

The School Plan for Student Achievement

School: Spruce Elementary School
CDS Code: 41690706045140
District: South San Francisco Unified School District
Principal: Israel Castillo
Revision Date: 12/18/2018

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

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

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The District Governing Board approved this revision of the SPSA on 5.9.2019.

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School Vision and Mission

Spruce Elementary School's Vision and Mission Statements

Spruce Mission statement

Spruce Elementary is an engaging school environment providing all learners opportunities to thrive through collaboration, intellectual curiosity, and discovery, enhancing their personal and academic growth.

We are a community partnership fostering the development of the independent thinker, leading to individuals that contribute to communities and cultures beyond the classroom.

School Profile

At Spruce Elementary administration, teachers, parents, students and the community are working collaboratively to meet the diverse learning needs of all our students. Spruce is continually working towards excellence and the success for all students. This will be achieved through staff development focused on best practices, rigorous curriculum and instruction strictly aligned, RTI, intervention and standards based instruction focused on Common Core Standards and Academic Language. Other foci are improving parent participation and developing student pride, with a strong focus on character trait, to help ensure a successful future for all students. This is encouraged with the implementation of Positive Behavior Intervention Support Systems. Spruce teachers and staff continue focusing on working in a Professional Learning Community to ensure school wide implementation of Academic Language, Best Teaching Practices, data-based decisions during PLC, and rigorous alignment to CCSS. In addition to carefully calibrating academic instruction, Spruce also focuses on developing the whole child. Students at Spruce have the opportunity to serve on junior patrol, helping to increase campus safety and encourage leadership development. Other extra-curricular activities include the Girls on the Run, Homework Club, Community Learning Center, Parks and Recreation programs, and a variety of after school tutoring services. This year we will continue to focus on intense small group intervention in the classroom. In addition we will promote reading by providing positive incentives for students achieving Accelerated Reader points and completing the 100 book challenge. Beyond academic and extra-curricular activities, Spruce is dedicated to partnering with parents and our community to improve the teaching and learning. Other parent outreach opportunities include PTA, SSC, ELAC, and a variety of family nights and parent education classes and events. In addition, this year Spruce Elementary will continue to implement the Latino Literacy Program. This is a 10 week session course that is designed to foster parent engagement through literacy. It is also beneficial in creating parent leaders who will promote a quality and complete education that includes the arts in their schools.

Spruce Elementary School was built in 1934. The school has 30 teaching stations, Library, Cafeteria, Gym, Resource Center and Administration Offices providing education for grades K-5. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Architectural planning for replacing 9 portable classrooms with permanent classrooms began during the 2013/2014 school year. Local bond funds were be used. The new classrooms, library and exploratorium were occupied by students in the 2014/2015 school year. This project has been completed.

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).

Parent Surveys are conducted yearly to ensure to obtain feedback from parents in regards to interventions, programs, areas of focus for every academic year. The results from the survey from last year revealed that 80% of the parents wanted more after school

intervention, 75% felt that we needed more supervision in the playground, and 80% felt that we needed more parent support such as adult classed to help them navigate our school system.

Classroom Observations

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

Administration developed a google calendar with assigned classroom observations by grade level. These observations are conducted weekly by administration to ensure that curriculum is implemented appropriately and differentiation is occurring on a daily basis. The data revealed that teachers are focused Academic Vocabulary and there is a strong focus on small group intervention in the classroom. About 80% of teachers are implementing Be Glad strategies and using Positive Behavior Intervention strategies as a means of classroom management.

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

Staffing and Professional Development

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

All teachers at Spruce Elementary School have the opportunity to participate in formal, full-day professional development days scheduled as part of the district calendar and additional site based PD focused on our school goals. The staff development is a collaborative effort between district values and values, district-lead work, and site specific training and development. Spruce Elementary teachers work as grade level PLC teams every Wednesday to closely analyze assessment site-based, district, and state data. Staff development is scheduled bi-weekly on Tuesdays through faculty meetings and professional development sessions guided by administration, ELD & ELA TOSA and facilitated by our designated teacher leaders. In 2017-2018 Spruce's professional development plan focused on ELD through the use of Academic Language, SST/RTI, PBIS, Best Teaching Practices, Reader's and Writer's Workshop, Student engagement through the process of PLC, and school wide focus on Common Core State Standards and small group intervention. These are the areas of Foci that received on-going professional development and support. The Spruce leadership team collaborates as a faculty and staff to strategically focus on school wide implementations that increase all students' learning. In order for Spruce to see improvement we desire, all stake holders must collaborate fully, share practices, plan together, and look at data to inform instruction and interventions. Teachers regard their professional learning as essential to the continued success of Spruce students

