academy's Vision and Mission Statements

We believe all students will be successful when they are properly led and properly supported. We will build up our students' hearts and minds with the knowledge, skills, and habits to achieve success in high school, college, & life and to change their communities for the better.

## School Profile

Renaissance is a small middle school of choice serving approximately 288 sixth, seventh and eighth grade students. The Renaissance instructional program places an emphasis on the arts, sciences, and social justice. All Renaissance students, parents, and educators have chosen to come to Renaissance to participate, work hard, and focus on preparing students to be successful in high school, college and beyond. At Renaissance there is a strong emphasis on building the student, parent, teacher relationship. The community believes that when all stakeholders know one another's hearts and minds well, the students will be best supported and able to achieve their full potential. The parents' active support and cooperation, combined with the staff's best professional efforts, will continue to make Renaissance a place for students to learn and grow. Renaissance provides a safe, equitable, rigorous, and relationship-centered learning environment for all students.

## 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).

Renaissance students are administered surveys on a weekly basis. These surveys are designed to provide staff with input regarding the students beliefs about the academic program and the culture of the school. These surveys are also intended to encourage students to reflect on how they are approaching the learning process and influencing school culture.

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Renaissance also administers the ARUSD coordinated Panorama survey to students, parents, and staff:

#### 2018 Student Climate Survey Results (160 responses)

Climate of Support for Academic Learning: 86% favorable

Knowledge and Fairness of Discipline, Rules and Norms: 75% favorable

Safety: 71% favorable

Sense of Belonging (School Connectedness): 73% favorable

#### 2018 Parent Survey Results (176 responses)

After School Programs: 98% favorable

Climate of Support for Academic Learning: 97% favorable

Knowledge and Fairness of Discipline, Rules and Norms: 96% favorable

Safety: 90% favorable

Sense of Belonging (School Connectedness): 97% favorable

#### 2018 Staff Survey (11 responses)

Climate of Support for Academic Learning: 96% favorable

Knowledge and Fairness of Discipline, Rules and Norms: 89% favorable

Safety: 84% favorable

Sense of Belonging (School Connectedness): 99% favorable

### **Classroom Observations**

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

Classroom walkthroughs are conducted regularly. Site administrators conduct two formal observations for each teacher who is being evaluated. Additionally, site administrators visit all classrooms biweekly.

Teachers are encouraged to complete peer observations. Instructional coaches and administrators provide selected teachers the opportunity to observe their colleagues teach.

The focus of classroom observations is on student engagement and how the teacher has designed the lesson to make certain the students are playing active roles as learners.

### **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)**

Renaissance Academy has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement. Renaissance is implementing data-driven instruction by making state test (CAASPP and CELDT) data readily available to all teachers and by encouraging teachers to track student mastery of standards on local assessments. Renaissance uses two district provided data systems: Illuminate and Data Zone. These platforms allow teachers to access their students' performance data (CAASPP, CELDT, and local assessments) so that they can determine which students are performing at grade level and mastering the state content standards within each subject area. Teachers use this data to inform and drive their lessons and classroom instruction. Teachers use this data to determine the types of additional support and intervention programs specific students will benefit from.

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

- Illuminate Data
- Data Zone
- Locally Created Standards Based Benchmark (formative) Exams (every three weeks)
- Local Writing Assessment
- Standards-based weekly homework assignments
- Student notebooks in each content area
- Local Math diagnostic Test

## Staffing and Professional Development

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

All staff are highly qualified.

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

Teachers have access to SB472 training on State Board of Education-adopted instructional materials, Constructing Meaning training, and nationally acclaimed conferences specific to teachers' content area.

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

We have a comprehensive staff development initiative that focuses on using effective, research-based instructional strategies with our ELD students in all subject areas.

Renaissance teachers participate in voluntary weekly collaboration sessions. During collaboration time, teachers address the needs and performance of English Language Learners, and both content area and grade level topics.

