

The Single Plan for Student Achievement

School: Holly Oak Elementary School
CDS Code: 43-69435-6047146
District: Evergreen Elementary School District
Principal: Keith Hodgin
Revision Date:

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.

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The District Governing Board approved this revision of the SPSA on 11/13/2015.

Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	11
School and Student Performance Data	12
CAASPP Results (All Students)	12
CELDT (Annual Assessment) Results.....	14
CELDT (All Assessment) Results.....	15
Title III Accountability (School Data)	16
Title III Accountability (District Data).....	17
California Physical Fitness Test Results	18
Planned Improvements in Student Performance	19
Language Arts, School Goal #1, District LCAP #1	19
Mathematics, School Goal #2, District LCAP #1.....	23
School Climate, School Goal #3, District LCAP #5.....	25
Staff Development, School Goal #4, District LCAP #4.....	29
Science, School Goal #5, District LCAP #1.....	32
Technology, School Goal #6, District LCAP #1	34
English Learners, School Goal #7, District LCAP #1.....	36
Health and Wellness, School Goal #8, District LCAP #5.....	38
Goal Title, School Goal #X, District LCAP #X	40
Goal Title, School Goal #X, District LCAP #X	41
Goal Title, School Goal #X, District LCAP #X	42
Goal Title, School Goal #X, District LCAP #X	43
Goal Title, School Goal #X, District LCAP #X	44
Goal Title, School Goal #X, District LCAP #X	45
Goal Title, School Goal #X, District LCAP #X	46
Centralized Services for Planned Improvements in Student Performance	47
Centralized Service Goal #1.....	47
Centralized Service Goal #2.....	49

Centralized Service Goal #3 51
Centralized Service Goal #4 53
Centralized Service Goal #5 54
Summary of Expenditures in this Plan 55
 Total Allocations and Expenditures by Funding Source 55
 Total Expenditures by Object Type 56
 Total Expenditures by Object Type and Funding Source 57
 Total Expenditures by Goal 58
School Site Council Membership 59
Recommendations and Assurances 60

School Vision and Mission

Holly Oak Elementary School's Vision and Mission Statements

Principal's Message

Holly Oak Elementary School opened in 1967 and is one of 18 schools in the Evergreen School District. The school houses approximately 600 TK-6 students. The school prides itself on providing students a high quality education within the context of a caring and nurturing environment. We received the California Distinguished School award three times (1995, 2004, 2010), and in 2011, we received the Title I Achieving School Award. Our PTA received the 2010 PTA of the Year award.

This statement articulates our mission:

At Holly Oak Elementary School, we are dedicated to providing our students an excellent education within a caring and nurturing environment. We hold high expectations for our students and provide them with the support they need to meet those expectations. High standards and a commitment to respecting the dignity of others are evident on our playground, in our classrooms, and throughout our wider community.

Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of 15 elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Holly Oak Elementary School is centrally located within the district's borders. In the 2015-2016 school year, the school is serving 610 students in grades transitional kindergarten through six on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Discipline & Climate for Learning

Students at Holly Oak Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. The school supplements Project Cornerstone with our Peace Patrol program.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. In addition, the principal visits each classroom at the beginning of the year to discuss with students appropriate classroom and playground behavior. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, e-mails, and the school website.

School Profile

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).

During the 2012/2013 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Evergreen School. The goals of the safety plan the group generated searched for information about the effectiveness of the Project Cornerstone Program at our school. Based on the group's conversation, two surveys were to be created. The first survey was a parent survey which asked questions about the parent's general knowledge of the Project Cornerstone ABC program as well as some of the finer details of the program. The second survey was a student survey which focused on Developmental Assets in which the students scored themselves weaker on the Project Cornerstone Me and My World Survey. Both of the surveys will be administered for the first time in Fall of 2013 through the use of an online survey program. A follow up survey that will measure growth of the school year will be given in the Spring of 2014.

Classroom Observations

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

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every other year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

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)

The use of state and local assessments at Evergreen Elementary are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children. They give the math diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Evergreen Elementary School.

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

Evergreen Elementary School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Evergreen students are also given beginning and end of the year assessment to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

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

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a worldclass educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

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

Evergreen Elementary School certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:

- a. the use of data to analyze and to inform classroom and school wide practices.
- b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust instruction.
- c. participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
- d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
- e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
- f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

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

The Holly Oak staff embraces the importance of professional development and collegial support as the primary means to expand and sharpen their skills as educators. As a result of our commitment to be knowledgeable and professionally trained, all Holly Oak teachers attend staff development at the beginning of each year and during the school year. The staff receives professional development in the formation and implementation of Professional Learning Communities. Collaboration and Planning time is given to teachers on a weekly basis to facilitate PLCs. In addition, teachers attend two site in-services per month, and one hour of monthly faculty meeting time is set aside for teachers to meet and collaborate on best practices to implement the Common Core State Standards.