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
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)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

Parental Involvement

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

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 Spruce Parents and community are very supportive of the educational programs in South San Francisco Unified School District. Our parents are active participants of the Latino Family Literacy Project which promotes The Parent Teacher Association (PTA) plays an active role in the community, and at each school site through fundraisers and involvement in special activities. PTA fundraisers enables students to attend field trips, assemblies, and they also provide teachers with some needed classroom supplies. Our PTA is very dedicated in helping our school environment. We believe that our school can only be successful with the parents, community, and Spruce staff working collaboratively as a team. Spruce parents are also encouraged to attend our monthly ELAC and SSC, and other school wide parent groups. Parents are invited and reminded monthly of the importance of getting involved in school functions and volunteering.

Funding

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

18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	94	82	90	94	82	87	94	82	87	100	100	96.7
Grade 4	124	94	82	122	93	79	122	93	79	98.4	98.9	96.3
Grade 5	103	118	94	103	115	92	103	115	92	100	97.5	97.9
All Grades	321	294	266	319	290	258	319	290	258	99.4	98.6	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2363.0	2394.9	2363.1	5	17.07	10.34	13	17.07	12.64	29	30.49	26.44	53	35.37	50.57
Grade 4	2409.1	2394.9	2448.7	7	7.53	15.19	16	11.83	18.99	22	19.35	31.65	56	61.29	34.18
Grade 5	2453.3	2447.8	2436.4	8	8.70	3.26	24	15.65	19.57	23	29.57	20.65	45	46.09	56.52
All Grades	N/A	N/A	N/A	7	10.69	9.30	18	14.83	17.05	24	26.55	25.97	51	47.93	47.67

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	5	14.63	14.94	37	34.15	35.63	57	51.22	49.43	
Grade 4	7	10.75	16.46	34	37.63	54.43	60	51.61	29.11	
Grade 5	13	7.83	4.35	34	42.61	46.74	53	49.57	48.91	
All Grades	8	10.69	11.63	35	38.62	45.35	57	50.69	43.02	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	17.07	6.98	44	48.78	32.56	51	34.15	60.47
Grade 4	8	3.23	12.66	51	44.09	53.16	41	52.69	34.18
Grade 5	11	13.04	11.96	38	51.30	39.13	51	35.65	48.91
All Grades	8	11.03	10.51	45	48.28	41.25	47	40.69	48.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	15.85	9.20	68	56.10	52.87	31	28.05	37.93
Grade 4	6	3.23	15.19	64	46.24	63.29	30	50.54	21.52
Grade 5	8	8.70	0.00	62	56.52	53.26	30	34.78	46.74
All Grades	5	8.97	7.75	65	53.10	56.20	30	37.93	36.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	13.41	8.05	48	57.32	41.38	46	29.27	50.57
Grade 4	9	9.68	17.72	45	41.94	56.96	46	48.39	25.32
Grade 5	17	11.30	10.87	56	44.35	40.22	27	44.35	48.91
All Grades	11	11.38	12.02	50	47.24	45.74	40	41.38	42.25

Conclusions based on this data:

- The Analysis of the SBAC data revealed that 26.6% of all students in grades 3rd -5th, met or exceeded the standard on the SBAC for ELA.
 - In 3rd grade 23% of all students met or exceeded the standards on the SBAC.
 - In 4th grade 33% of all students met or exceeded the standards on the SBAC.
 - In 5th grade 23% of all students met or exceeded the standards on the SBAC.
- Goals

By June, 2019 the percentage of all students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 4%.

By June, 2019 the percentage of English Learners students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 3%.

By June, 2019 the percentage of all Special Education students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 3%.