During collaboration time teachers discuss and share EL strategies, analyze student work, analyze assessment data, and participate in book studies.

Within each content area teachers work collaboratively to identify essential standards and "I can..." statements which are used to guide teaching and student assessment.

Teachers in all content areas pursue subject area specific trainings, workshops, and professional development opportunities.

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

Ongoing instructional assistance is provided by the principal, vice principal, and teacher leaders. In addition, teachers participating in the BTSA program meet weekly with a district-assigned instructional coach.

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

Renaissance Academy staff meets 35 times per year for informational, grade level and department meetings. Teachers collaborate weekly by departments and monthly by grade level teams.

## Teaching and Learning

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

Content area teachers collaborate weekly to plan and revise units of study based on the state standards and locally identified essential standards. These meetings allow teachers to coordinate the instruction of the standards according to grade level, and to address specific student populations, such as ELD and Special Ed. Content area teachers create local pacing guides to ensure all content and state standards are covered over the course of a school year. The school year is divided into three trimesters and each 12 week trimester is divided into two six week units of study. On the sixth week a summative assessment is administered in each content area. Throughout the six week unit of instruction formative assessments are administered.

Grade level teachers collaborate weekly to review student performance and to address grade-level issues and projects. Grade level teachers create and review individualized learning plans for their students. Grade level teachers share their findings of student mastery of content and performance standards to determine each student's needs when creating learning plans.

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

At Renaissance Academy students receive 320 minutes of weekly instruction in three content areas: math, social studies, and language arts. Students receive 240 minutes of instruction each week in science. Instruction in science and social studies is designed and intended to reinforce skills and content standards from language arts. Teachers have identified specific English Language Arts content standards that are used to support instruction in social studies and science. Science instruction supplements and reinforces math instruction when applicable.

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

Teachers create local pacing guides which are reviewed annually and modified when necessary. Teachers differentiate during core instructional time and run specific intervention activities to supported targeted students. In addition, teachers run before and after school homework centers and intervention classes to support select students.

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

District adopted materials are available in the classroom in all content areas.  
To support speaking and writing, Renaissance is implementing Constructing Meaning across the curriculum.  
Teachers seek out and incorporate additional standards-based supplemental materials and activities to support their instruction.

### 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)

Renaissance Academy uses State Board of Education-adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Each teacher has identified students by their CAASPP score level, and instruction is delivered and monitored according to specific student needs.

Each teacher has identified English Learners by their ELPAC level and differentiates instruction and assignments to better serve and support these students.

Learner-led conferences are held three times each year. During these conferences the student, parent(s), and teacher meet to review the student's work, grades, CAASPP scores, and individual learning plan.

The school counselor works with every grade level to provide academic counseling support, motivating students to achieve higher standards. Every class at Renaissance has received academic counseling services via our counselor. Students are aware of the amount of credits and GPA needed to achieve the next grade level.

Under performing students are given priority admission to Citizen Schools, our extended learning day program. In Citizen Schools students receive targeted homework support and participate in enrichment opportunities.

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

Heterogeneously grouped cohorts/classes of students for core content instruction.

Marzano's high yield strategies

Depth of Knowledge

ELD strategies which include GLAD, SDAIE, and Constructing Meaning strategies.

Instructional strategies emphasized in Doug Lemov's book, Teach Like a Champion

Instructional strategies emphasized in John Hattie's book, Visible Learning

## Parental Involvement

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

Part-time (50%) instructional coach provides coaching support to classroom teachers and supports with planning and facilitation of site-based collaboration and professional development.

Part-time (50%) Academic Counselor who monitors student academic progress and conferences with students regularly regarding their academic performance and college entrance (A to G) requirements.

Counselor coordinates with outside counseling service agencies to provide additional counseling support to select students.

Community liaison helps strengthen parent and teacher partnerships and provides interpretation and translation support when needed.

A Student Success Team (SST), when initiated by a concerned teacher, will meet to review the academic and behavior needs of students.