The Holly Oak Leadership team, comprised of one teacher per grade level, meets throughout the year to plan staff development for the Holly Oak Staff.

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

In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. The staff has embraced the Step Up to Writing Program and Writers Workshop school wide as strategies for writing achievement this school year to support all students. Writers workshop is being implemented by a core group of teachers to propel student writing to the next level. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, ELL lead teacher meetings, and Courageous Conversations. Teacher facilitators bring their training back to the staff. Teachers implement the strategies to ensure that all students achieve State standards and benchmarks.

Every classroom has students experiencing lower performance than the standard. With identified students as “at risk” spread across the grade levels, the percentage of teachers in academic areas experiencing low student performance is 100%. As a School-Wide Title I program, our vision and mission focuses on high expectations and helping all students with the greatest needs succeed in the regular program. Teachers work in grade-level groups and individually to identify the at-risk students and analyze the achievement data to design the best possible interventions. Students with special needs, such as ELL, MEP, and Special Education, receive targeted extra services and benefit from the collaboration between the area specialist and the child’s teacher. Additionally, all Holly Oak teachers are CLAD certified and support English Language Learners in the classroom. Staff development, parent education, supplemental materials, and Extended Day classes all target the improvement of the students experiencing low student performance.

This year teachers in Transitional Kindergarten, Kindergarten, and First Grade are adopting the Sobrato Early Academic Language (SEAL) model. Next year (2016-2017) teachers in second and third grade will implement SEAL. The TK through 3rd grade model produces powerful language skills through hands-on science and social studies based thematic units (modules) addressing the Common Core Standards. The goal of the SEAL model is to ensure that all English Language Learners are proficient in English by the end of third grade. Teachers will attend 12 days of training throughout the school year with teachers from another Evergreen school - Dove Hill Elementary School - and with teachers from Franklin McKinley School District. The 12 days provide intensive professional development to teachers through workshops, coaching, and opportunities for collaborative planning and reflection. In addition, the SEAL teachers will use school and district staff development Thursdays and the September 24th district-wide teacher release day, to plan and develop the social studies and science modules that will be the basis of their instructional program. Holly Oak’s Instructional Coach and the district’s Teacher on Special Assignment (TOSA) SEAL coach, will work closely with SEAL teachers in the planning and implementation of the modules.

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

Teacher collaboration is and has been embraced by the district and at each school site using the research based strategies found in the works of DuFour, Marzano, and Tomlinson to name a few. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. Professional Learning Communities at each grade level are being formed to examine student work and provide teachers with data that can be used to guide instruction and modify curriculum. Professional development in creating and maintaining PLCs is ongoing at Holly Oak.

Teaching and Learning

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

All curriculum, instruction, and materials that is delivered by teachers at Evergreen Elementary School are aligned to content and performance standards. All teachers at Evergreen are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.

All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.

Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in ALL classrooms. AR books are available in the library and classrooms.

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

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

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

Pacing schedules and Unit Assessments will be developed in math and reading/language arts to allow us to monitor student progress toward proficiency. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials.

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

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

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)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

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

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. Evergreen is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.

Evergreen classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Base Learning and SEAL Pogram (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Evergreen staff believes that it is our job as educators to help bring out the academic potential of every student.

14. Research-based educational practices to raise student achievement

The mission of Evergreen Elementary School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, *What Works in Classrooms* as a guide. Evergreen Elementary School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Parental Involvement

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

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and Evergreen Elementary School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- Evergreen's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- Evergreen Elementary posts weekly newsletters on the school's website to inform parents of current events.

Parent University
SEAL
Counselors
MFT Interns

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

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

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

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Evergreen Elementary School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Description of Barriers and Related School Goals

Transition year to Common Core State Standards (CCSS).