By June, 2019 the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 4%.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	94	82	90	94	82	89	94	82	89	100	100	98.9
Grade 4	124	94	82	122	93	80	122	93	80	98.4	98.9	97.6
Grade 5	103	118	94	103	118	93	103	118	93	100	100	98.9
All Grades	321	294	266	319	293	262	319	293	262	99.4	99.7	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2402.7	2420.0	2378.0	14	13.41	4.49	19	29.27	19.10	30	32.93	24.72	37	24.39	51.69
Grade 4	2438.0	2433.2	2467.5	3	7.53	16.25	22	17.20	22.50	40	37.63	35.00	34	37.63	26.25
Grade 5	2482.3	2475.7	2469.6	15	16.95	13.98	16	15.25	12.90	32	27.97	27.96	38	39.83	45.16
All Grades	N/A	N/A	N/A	10	12.97	11.45	19	19.80	17.94	34	32.42	29.01	36	34.81	41.60

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	21	28.05	12.36	31	43.90	30.34	48	28.05	57.30	
Grade 4	12	16.13	30.38	38	27.96	30.38	50	55.91	39.24	
Grade 5	19	21.19	19.35	36	26.27	27.96	45	52.54	52.69	
All Grades	17	21.50	20.31	35	31.74	29.50	48	46.76	50.19	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	18.29	8.99	50	58.54	37.08	38	23.17	53.93
Grade 4	4	10.75	16.25	47	40.86	47.50	49	48.39	36.25
Grade 5	12	11.86	9.68	40	42.37	39.78	49	45.76	50.54
All Grades	9	13.31	11.45	45	46.42	41.22	46	40.27	47.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	15.85	10.11	50	50.00	39.33	32	34.15	50.56
Grade 4	9	9.68	21.52	52	47.31	46.84	39	43.01	31.65
Grade 5	14	11.02	8.60	45	44.07	41.94	42	44.92	49.46
All Grades	13	11.95	13.03	49	46.76	42.53	38	41.30	44.44

Conclusions based on this data:

- The Analysis of the SBAC data revealed that 29.6% of all students in grades 3rd -5th, met or exceeded the standards on the SBAC for math.
 - In 3rd grade 23% of all students met or exceeded the standards on the SBAC.
 - In 4th grade 39% of all students met or exceeded the standards on the SBAC.
 - In 5th grade 27% of all students met or exceeded the standards on the SBAC.
- By June, 2019 the percentage of all students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 4%.

By June, 2019 the percentage of English Learners students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 3%.

By June, 2019 the percentage of all Special Education students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 3%.

By June, 2019 the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 4%.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
551	72.4%	71.0%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	391	71.0%
Foster Youth	1	0.2%
Homeless	4	0.7%
Socioeconomically Disadvantaged	399	72.4%
Students with Disabilities	79	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5%
American Indian	1	0.2%
Asian	16	2.9%
Filipino	28	5.1%
Hispanic	481	87.3%
Two or More Races	9	1.6%
Pacific Islander	4	0.7%
White	8	1.5%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 409 456 436">English Language Arts</p>  <p data-bbox="293 489 375 516">Yellow</p>	<p data-bbox="695 409 927 436">Chronic Absenteeism</p>  <p data-bbox="776 489 857 516">Orange</p>	<p data-bbox="1198 409 1382 436">Suspension Rate</p>  <p data-bbox="1252 489 1333 516">Orange</p>
<p data-bbox="261 606 407 634">Mathematics</p>  <p data-bbox="293 686 375 714">Orange</p>		
<p data-bbox="199 804 469 831">English Learner Progress</p>  <p data-bbox="212 884 456 911">No Performance Color</p>		

Conclusions based on this data:

- 1.

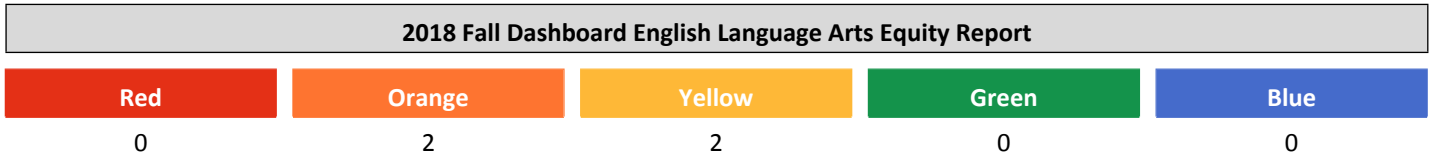
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 53.8 points below standard Increased 4.1 points 253 students	 Orange 54.2 points below standard Maintained 2.8 points 212 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 57 points below standard Increased 4.9 points 202 students	 Orange 117.8 points below standard Increased 5.6 points 59 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 12.1 points below standard Declined -12.9 points 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 55.8 points below standard Increased 5.9 points 229 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.2 points below standard Increased 6.7 points 158 students	39.4 points above standard Increased 27.2 points 54 students	51.4 points below standard Increased 10.5 points 41 students

Conclusions based on this data:

- 1.