A family handbook is provided for all students and parents.

Parent trainings are provided by the district to help parents to support their children's academic progress.

The Citizen Schools program provides enrichment activities as well as Homework Center support.

Home Access Center (HAC) allows parents to access their child's assignment and course grades online.

A health aide provides health services to students.

ARUSD website and Renaissance Academy website which provide updated information and links to various resources to students, parents, and staff



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

Parents, community representatives, classroom teachers, other school personnel, and students were involved in the planning, implementation, and evaluation of consolidated application programs, and were intimately involved in drafting the Renaissance Single Plan for Student Achievement.

#### Funding

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

Before and after school intervention classes and homework center for students  
Before school ELD class for English Learners  
Investing in technology as an instructional aide for students  
Comprehensive professional development for all staff in the areas of reading, writing, math, and ELD.  
Comprehensive collaboration for all staff  
Three Learner-Led Conferences each school year

18. Fiscal support (EPC)

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

One of our school goals is for all ELD students to gain one (overall) ELPAC proficiency level. At the middle school level most of our English learners are long-term English learners. We have been strategic and intentional about providing these students with increased supports: designated ELD each day, small group support during core instructional day, use of integrated ELD language strategies during core instructional day, and priority access to the extended learning day program.

Despite these supports our English learners remain our most under performing student population as measured by GPA & test scores.

One of our schools goals is to implement an effective restorative justice program. This is a new initiative and we are currently working to identify an outside organization that would be best equipped to train our staff.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	99	100	95	99	99	93	99	99	93	100	99	97.9
Grade 7	99	97	101	98	96	101	98	96	101	99	99	100
Grade 8	87	98	96	85	98	94	85	98	94	97.7	100	97.9
All Grades	285	295	292	282	293	288	282	293	288	98.9	99.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2545.6	2532.2	2534.6	20	18.18	12.90	38	36.36	43.01	22	27.27	26.88	19	18.18	17.20
Grade 7	2574.1	2595.9	2561.2	23	22.92	20.79	36	45.83	37.62	30	25.00	21.78	11	6.25	19.80
Grade 8	2610.9	2597.7	2621.1	24	25.51	24.47	51	36.73	55.32	20	26.53	13.83	6	11.22	6.38
All Grades	N/A	N/A	N/A	22	22.18	19.44	41	39.59	45.14	24	26.28	20.83	12	11.95	14.58

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	19	8.08	21.51	45	63.64	38.71	35	28.28	39.78	
Grade 7	27	31.25	22.77	46	46.88	52.48	28	21.88	24.75	
Grade 8	33	30.61	36.17	53	45.92	44.68	14	23.47	19.15	
All Grades	26	23.21	26.74	48	52.22	45.49	26	24.57	27.78	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	35	26.26	25.81	48	53.54	58.06	17	20.20	16.13
Grade 7	39	45.83	38.61	46	48.96	48.51	14	5.21	12.87
Grade 8	40	38.78	45.74	53	50.00	50.00	7	11.22	4.26
All Grades	38	36.86	36.81	49	50.85	52.08	13	12.29	11.11

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 6	15	13.13	10.75	74	71.72	74.19	11	15.15	15.05
Grade 7	24	19.79	8.91	60	68.75	67.33	15	11.46	23.76
Grade 8	28	18.37	22.34	65	70.41	71.28	7	11.22	6.38
All Grades	22	17.06	13.89	66	70.31	70.83	11	12.63	15.28

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 6	41	26.26	34.41	45	59.60	52.69	13	14.14	12.90
Grade 7	38	54.17	31.68	49	40.63	50.50	13	5.21	17.82
Grade 8	52	44.90	57.45	41	41.84	36.17	7	13.27	6.38
All Grades	43	41.64	40.97	45	47.44	46.53	11	10.92	12.50