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	87	85	97.7	85	2408.3	18	25	26	32
Grade 4	91	90	98.9	90	2452.4	20	27	21	32
Grade 5	103	102	99.0	102	2500.2	18	33	24	25
Grade 6	103	101	98.1	101	2510.1	8	38	24	31
All Grades	384	378	98.4	378		16	31	24	30

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	19	38	44	22	49	28	12	66	22	25	42	33
Grade 4	16	49	36	26	49	26	16	62	22	16	56	29
Grade 5	20	51	29	22	51	27	15	67	19	23	62	16
Grade 6	15	53	32	18	47	36	9	71	20	19	63	18
All Grades	17	48	35	22	49	29	13	67	21	20	56	23

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	87	85	97.7	85	2429.3	22	27	22	28
Grade 4	91	90	98.9	90	2445.5	4	30	33	32
Grade 5	103	102	99.0	100	2473.7	8	15	38	37
Grade 6	103	101	98.1	101	2499.4	11	19	33	38
All Grades	384	378	98.4	376		11	22	32	34

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	31	32	38	27	45	28	26	51	24
Grade 4	12	31	57	17	44	39	11	50	39
Grade 5	6	36	58	15	42	43	10	48	42
Grade 6	17	32	51	12	46	43	17	55	28
All Grades	16	33	51	17	44	39	16	51	33

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K			***** *	***	***** *	***						*****
1	5	13	14	36	13	33	6	15	1	3		39
2	2	6	14	41	10	29	6	18	2	6		34
3	2	6	9	29	13	42	5	16	2	6		31
4	2	14	5	36	5	36	2	14				14
5	3	21	8	57	2	14			1	7		14
6	2	10	10	48	6	29	3	14				21
Total	16	10	61	39	50	32	22	14	6	4		155

Conclusions based on this data:

1. Data indicates the majority of our English Language Learners are at the Early Advanced level of achievement; although there is a significant number of students who continue to perform at the Intermediate level of achievement.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	2	5	9	19	35	14	26	15	28	54
1	5	13	14	35	14	35	6	15	1	3	40
2	2	6	14	41	10	29	6	18	2	6	34
3	2	6	9	27	13	39	6	18	3	9	33
4	2	14	5	36	5	36	2	14			14
5	3	20	8	53	2	13			2	13	15
6	2	10	10	48	6	29	3	14			21
Total	17	8	65	31	69	33	37	18	23	11	211

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	173	171	155
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	173	171	155
Number Met	104	118	97
Percent Met	60.1%	69.0%	62.6%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	192	24	176	32	173	30
Number Met	60	--	61	17	49	21
Percent Met	31.3%	--	34.7%	53.1%	28.3%	70.0%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1. DATA FORTHCOMING.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. This is the first year that we have not made AMAO 1...and we are literally .2% below the target.
2. We still have been able to meet the target for the less than 5 years cohort.
3. Our >5 target percent did have a 4.4% increase