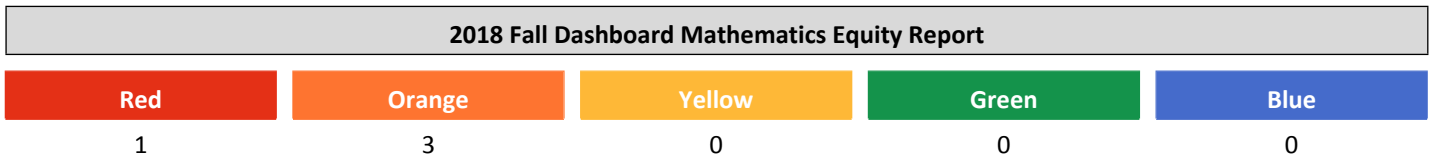
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 45.7 points below standard Declined -3.9 points 253 students	 Orange 45.7 points below standard Declined -5.5 points 212 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 45.7 points below standard Maintained 0.6 points 202 students	 Red 106.8 points below standard Maintained -0.1 points 59 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 22.1 points below standard Declined -18.7 points 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.3 points below standard Maintained -1.7 points 229 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.1 points below standard Declined -3.4 points 158 students	34.6 points above standard Increased 54 students	46 points below standard Increased 3.9 points 41 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
386	30.8%	42.5%	16.1%	10.6%

Conclusions based on this data:

1.

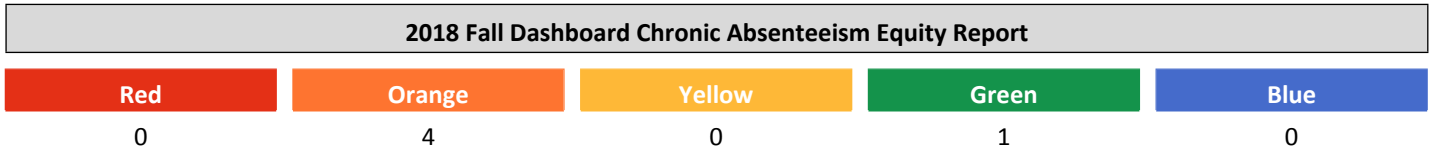
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>12.9% chronically absent</p> <p>Increased 2.6%</p> <p>568 students</p>	<p>English Learners</p>  <p>Orange</p> <p>11.9% chronically absent</p> <p>Increased 2.9%</p> <p>403 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>12.5% chronically absent</p> <p>Increased 2.1%</p> <p>449 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>18.3% chronically absent</p> <p>Increased 9.4%</p> <p>104 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 6.3% chronically absent Declined 3.8% 16 students	 Green 3.2% chronically absent Declined 6.8% 31 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.2% chronically absent Increased 2.8% 494 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

Conclusions based on this data:

- 1.

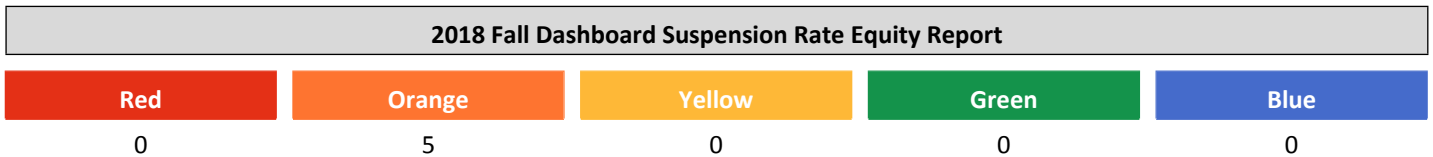
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 3% suspended at least once Increased 2.1% 576 students	<p>English Learners</p>  Orange 2.7% suspended at least once Increased 2.2% 408 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 4 students	<p>Socioeconomically Disadvantaged</p>  Orange 2.6% suspended at least once Increased 2% 453 students	<p>Students with Disabilities</p>  Orange 5.8% suspended at least once Increased 4.8% 104 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 6.3% suspended at least once Increased 6.3% 16 students	 Orange 3% suspended at least once Increased 3% 33 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3% suspended at least once Increased 2.3% 500 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 10 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.6% suspended at least once	0.8% suspended at least once	3% suspended at least once