**Conclusions based on this data:**

1. 8th grade students performed especially well with 79% of students demonstrating ELA proficiency.
2. Reading needs to be an increased area of focus. 28% of our students performed below standard. 45% of our students performed near standard and 26% performed above standard in reading.
3. Listening needs to be an increased area of focus. 13% of our students performed above standard. 71% of our students performed at or near standard and 15% performed below standard in listening.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	99	100	95	99	100	93	99	100	93	100	100	97.9
Grade 7	99	97	101	98	96	101	98	96	101	99	99	100
Grade 8	87	98	96	86	97	94	86	97	94	98.9	99	97.9
All Grades	285	295	292	283	293	288	283	293	288	99.3	99.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2548.6	2552.4	2508.8	19	22.00	17.20	26	26.00	19.35	39	37.00	29.03	15	15.00	34.41
Grade 7	2581.7	2613.4	2535.9	31	41.67	19.80	24	20.83	17.82	29	23.96	31.68	16	13.54	30.69
Grade 8	2598.0	2593.0	2624.9	31	42.27	40.43	26	11.34	17.02	27	18.56	28.72	16	27.84	13.83
All Grades	N/A	N/A	N/A	27	35.15	25.69	25	19.45	18.06	32	26.62	29.86	16	18.77	26.39

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 6	39	33.00	24.73	39	45.00	33.33	21	22.00	41.94
Grade 7	42	51.04	26.73	33	29.17	35.64	26	19.79	37.62
Grade 8	45	44.33	45.74	31	22.68	32.98	23	32.99	21.28
All Grades	42	42.66	32.29	35	32.42	34.03	23	24.91	33.68

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 6	16	20.00	16.13	58	53.00	39.78	26	27.00	44.09
Grade 7	32	46.88	17.82	36	37.50	48.51	33	15.63	33.66
Grade 8	23	35.05	39.36	60	36.08	50.00	16	28.87	10.64
All Grades	24	33.79	24.31	51	42.32	46.18	25	23.89	29.51

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 6	19	27.00	15.05	61	56.00	45.16	20	17.00	39.78
Grade 7	39	45.83	15.84	47	45.83	60.40	14	8.33	23.76
Grade 8	36	34.02	44.68	56	43.30	43.62	8	22.68	11.70
All Grades	31	35.49	25.00	54	48.46	50.00	14	16.04	25.00

**Conclusions based on this data:**

1. 38% of our students met or exceeded grade level standards in mathematics.
2. Concepts and Procedures is the claim area in which the highest percentage of our students (32%) found success. Within this claim 34% of our students were at or near standard and 34% were below standard.
3. Problem Solving and Modeling/Data Analysis is the claim area where the lowest percentage of our students (24%) found success. Within this claim 46% were at or near standard and 30% were below standard.

## School and Student Performance Data

### ELPAC Results

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

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

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

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

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

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

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

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

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Instructional Program</b>
<b>LEA GOAL:</b>
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
<b>SCHOOL GOAL #1:</b>
60% of 6th grade students will meet or exceed grade-level standards, as measured by SBAC, in ELA. 65% of 7th grade students will meet or exceed grade-level standards, as measured by SBAC, in ELA. 70% of 8th grade students will meet or exceed grade-level standards, as measured by SBAC, in ELA.  50% of 6th grade students will meet or exceed grade-level standards, as measured by SBAC, in math. 50% of 7th grade students will meet or exceed grade-level standards, as measured by SBAC, in math. 65% of 8th grade students will meet or exceed grade-level standards, as measured by SBAC, in math.
<b>Data Used to Form this Goal:</b>
Disaggregated 2018 SBAC ELA data:  Incoming 6th grade: 46% meet/exceed Incoming 7th grade: 54% meet/exceed Incoming 8th grade: 58% meet/exceed  Disaggregated 2018 SBAC math data:  Incoming 6th grade: 34% meet/exceed Incoming 7th grade: 36% meet/exceed Incoming 8th grade: 37% meet/exceed
<b>Findings from the Analysis of this Data:</b>
The scores 2018 SBAC scores suggest 53% of our current students are performing at or above grade level in ELA and 36% of our students are performing at or above grade level in mathematics. We will be focused on students demonstrating academic growth this school year.