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	19.6	26.2	51.4

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	16.2	37.8	23.4

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	14.1	28.3	39.4

Planned Improvements in Student Performance

Language Arts, School Goal #1, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All students, including those in each significant subgroup, will demonstrate adequate growth in ELA as evidenced by the District's Unit Assessments, Smarter Balanced, and the District Writing and Fluency Proficiencies, and other classroom assessments.
Data Used to Form this Goal:
District's Writing Proficiency CELDT Results Unit Assessments CAASPP Results
Findings from the Analysis of this Data:
Data indicates the majority of our English Language Learners are at the Early Advanced level of achievement; although there is a significant number of students who continue to perform at the Intermediate level of achievement. CAASPP results for English Language Arts: 43% of Holly Oak 3rd graders met or exceeded the standard, compared with 54 percent of 3rd graders district-wide. 4th grade: Holly Oak 47%, district-wide 60%; 5th grade: Holly Oak 51%, district-wide 63%; 6th grade: Holly Oak 46%, district-wide 66%.
How the School will Evaluate the Progress of this Goal:
Teachers will administer a writing assessment. Student assessment data, progress reports, and report card grades to identify which students are, or are not, meeting grade level standards according to the Common Core State Standards (CCSS). Smarter Balanced Assessment in Spring, 2016. District Unit Assessments 2015-2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The staff will use Step Up To Writing (SUTW), Six Traits, and/or Writers Workshop materials in grades K-6. Teachers will analyze and collaborate on the most effective instructional strategies needed to implement the Common Core State Standards in writing.	8/19/2015-6/09/2017	Teachers, Resource Specialist, District Consultant, Principal	Materials, consultants.	4000-4999: Books And Supplies	Title I	1000
					Supplemental Fund	500
Provide comprehensive Intervention classes, Homework Clubs, Kinder Camp and summer school classes for identified students in grades TK through sixth.	8/19/2015-6/09/2017	Project Specialist, Instructional Assistants, Teachers and Principal	Teacher compensation,	1000-1999: Certificated Personnel Salaries	Title I	4000
			Materials.	4000-4999: Books And Supplies	Supplemental Fund	3000
Teachers will meet in grade level teams to collaborate. They will analyze data and student work to create best instructional practices and strategies to support the implementation of the Common Core State Standards in Language Arts. The Leadership Team and the Common Core Coach will meet with the principal to outline the agendas for grade level meetings.	8/19/2015-6/09/2017	Teachers, Principal and Common Core Coach.	Materials.	4000-4999: Books And Supplies	Title I	500
The Instructional Coach, Principal, other district employees, and outside consultants will provide staff development to all teachers. The Instructional Coach and Sabrato Early Academic Language (SEAL) Coach will work directly with teachers, during class and after school, to assist in the implementation of the CCSS and SEAL in Language Arts. Expenditures may include audio/visual equipment, computer and computer peripherals, teaching materials, refreshments and eatables.	8/19/2015-6/09/2017	Teachers, Common Core Coach, SEAL Coach, Principal, Consultants.	Consultants, materials.	4000-4999: Books And Supplies	Title I	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental materials will be purchased that address the English Language Arts Common Core State Standards and the Sabrato Early Academic Language Model (SEAL), such as books, classroom libraries, Scholastic, Time for Kids and other materials deemed appropriate by the leadership team and the principal. Development of a SEAL classroom for teachers, and their colleagues in other Evergreen schools and from other districts, will be supported.	8/19/2015-6/09/2017	Teachers, Common Core Coach and Principal.	Materials.	4000-4999: Books And Supplies	Supplemental Fund Title I	3000 5000
Staff will provide support for English Language Learners (ELLs). The ELD Specialist and Instructional Aide will provide push-in services for ELL students in 1st through 6th grades who need additional reading and writing support. They will provide pull-out services for Non English Proficient students in grades 1 through 6 who have been in the USA for less than one year.	8/19/2015-6/09/2017	Teachers, Instructional Assistants, ELD Specialist.	Materials.	4000-4999: Books And Supplies	Title I	500
Materials, such as consumable materials, books for classroom libraries, Accelerated Reader, computer hardware and software, iPad and CromeBook hardware and software, audio-visual equipment, and other electronics will be purchased to supplement the Language Arts programs in grades 2-6 and SEAL programs in TK-1.	8/19/2015-6/09/2017	Teachers, Common Core Coach, SEAL Coach and Principal.	Materials	4000-4999: Books And Supplies	Title I Supplemental Fund	15000 10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Library collections will be expanded to support student learning.	8/19/2015-6/09/2017	Teachers, Media Clerk, District Librarian, and Principal.	Books, materials.	4000-4999: Books And Supplies	Supplemental Fund	5000
Teacher will work with kindergarten, 1st, 2nd and 3rd grade students, utilizing Leveled Literacy, a program designed to help those students who struggle mastering the basic skills of reading.	8/19/2015-6/09/2017	Teachers and Principal.	Materials.	4000-4999: Books And Supplies	Title I	200

Planned Improvements in Student Performance

Mathematics, School Goal #2, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All Holly Oak students, including those in each significant subgroup, will demonstrate adequate growth in Mathematics as evidenced the by the Smarter Balanced Assessment, the District's Unit Assessments, and other classroom assessments.
Data Used to Form this Goal:
Formative and Summative classroom Mathematics assessments CAASPP
Findings from the Analysis of this Data:
Students need continued support in making the transition to Common Core mathematics. The percentage of students who met or exceeded the standards in Mathematics, as measured by the CAASPP, compared to students at the same grade level in other Evergreen schools: 3rd grade 49%, district-wide 61%; 4th grade 34%, district-wide 53%; 5th grade 23%, district-wide 50%; 6th grade 30%, district-wide 58%.
How the School will Evaluate the Progress of this Goal:
Teachers will administer classroom assessments throughout the school year. Student assessment data, progress reports and report card grades will identify which students are, or are not, meeting grade level standards according to the Common Core State Standards (CCSS). Smarter Balanced Assessment in Spring 2015 CAASPP..

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide materials, including manipulatives, supplemental textbook materials, computer hardware and software, that address the Mathematical Practices of the Common Core State Standards and the implementation of the new board approved math adoptions.	8/19/2015-6/09/2017	Teachers and Principal	Classroom consumables, computers and electronic supplies	4000-4999: Books And Supplies	Title I Supplemental Fund	23000 4000
Teachers will meet in grade level teams to collaborate. They will analyze data and student work to create best instructional practices strategies to support the implementation of the Common Core State Standards in Mathematics. The Leadership Team and the Common Core Coach will meet with the principal to outline the agendas for the grade level meetings.	8/19/2015-6/09/2017	Teachers, Principal, Common Core Coach.	Materials.	4000-4999: Books And Supplies	Supplemental Fund	500
The Common Core Coach will provide staff development to all teachers regarding the implementation of the Common Core State Standards and the new board-approved adopted textbooks. Staff will be given the opportunity to visit other teachers' classrooms in an effort to support their Mathematics' instructional program as the transition is made to the Common Core State Standards (CCSS).	8/19/2015-6/09/2017	Teachers, Principal and Common Core Coach	Consultants, materials.	4000-4999: Books And Supplies	Title I	1000
				None Specified	None Specified	