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: Instructional Program: Reading / Language Arts

LEA/LCAP GOAL:

LCAP Goal 1 (Academic Achievement) All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy.

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

Professional Development - Professional Development will support student proficiency on local, state, and/or national level assessments.

SCHOOL GOAL #1:

By May, 2019 the percentage of all Kindergarten students meeting or exceeding grade level benchmark in reading using Fountas & Pinnell will increase by 3%.

By May, 2019 the percentage of all 1st grade students meeting or exceeding grade level benchmark in reading using Fountas & Pinnell will increase by 4%.

By May, 2019 the percentage of all 2nd grade students meeting or exceeding grade level benchmark in reading using Fountas & Pinnell will increase by 6%.

By May, 2019 the percentage of all students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 4%. By May, 2019 the percentage of English Learners students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 3%.

By May, 2019 the percentage of all Special Education students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 3%.

By May, 2019 the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 4%.

Data Used to Form this Goal:

The Analysis of the SBAC data revealed that 26.6% of all students in grades 3rd -5th, met or exceeded the standard on the SBAC for ELA.

- In 3rd grade 23% of all students met or exceeded the standards on the SBAC.
- In 4th grade 33% of all students met or exceeded the standards on the SBAC.
- In 5th grade 23% of all students met or exceeded the standards on the SBAC.

The Analysis of the F & P Reading Data revealed that 53.6% of all students in grades K -5th, met or exceeded grade level benchmark in reading.

- The analysis of the Fountas and Pinnell data revealed that 62% of the Kindergarten students met or exceeded grade level benchmark in reading
- The analysis of the Fountas and Pinnell data revealed that 45% of the 1st grade students met or exceeded grade level benchmark in reading
- The analysis of the Fountas and Pinnell data revealed that 66% of the 2nd grade students met or exceeded grade level benchmark in reading.
- The analysis of the Fountas and Pinnell data revealed that 67% of the 3rd grade students met or exceeded grade level benchmark in reading.
- The analysis of the Fountas and Pinnell data revealed that 44% of the 4th grade students met or exceeded grade level benchmark in reading.
- The analysis of the Fountas and Pinnell data revealed that 38% of the 5th grade students met or exceeded grade level benchmark in reading.

Findings from the Analysis of this Data:

We used the State Assessments (SBAC), Fountas and Pinnell reading Assessment data, Writing Assessment, Curriculum Embedded Unit Assessments, and ELPAC Data.

How the School will Evaluate the Progress of this Goal:

We will use the State SBAC website to access and analyze growth of student achievement, ELPAC, F&P Reading Data, as well as District Benchmark Test scores and unit assessments. In addition we will start looking at common formative assessments to intervene as the student are learning new material and analyze this data during PLC time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Train all staff on Be Glad Strategies to support English Learners</p> <p>Provide release time and collaboration time for teachers to work with our TOSA on Be GLAD (Guided Language Acquisition Development). During this time they will collaboratively look at data, pacing guides, assessments, Common Core Standards and plan to ensure that students are engaged in language acquisition and transitioning to common Core State Standards.</p> <p>Teachers and administrators will also collaborate and make arrangements for class coverage to allow teachers to visit and observe their colleagues implementing CCSS lessons per trimester.</p> <p>Measures: Analyze District benchmark data, ELPAC, Classroom created assessments to monitor</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Administration, teachers, support staff, reading specialist, and district office personnel.</p>	EL Support (123)	5800: Professional/Consulting Services And Operating Expenditures	El Support	15,000
			Be Glad Training for all staff	1000-1999: Certificated Personnel Salaries	El Support	5,000.00
			EL Support (123)	4000-4999: Books And Supplies	El Support	1,500.00
			Obtain Roving substitute teacher to allow teacher to visit each other & share effective instruction and Data Chats using F&P.	Materials and Supplemental Curriculum		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student progress. Collect weekly PLC minutes from all grade levels and check for evidence of instructional alignment with content standards. Collect data from the weekly walkthroughs to ensure that the CCSS are being taught in daily lessons.						
<p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: Administration will collaborate with the SST/ RTI team, and reading intervention teachers to target students' individual needs and provide them with additional reading support.</p> <p>The reading intervention program will address the identified reading needs of students in all grade levels and work with teachers on creating interventions within the classroom (Provide Professional Development focused on strategies and structures for teaching reading and writing. 1 teacher per grade level and Literacy TOSA</p> <p>In addition the team will also purchase technology programs to support CCSS instruction</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Principal, SST/ RTI team, and teachers	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Leveled Readers for Small Group intervention</p> <p>English Learner Support (123)</p> <p>Professional Development for Administration focused on CCSS</p> <p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Reading Intervention Instructional Aide</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>El Support</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>3786.33</p> <p>4,500.00</p> <p>35,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Measures: We will use Fountas and Pinnell intervention curriculum which is based on comprehensive approaches that involve high impact interventions for struggling readers. The program will be used for Tier 2 and 3 intervention students (approximately 160 students per year). Teachers will administer the assessments three times per year. The program provides ongoing assessments three times a year and matches books to a reader's reading ability. The program provides differentiated, small group instruction.</p>			Title I, Part A, Basic Grants Low Income and Neglected (301)	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	77,852.00
			(Professional Development / training for the Reading Specialist)			
			Site Discretionary (70)	4000-4999: Books And Supplies	Site Discretionary	3058
			Supplemental Materials, Supplies, and Technology			
			Site Discretionary (70)	5000-5999: Services And Other Operating Expenditures	Site Discretionary	7500
			Experience Corp Reading Intervention program			
Local Categorical (386)	4000-4999: Books And Supplies	Local Categorical	7316			
Accelerated Reader license (Renaissance) & Books for library and classroom						
LCAP (180)	4000-4999: Books And Supplies	LCAP At-Risk Student Support	2684			
Accelerated Reader & Books for school and classroom libraries						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: Implement Accelerated Reader (AR) grades 2-5th to increase student performance in comprehension and fluency.</p> <p>Implement 100 Book Challenge as a means to increase parent involvement with literacy.</p> <p>Measures: Monitor and recognize students' AR points for increased reading levels. Monitor and recognize students' achievement in 100 Book Challenge.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Administration, teachers and classified staff	<p>Site Discretionary (70)</p> <p>Staff hourly pay to monitor and organize the A.R. program for grades 2nd-5th.</p> <p>LCAP At Risk Student Support Student (180)</p> <p>Million Word Reader Incentives</p> <p>Instructional Media (451) Materials and Supplies (repair and label books) including books</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Site Discretionary</p> <p>LCAP At-Risk Student Support</p> <p>Instructional Media</p>	<p>2146</p> <p>1,000</p> <p>508.00</p>
<p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Provide teachers with additional professional development and planning time to improve best practices in the specific components of Explicit Direct Instruction (TAPPLE), Common Core State Standards, and BeGlad strategies to enhance the learning of all students. (School-wide BeGlad focus strategies 1. Graphic Organizer Chart/word card review 2. Pictorial Input Chart/word card review 3. Chants/Poetry 4. Sentence</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Administration, District Curriculum & Instruction Specialist, and Reading Intervention Teacher	<p>GIFT FUND (356)</p> <p>Provide our staff with refreshments /incentives during Professional Development meetings</p>	<p>0000: Unrestricted</p>	<p>Gift Fund</p>	<p>6,808</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Patterning Chart 5. Learning Logs 6. Cooperative Strip Paragraph</p> <p>Provide school site ELD TOSA with BeGLAD training and she will work collaboratively with individual teacher and grade level teams to train staff in language acquisition. Teachers will be trained to modify the delivery of student instruction to promote academic language and literacy.</p> <p>Measures: Administration will perform walkthroughs daily to monitor implementation of CCSS, EDI, and the 6 BeGLAD strategies in the classrooms. Additional supports will be provided through our site ELD TOSA.</p>			<p>EL SUPPORT(123)</p> <p>PD training & Release time for TOSA Teachers & Administrators</p> <p>TitLe 1 Conference & CAbE Conference</p> <p>EL SUPPORT (123) Hourly Pay for teachers to stay after contracted hours to develop unit assessments for Be Glad</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>El Support</p> <p>El Support</p>	<p>7,000</p> <p>3,100</p>
<p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: Have translators available for Back to School Night, Open House, Parent-Teacher Conferences, and all other school related meetings such as IEP meetings. Have letters, documents, and information ready and translated for the first day of school.</p> <p>Measures:</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Administration, teachers, instructional aides, and community volunteers</p>	<p>Title I, Part A, Basic Grants Low Income and Neglected (123)</p> <p>Translators for Back to School Night, Open House, Parent Teacher Conferences</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>El Support</p>	<p>3,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will set a baseline as a measure for the Academic school year of 2018/19 through sign in sheets, parent surveys, and feedback from families. Monitor parent involvement through data collection.			Title I, Part A, Basic Grants Low Income and Neglected (301) Additional hours for office staff to prepare and organize packets for the first day of school	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2,257.67
			At-Risk Student Support (180) Additional hours to translate documents (Spanish)	2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	1,000