**How the School will Evaluate the Progress of this Goal:**

Local writing assessments/performance tasks

Test; student performance on content area exams, iReady, SBAC IAB

Grade Point Average (GPA)

**Strategy #1:**

Academic support.

We believe that the content being delivered in class is effective. We also believe that our standards are consistent with all students achieving at a high level. We want to ensure that students are spending the independent practice time that is necessary for mastering the literacy, math skills and critical thinking skills they need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Citizen Schools will provide: 1. at least 1 hour of homework support daily 2. an opportunity for students to stay for a 2nd hour of homework support 3. procedures for teachers to pull students out to work in teacher-directed classrooms	August 2018 -- June 2019	Citizen Schools (Extended Learning Day)	District Funded			
Grade level teachers will establish & publicize office hours/interventions to support struggling students.  Teachers will notify parents of struggling students of this option & Citizen Schools  Teachers will coordinate Learner-led	August 2018 -- June 2019	Grade Level Teachers			Title I	25248.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conferences for all students two times each school year. Teachers will coordinate a third Learner-Led Conference for all students who have below a "C" in a class during the third trimester.						
Teachers will create documents to support students with independent practice/homework.	August 2018 -- June 2019	Teachers			Supplemental/Concentration	3000.00
Bilingual school staff will provide interpretation and translation support to assist communication between monolingual staff and parents who speak different languages. This is intended to strengthen the home-school partnership and contribute to supporting the student.	August 2018 -- June 2019	Parents			Title I	1000.00
Teachers will use the Newsela platform as a resource to develop student reading skills.	August 2018 -- June 2019	Teachers			Title I	900.00

#### Strategy #2:

Common Core State StandardsTeacher Collaboration –content & practice related to Common Core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Content area collaboration led by teachers for purposes of sharing teaching practices & standards and for developing shared assessments & curriculum.	August 2018 -- June 2019	Teachers				
Teachers will use materials and supplies to reinforce CCSS	August 2018 -- June 2019	Teachers			Supplemental/Concentration	2800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction/learning. (i.e.: paper, manipulatives, lab equipment)						
Teachers will create documents to support students with guided and independent practice of CCSS. (copy machine lease and maintenance costs)	August 2018 -- June 2019	Teachers				
Substitute teachers will be hired to release teachers to collaborate and to conduct peer observations.	August 2018 -- June 2019	Principal			Title I	2000.00
Teachers will have the opportunity to attend professional development/learning that is designed to help them grow their instructional and professional skills.	August 2018 -- June 2019					

### Strategy #3:

Teachers will develop performance task assessments & formative CCSS assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELA teachers will: 1. Familiarize themselves with existing Common Core assessments (online). 2. Develop common assessments for use across all of Renaissance Academy. (writing, reading comprehension, language, and listening & speaking). 3. Develop a common assessment schedule across all of Renaissance Academy ELA.	August 2018 -- June 2019	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will create tests or use CCSS tests to assess student learning of CCSS.	August 2018 -- June 2019	Teachers				
Teachers will collaborate to develop, administer, and score performance tasks that build and assess students reading, writing, and critical thinking skills.	August 2018 -- June 2019	Teachers				