Planned Improvements in Student Performance

School Climate, School Goal #3, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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 Climate
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Improve School Climate Holly Oak students, parents and teachers will continue to work together to maintain a safe, clean, caring and nurturing learning environment. The physical, emotional, and social well-being of students and teachers is necessary for the promotion and maintenance of a healthy, productive school climate.
Data Used to Form this Goal:
Healthy Kids Survey Youth Truth Survey Informal student feedback Teacher feedback Parent feedback Minutes of SSC Meetings Agendas and minutes of Staff Meetings PTA meetings and agendas
Findings from the Analysis of this Data:
Data from the Youth Truth survey indicates that students at Holly Oak have comparatively lower levels of engagement compared to students at other Evergreen schools that participated in the survey. Students also had less favorable perceptions of their teachers' ability to connect their experience in school to their lives more broadly - students rated lower when asked about whether: they learn interesting things in class, they think their teachers care about them, and what they learn in class helps them outside of school. Of the five categories that make up the survey - Student Engagement, Relevance, Instructional Methods, Personal Relationships, Classroom Culture - Holly Oak students rated lower in four of the categories compared to students at the 16 other Evergreen schools that participated in the survey. Holly Oak students generally feel more positive in the category of Classroom Culture than other students surveyed.

How the School will Evaluate the Progress of this Goal:

Cornerstone Student Group
 Student Spirit Committee
 Peace Patrol
 Classroom Meetings
 2015-2016 Youth Truth Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The following programs will continue to be supported and implemented school-wide: Peace Patrol, Anti-Bully Expect Respect Training, the Project Cornerstone ABC Program, and Spirit Committee.	8/19/2015-6/09/2017	Teachers, Students, Parents and Principal	Consultants, assemblies, incentives, rewards, materials and supplies, and teacher compensation.	4000-4999: Books And Supplies	Title I	3000
				1000-1999: Certificated Personnel Salaries	Supplemental Fund	1000
Assemblies and other activities, including those conducted by the students participating in Project Cornerstone and the Spirit Committee, that promote a positive school climate will be planned. A Book of the Month Program that facilitates positive characteristics in students will be continued. All classes will have access to the books.	8/19/2015-6/09/2017	Teachers, Students and Principal	Consultants, books and other supplies.	4000-4999: Books And Supplies	Supplemental Fund	1000
Purchase materials and supplies for art, music, drama, sports, extracurricular activities/clubs, and Spirit Committee Events.	8/19/2015-6/09/2017	Teachers, Students and Principal	Materials	4000-4999: Books And Supplies	Title I	2000
				4000-4999: Books And Supplies	Supplemental Fund	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The principal and Title 1 Clerk will provide communication with parents and the community (Weekly Envelopes, Newsletter, Planners, website, email, School Loop). Student Planners and weekly folders will be used to help students organize their work and to communicate with parents.	8/19/2015-6/09/2017	Teachers, Students, Parents, Project Specialist and Principal	Materials, duplicating costs	4000-4999: Books And Supplies	Title I	1000
The Title 1 Clerk will facilitate the implementation of various programs to assist targeted students. The Title 1 Clerk will regularly communicate with parents, students and the community at large. The Title 1 Clerk will produce the weekly newsletter.	8/19/2015-6/09/2017	Title 1 Clerk and Principal	Materials.	4000-4999: Books And Supplies	Title I	1000
Parent Education Workshops; i.e. Project Cornerstone - ABC and Los Dichos Reading Programs, Parent University and Safety Committee Meetings will be offered to families throughout the year.	8/19/2015-6/09/2017	Parents, Teachers and Principal	Consultants, materials.	4000-4999: Books And Supplies	Title I Supplemental Fund	500 500
Noon-Duty Supervisors may be hired to assist in providing a safe and closed campus.	8/19/2015-6/09/2017	Principal, Teachers, Parent Volunteers and Noon-Duty Supervisors	Supervisor compensation	2000-2999: Classified Personnel Salaries	Supplemental Fund	2000
Pre-Kindergarten summer school classes and Kindergarten Orientation will be offered to promote a smooth transition from home to school.	8/19/2015-6/09/2017	Teachers, Students, Instructional Assistants, Parents and Principal	Teacher compensation, materials	1000-1999: Certificated Personnel Salaries	Title I	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reward/Incentives will be provided to students for excelling academically and socially; i.e. Student of the Week, classroom awards, Project Cornerstone, Good Citizenship Tickets, AR/STAR Reading, assemblies and field trips.	8/19/2015-6/09/2017	Teachers, Students, Administration, Title 1 clerk, Office Clerk	Materials, incentives.	4000-4999: Books And Supplies	Title I	2000
Support PTA by providing materials, equipment, and incentives to increase support from the school and community at large.	8/19/2015-6/09/2017	Parents, Teachers, Principal	Materials.	4000-4999: Books And Supplies	Title I	1000
Conduct team building activities with Holly Oak staff members to promote collaboration and improve staff relations. Activities might include off-site functions, after school team building, providing consultants and motivational speakers, and other activities deemed appropriate by the leadership team and the principal. Provide spirit wear and other materials that promote a positive school climate.	8/19/2015-6/09/2017	Principal, Teachers	Consultants, vendors, incentives.	4000-4999: Books And Supplies	Title I	5000

Planned Improvements in Student Performance

Staff Development, School Goal #4, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Common Core Staff Development
LCAP GOAL:
LCAP Goal 4: Attract, develop and retain quality staff at all levels.
LCAP SCHOOL GOAL:
Implementation of the Common Core State Standards (CCSS). Staff members will attend staff development meetings and trainings, throughout the school year, to address the implementation of the Common Core State Standards (CCSS). Staff development will be offered through the District and at the school site. A trained CCSS coach will be available to all staff members who chose to access these services. Unit Plans and formal assessments will be created using the CCSS to measure student progress.
Data Used to Form this Goal:
Formal assessments created using the CCSS to measure student progress. Teacher feedback from classroom assessments. Feedback from the school's Leadership team on staff development needs.
Findings from the Analysis of this Data:
District and school support is needed for teachers to transition to the Common Core State Standards (CCSS) as students are prepared to become 21st Century Learners.
How the School will Evaluate the Progress of this Goal:
District's Spring Diagnostic Assessment Successful Implementation of Common Core Units of Study Teacher Feedback/Observations CCSS Coach's Observations/Meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff members will collaborate to develop units of study that support the implementation of the Common Core State Standards (CCSS). These units of study will be taught within the content areas of Language Arts and Mathematics. Teachers will work together to close the achievement gap among our Hispanic, English Language Learners and Socio economically disadvantaged subgroups. TK, K and 1st grade teachers will be supported in the development of SEAL Modules.	8/19/2015-6/09/2017	Teachers Principal Common Core Coach	Materials and teacher compensation	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I Supplemental Fund	1000 1000
A Common Core Coach will offer staff development to all teachers throughout the school year. The Common Core Coach will meet with individual teachers and the entire staff to develop a plan for implementation. The Coach will meet and plan staff development with the site principal. The Coach will attend training offered by the District Office throughout the year. Teachers and the Common Core Coach will attend workshops and conferences that support implementation of the CCSS. Substitute teachers may be provided.	8/19/2015-6/09/2017	Teachers Principal Common Core Coach	Materials, supplies, consultants	4000-4999: Books And Supplies	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All staff members will have access to the technological equipment needed to deliver an effective instructional program that reflects the Common Core State Standards (CCSS). Equipment and materials will be maintained to ensure an orderly and safe school environment. Equipment includes, but is not limited to, SMART Boards, copy machines, computers, iPads, video cameras, LCD projectors and audio systems. Support services that render the equipment operational will be included. Training will be provided to ensure proper care, use and maintenance of equipment.</p>	8/19/2015-6/09/2017	District Office Personnel Principal, Teachers Instructional Assistants Common Core Coach Office Staff	Computer equipment, materials.	4000-4999: Books And Supplies	Supplemental Fund	6000
					Microsoft	6685

Planned Improvements in Student Performance

Science, School Goal #5, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Science
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Science All students, including those in each significant subgroup will demonstrate academic progress in Science as measured by the District's Spring Diagnostic Assessment. This assessment will support the transition and implementation of the Common Core State Standards (CCSS).
Data Used to Form this Goal:
Unit lessons/assessments in Science that support the Common Core State Standards (CCSS). Science CAASPP data from Spring 2015
Findings from the Analysis of this Data:
Forty eight out of 93 students (51%) tested in the spring of 2015 scored a 3 or below in science.
How the School will Evaluate the Progress of this Goal:
Unit Assessments Grade Level Collaboration Meetings Progress Reports Report Cards Formal assessments created using a variety of text materials with the intent of transitioning to the Common Core State Standards (CCSS). Grade Level Meeting Agendas 2015 Science CST