#### Strategy #4:

STRATEGY: Use supplemental supplies, equipment, technology and experiences (i.e. field trips & student clubs) to support student mastery of CCSS and to prepare students with interests and skill sets that will prepare them for future life and career opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase and maintain technology that will support facilitation of CCSS lessons (printers, computers, projectors, document cameras, projector bulbs, etc.)	August 2018 -- June 2019	Administrator & teachers			Supplemental/Conce ntration	17602.00
Provide students with the resources needed to think critically and explore concepts in lab science courses.	August 2018 -- June 2019	science teachers and administrators	See above		Supplemental/Conce ntration	2000.00
Teachers and administrators will plan and coordinate field/study trips to reinforce student learning of CCSS.	August 2018 -- June 2019	Principal and Teachers			Title I	7400.00
Provide students with the materials and resources they need to engage in projects that will help in expanding their creativity and skills in the area	August 2018 -- June 2019	art teacher and administrators			Supplemental/Conce ntration	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
of visual arts.						
Provide students with the resources and experiences they need to support their development as musicians: instruments and or performance resources.	August 2018 -- June 2019	band teacher and administrators			Supplemental/Conce ntration	1500.00

#### Strategy #5:

STRATEGY: Use supplemental supplies, equipment, technology and experiences (i.e. field trips & student clubs) to support student mastery of CCSS and to prepare students with interests and skill sets that will prepare them for future life and career opportunities. (continued from Strategy #4)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students with an opportunity to develop their speaking, presentation, collaboration, and creativity skills through a student theater program.	August 2018 -- June 2019				Title I	5000.00
Students will have the opportunity to participate in Student Council. This experience will be an experience rooted in civics. Students will gain exposure to democratic processes and community organizing. Advisor(s) will receive a stipend.	August 2018- June 2019				Supplemental/Conce ntration	1500.00
Teachers will purchase chapter books and other texts to supplement the curriculum and to enhance a literature rich learning experience.					Supplemental/Conce ntration	1500.00

#### Strategy #6:

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

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: English Language Learners</b>
<b>LEA GOAL:</b>
English Learners will have the required skills to reach grade level standards/proficiency.
<b>SCHOOL GOAL #2:</b>
All students classified as English Learners will gain one (overall) ELPAC proficiency level.
<b>Data Used to Form this Goal:</b>
ELPAC data for current students: 19% (10) at level 4, 53% (28) students at level 3, 13% (7) students at level 2, 15% (8) students at level 1. Disaggregated ELA SBAC data for current students who are English learners: 5% (1) sixth grade student is meeting standard. No seventh or eighth grade ELs are meeting standard.
<b>Findings from the Analysis of this Data:</b>
Even English learners who are at levels 3 and 4 on the ELPAC are unable to perform on grade level on the ELA SBAC.
<b>How the School will Evaluate the Progress of this Goal:</b>
ELPAC test data Grades for English learners English learner performance on select assessments: content area exams that involve reading, iReady, SBAC IAB

**Strategy #1:**

Identify EL students so they can be specifically monitored during Advisory.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a list to all teachers of the ELD students at their grade level.	August 2018	Principal				
Monitor ELD student homework. Conference with parents as necessary.	August 2018 -- June 2019	Teachers				

**Strategy #2:**

STRATEGY: Provide a designated ELD class to all English learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teach designated ELD class for all EL students.	August 2018 -- June 2019	ELD Teachers	2 Teachers (0.2 FTE) District Funded			
Use supplemental resources to assist students in achieving English proficiency (i.e. English 3D materials, chapter books, audio recording devices, computer programs)	August 2018 -- June 2019	ELD Teachers	District Funded			

**Strategy #3:**

STRATEGY: Support all English learners through integrated ELD support during all content area classes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Select teachers will attend a 5 day EL Achieve Constructing Meaning professional development series. This PD will provide teachers with the process and tools for weaving explicit language instruction into their content area teaching.	August 2018 -- June 2019	District Office, School Administrators, Teachers				