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will meet in grade level teams and across grade level teams to collaborate on student performance, analyze data, and implement best practices.	8/19/2015-6/09/2017	Teachers and Principal	Materials, teacher compensation.	4000-4999: Books And Supplies	Supplemental Fund	200
Purchase supplies and materials that will support Next Generation Science Standards.	8/19/2015-6/09/2017	Teachers and Principal	Materials.	4000-4999: Books And Supplies	Title I	2000

Planned Improvements in Student Performance

Technology, School Goal #6, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Technology
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Technology Holly Oak students will have access to technology to support student achievement in the transition to Common Core State Standards (CCSS). Document cameras, digital projectors, Smartboards, Interactive Response Systems, computers, printers, and any technology that enhances teaching and learning will be placed in each classroom.
Data Used to Form this Goal:
Administrative Observation Teacher Feedback Classroom Visitations
Findings from the Analysis of this Data:
In order to be ready for Common Core, and in order to challenge students to use their academic skills in research and problem solving, computer tools are necessary.
How the School will Evaluate the Progress of this Goal:
Lesson Plans Samples of Students' Work District Performance Assessments Technology Survey Technology Inventory

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase technology hardware and software for classroom usage, including, but not limited to, computers, iPads, printers, projectors, Brain Pop, AR, Rosetta Stone, RAZ Kids, etc. Maintain and upgrade classroom/office equipment and technology as needed.	8/19/2015-6/09/2017	Teachers, Principal, and Information Services Personnel	Computer equipment and software	4000-4999: Books And Supplies	Title I Supplemental Fund Microsoft	14193 5277 7757
Teachers will attend workshops, site in-services, and other professional development activities to learn new instructional strategies that incorporate technology.	8/19/2015-6/09/2017	Teachers and Principal	Consultants, conference fees.	4000-4999: Books And Supplies	Supplemental Fund	2000

Planned Improvements in Student Performance

English Learners, School Goal #7, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Enhancing Instructional Practices for English Language Learners (ELLs) Holly Oak teachers will align and integrate ELD instructional materials to ensure access to a comprehensive English/Language Arts curriculum aligned with the Common Core State Standards (CCSS).
Data Used to Form this Goal:
CELDT Data AMAO Data Teacher Observations ELD Specialist Observations/Feedback
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Grade Level Meeting Agendas Lesson Plans Report Cards CELDT Data Reclassification Data CAASPP Data District's Unit Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will meet in grade level teams, and across grade level teams, to collaborate, analyze data, and implement best practices for English Language Learners (ELLs).	8/19/2015-6/09/2017	Teachers and Principal	Materials.	4000-4999: Books And Supplies	Title I	500
Certificated consultants will provide workshops/presentations on integrating ELD into content areas.	8/19/2015-6/09/2017	Teachers, Principal, and Consultants	Consultant fees.	5000-5999: Services And Other Operating Expenditures	Title I	500
Professional development opportunities to address the needs of all ELL students will be provided to all EL Specialists, paraprofessionals and teachers.	8/19/2015-6/09/2017	Teachers and Principal	Consultants, materials.	4000-4999: Books And Supplies	Supplemental Fund	500
Purchase instructional materials aligned with the Common Core State Standards in Language Arts and ELD.	8/19/2015-6/09/2017	Teachers and Principal	Materials.	4000-4999: Books And Supplies	Supplemental Fund	500
EL support will be provided to all ELLs by a credentialed EL Specialist, and/or a highly qualified instructional assistant working under the supervision of the EL Specialist. The ELD Specialist and Instructional Aide will provide push-in services for ELL students in 1st through 6th grades who need additional reading and writing support. They will provide pull-out services for Non English Proficient students in grades 1 through 6 who have been in the USA for less than one year.	8/19/2015-6/09/2017	Director of Instruction, ELD Specialist, ELD Instructional Aide, Classroom teachers	Materials.	4000-4999: Books And Supplies	Title I	500
Targeted intervention for English Learners or LTELs.		Principal and teachers	Materials, resources, personnel		Title III	7500