**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:

<b>SUBJECT: Learning Environment</b>
<b>LEA GOAL:</b>
Provide all students and families a safe, welcoming and caring environment conducive to learning.
<b>SCHOOL GOAL #3:</b>
Implement core character values, social justice themes, and restorative justice practices that will positively influence school culture.
<b>Data Used to Form this Goal:</b>
Staff observations and survey data (local and district-panorama) Parent and student culture surveys (local and district-panorama)
<b>Findings from the Analysis of this Data:</b>
There are discipline issues that could be eliminated if better managed at the classroom level. There are discipline issues that could be better addressed if students were guided through a restorative process that encouraged reflection and apology to the offended or community for harm that was done.
<b>How the School will Evaluate the Progress of this Goal:</b>
Staff observations and surveys Parent and student culture surveys

  

<b>Strategy #1:</b>
Students will gain awareness of the concept of social justice and will develop the knowledge and skills needed to identify and address social justice issues in the community and world.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Content area teachers will integrate social justice topics into their content-area curriculum and lessons.	August 2018 -- June 2019	Principals				
Advisory teachers will explicitly teach the concept of social justice.	August 2018 -- June 2019	Teachers				
Teachers will work in teams to plan and implement two academic exhibition projects in which students will communicate how their topic of study impacts society and people (social justice).	August 2018 -- June 2019	Teachers				
Coordinate annual career day event in which professional presenters will be doing work that has an impact on people and society.	August 2018 -- June 2019	Counselor				

#### Strategy #2:

Work to build community and resolve conflict in a way that challenges students to be self reflective and respectful towards others.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cohort teachers will discuss behavior expectations with their cohort in all common areas/classrooms.	August 2018 -- June 2019	Teachers				
Implement supports and initiatives that will serve to support the social and emotional needs of all students.  Coordinate and supervise counselor interns. (intern counselor will be paid a stipend each semester)  Coordinate individual and group counseling services with outside counseling agencies.	August 2018 -- June 2019	counselor			Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School counselor will plan and coordinate community events including but not limited to career day, community resource fair, and high school fair.  School counselor will purchase materials and supplies that will help students cope with stress and focus (stress balls, fidget tools, etc.)	August 2018 -- June 2019	Counselor			Supplemental/Concentration	750.00
Specific praise: rather than saying, “good job”, staff will explicitly identify what students are receiving commendation for – this will increase the likelihood of repeat behavior.  4:1 – for every discipline interaction with a student, staff will ensure at least three positive interactions with that student.	August 2018 -- June 2019	Teachers				
Professional development on restorative justice practices.	August 2018 -- June 2019	Principals				

### Strategy #3:

Staff will provide structured activities before school, during recess, during lunch time, and after school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff to coordinate and supervise morning-time (before school) activities	August 2018 -- June 2019	principal				
Partnership with ASES provider, Citizen Schools, to provide an extended learning day for a select group of our student population.	August 2018	Director of State and Federal Programs and Site Principal	District Funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide after school athletics programming: league dues, coach stipends, referee fees, facilities fees, transportation, uniforms, materials and supplies	August 2018	Athletics Director & Principal			None Specified	15737.00
Provide a week-long summer bridge program in August for all of our incoming 6th grade students.	August 2018	Principal			Title I	3500.00
Provide students with an opportunity to participate in the yearbook club. Advisor(s) will be compensated with a stipend.	August 2018	Yearbook Advisor			Title I	1500.00

**Strategy #4:**

Create a physical learning environment and program opportunities that inspire and prepare the students for success in college and 21st century careers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase furniture that will enhance the learning experience and environment.	August 2018 - June 2019	principal			Supplemental/Concentration	2500.00

**Strategy #5:**

School values (perseverance, advocacy, integrity, relationships, and wellness) will be taught and academic success will be honored.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will explicitly teach school value lessons. Lessons will spiral through the year	August 2018 -- June 2019	Teachers				
We will recognize strong student demonstration of school values (value awards, dress passes, etc.).	August 2018 - June 2019	All staff				
Students will complete trimesterly value self-assessment (school culture	August 2018 - June 2019	principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
survey taken by students) which will be reviewed by all teachers.						
We will recognize students' academic success (honor roll certificates, t-shirts, Renaissance-logo items, etc.)	August 2018 - June 2019	principal and counselor			Supplemental/Conce ntration	3148.00