Planned Improvements in Student Performance

Health and Wellness, School Goal #8, District LCAP #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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Health and Wellness
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Health and Fitness 100% of Holly Oak students will participate in activities that expose them to choosing a healthy and safe lifestyle that encourages good nutrition, physical fitness, and a positive self-image.
Data Used to Form this Goal:
Healthy Kids Survey, Physical Fitness Test (5th Grade)
Findings from the Analysis of this Data:
We still show a high percentage of students with a Body Mass Index that is considered obese. Our PE fitness results show only 75% of our students attain 5 or more Fitness goals. According to the 2014-15 Healthy Kids Survey: Twenty one percent of fifth graders said they had one or two sips of alcohol; 21% said they did not eat breakfast the morning they were surveyed; 40% said they had been teased about what their body looks like.
How the School will Evaluate the Progress of this Goal:
Newsletter articles will be used to inform/educate families. PE data will be reviewed during the year in addition to the state PE fitness results. Student feedback. Calendar of events. Healthy Kids Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer students activities and assemblies that promote health, fitness, and character building, including, but not limited to, Red Ribbon Week, Walk-a-thon, Walk to School, Jump Rope for Heart, field days and after school sports. Purchase materials, incentives and promotional items to support the above.	8/19/2015-6/09/2017	Teachers, Principal and Project Specialist	Consultants, materials	4000-4999: Books And Supplies	Title I	2000
Teachers will participate in training that promotes student health, fitness, and character building.	8/19/2015-6/09/2017	Teachers and Principal	Consultants, fees.	1000-1999: Certificated Personnel Salaries	Title I	500
Purchase materials, resources, and supplies for Health Awareness and PE classes (i.e., Rotation Centers, parachutes, balls, nets, and other P.E. equipment).	8/19/2015-6/09/2017	Teachers and Principal	Materials.	4000-4999: Books And Supplies	Supplemental Fund	1000

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Goal Title, School Goal #X, District LCAP #X

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Goal Title, School Goal #X, District LCAP #X

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Goal Title, School Goal #X, District LCAP #X

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Goal Title, School Goal #X, District LCAP #X

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Goal Title, School Goal #X, District LCAP #X

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Goal Title, School Goal #X, District LCAP #X

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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
SCHOOL GOAL #1:
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

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"> Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS. 	<ul style="list-style-type: none"> 8/14-6/17 	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

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"> Support teachers with needed instructional materials to enhance instructional practices. 	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> Provide PBL Professional Development to support students and also address the needs of ELs. 	<ul style="list-style-type: none"> 9/14- 6/17 	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified 3000-3999: Employee Benefits	Supplemental Fund	185,000
<ul style="list-style-type: none"> Provide intervention for targeted students. Provide intervention for English learners and specifically for LTELs based on the need of the school. 	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title III None Specified	143,000 135,000
<ul style="list-style-type: none"> * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. 	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund Title I	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
				3000-3999: Employee Benefits	Title II Teacher Quality and Lottery	3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	6/17 11/14-	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. <ul style="list-style-type: none"> Targeted ELs and LTELS 	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				2000-2999: Classified Personnel Salaries	Title III General Fund	135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality Supplemental Fund Title II Teacher Quality	63,500 50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagement		Supplemental Fund None Specified	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency
SCHOOL GOAL #3:
By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students. Instructional assistants are pushing into the classroom	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	Supplemental Fund General Fund	312,539
<ul style="list-style-type: none"> Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) Targeted Intervention for ELs and LTELs(all schools) 	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I Title III	286,000 135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund General Fund	150,000
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction Within the school day	1000-1999: Certificated Personnel Salaries	Supplemental Fund None Specified	1,118,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University Site parent Activities/Nights			42,000

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)
Microsoft	14442	0.00
Supplemental Fund	47977	0.00
Title I	98893	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Microsoft	14,442.00
Supplemental Fund	47,977.00
Title I	98,893.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	11,500.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	107,593.00
5000-5999: Services And Other Operating Expenditures	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Microsoft	14,442.00
	Supplemental Fund	20,277.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	2,000.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	2,000.00
4000-4999: Books And Supplies	Supplemental Fund	23,700.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	9,500.00
4000-4999: Books And Supplies	Title I	83,893.00
5000-5999: Services And Other Operating	Title I	500.00
	Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,700.00
Goal 2	28,500.00
Goal 3	26,000.00
Goal 4	16,685.00
Goal 5	2,200.00
Goal 6	29,227.00
Goal 7	10,000.00
Goal 8	3,500.00

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
Tien Vitug				X	
Keith Hodgin	X				
Chris Roberts				X	
Eric Hovland				X	
Susan Divita		X			
Susan Roberts		X			
Karen McBeath			X		
Lisa Ruiz				X	
Ellen Villa				X	
Gina Battistella		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

X 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 10/19/2015.

Attested:

Keith Hodgin

Typed Name of School Principal

Signature of School Principal

Date

Christopher Roberts

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date