**Strategy #6:**

Promote a college-going and career-going culture.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will take a minimum of one college and one academic field trip each school year.	August 2018 - June 2019	Teachers				
Teachers will facilitate college-oriented lessons during advisory.	August 2018 - June 2019	Teachers				
Teachers will promote college informational and workshop events.	August 2018 June 2019	Teachers				

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Engaging Stakeholders</b>
<b>LEA GOAL:</b>
Engage stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
<b>SCHOOL GOAL #4:</b>
Engage stakeholders to strengthen our school culture and academic program.
<b>Data Used to Form this Goal:</b>
Parent volunteer tracker.
Sign-in sheets.
<b>Findings from the Analysis of this Data:</b>
Approximately 5% of our parents are completing the 30 requested volunteer hours over the course of the school year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Examine the percentage of parents who attend: Back to School Night Learner-Led Conferences Student Exhibition Events School Open-House

<b>Strategy #1:</b>
Staff will strive to promote parent participation and volunteerism.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent participation hours will be recorded and parents will receive	August 2018 - June 2019	Community Liaison				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
hour-progress updates at least three times each school year.						
School will send weekly communication to parents to inform parents of school and district information.	August 2018 - June 2019	Community Liaison and All Staff				
Parents will be honored and recognized for the time that they contribute towards supporting the school.	August 2018 - June 2019	Community Liaison				

**Strategy #2:**

Host events to build school and community culture.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and food for events (back to school bbq, career day, community resource fair, etc.) that strengthen community and college going culture.	August 2018 - June 2019	Counselor and office staff	General Fund			
Attend and coordinate recruitment and promotional events.  Materials and supplies will needed to be purchased to support with this effort.	August 2018 - June 2019	Community Liaison and recruitment team			Supplemental/Conce ntration	500.00

**Strategy #3:**

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

<b>Strategy #4:</b>

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

<b>Strategy #5:</b>

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

<b>Strategy #6:</b>

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



## Planned Improvements in Student Performance

### School Goal #5

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

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

<b>Strategy #1:</b>

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

<b>Strategy #2:</b>

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

<b>Strategy #3:</b>

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

<b>Strategy #4:</b>

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

## Planned Improvements in Student Performance

### School Goal #6

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

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

<b>Strategy #1:</b>

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

<b>Strategy #2:</b>

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

**Strategy #3:**

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

**Strategy #4:**

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

**Strategy #5:**

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

**Strategy #6:**

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

### School Goal #7

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

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

<b>Strategy #1:</b>
Staff will strive to provide structured activities before school, during recess, and lunch time.

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

<b>Strategy #2:</b>

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

**Strategy #3:**

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

**Strategy #4:**

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

**Strategy #5:**

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

**Strategy #6:**

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

### School Goal #8

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

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

<b>Strategy #1:</b>

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

<b>Strategy #2:</b>

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

**Strategy #3:**

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

**Strategy #4:**

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

**Strategy #5:**

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

**Strategy #6:**

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



## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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	47,048.17	0.17
Supplemental/Concentration	38,300.00	0.00

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	None Specified	15,737.00
	Supplemental/Concentration	38,300.00
	Title I	47,048.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
None Specified	15,737.00
Supplemental/Concentration	38,300.00
Title I	47,048.00

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	72,950.00
Goal 3	27,635.00
Goal 4	500.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Doug Kleinhenz	X				
Sarah Kretovics			X		
Erika Grant		X			
Tamara Bermudes		X			
Laura Hinsch		X			
Maria Pinal				X	
Myra Rivero				X	
Flor DeLeon-Jacobo				X	
Luz Saenz				X	
Maria Cardoza				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 1, 2018.

Attested:

Doug Kleinhenz

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

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

\_\_\_\_\_  
Date

Flor DeLeon-Jacobo

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

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

\_\_\_\_\_  
Date