Planned Improvements in Student Performance

School Goal #2

SUBJECT: INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS)
LEA/LCAP GOAL:
LCAP Goal #1: Academic Achievement All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics. Professional Development - Professional Development will support student proficiency on local, state, and/or national level assessments. Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #2:
By May, 2019 the percentage of all students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 4%. By May, 2019 the percentage of English Learners students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 3%. By May, 2019 the percentage of all Special Education students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 3%. By May, 2019 the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 4%.
Data Used to Form this Goal:
The Analysis of the SBAC data revealed that 29.6% of all students in grades 3rd -5th, met or exceeded the standards on the SBAC for math. <ul style="list-style-type: none">• In 3rd grade 23% of all students met or exceeded the standards on the SBAC.• In 4th grade 39% of all students met or exceeded the standards on the SBAC.• In 5th grade 27% of all students met or exceeded the standards on the SBAC.
Findings from the Analysis of this Data:
We will use the State SBAC website to access and analyze growth of student achievement, CELDT, as well as Curriculum Embedded assessments and District Benchmark Test scores. In addition we will start looking at common formative assessments to intervene as the student are learning new material and analyze this data during PLC time.

How the School will Evaluate the Progress of this Goal:

We will use the State SBAC website to access and analyze growth of student achievement, CELDT, as well as CEA and District Benchmark Test scores. In addition we will start looking at common formative assessments to intervene as the student are learning new material and analyze this data during PLC time.

Strategy:

As curriculum leaders we will collaborate with teachers and use data to drive our Mathematics instruction and guide our grade level teachers to create SMART goals. We will guide our teachers to select the essential standards for Mathematics and create learning objectives during their collaboration time. We will create common formative assessments and analyze the data as the teaching and learning is occurring. Spruce teachers will increase student academic language by engaging students in collaborative conversations throughout the whole day. Administration will collaborate with our TOSA's to develop professional development to increase student engagement and small group intervention in mathematics. After School intervention will be offered to students struggling in the classrooms.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Spruce Teachers will participate in District Leadership Teams to support the development of Scope & Sequence.</p> <p>Measures: PLC meeting agendas showing that teachers are working to align their lesson plans and assessments with the CCSS content standards</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Grade level PLC team, TOSA, administration, and SPED teachers.</p>	<p>Site Discretionary (70)</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p>	<p>2,500</p>
			<p>Site Discretionary (70) Obtain roving sub to allow teacher to observe each other and share effective instruction.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p>	<p>5,000</p>
			<p>Site Discretionary (70) Additional hours for teachers to develop lesson plans and assessments aligned to CCSS</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Discretionary</p>	<p>6,116</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: In 3rd to 5th grade level teachers will use Accelerated Reader reports to support the instructional strategies and increase student learning.</p> <p>Measures: Extract reports every Trimester From Accelerated Reader. Have teachers analyze the data and monitor student learning.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Administration, teachers, classified staff	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Purchase licensing for Accelerated Math to support instructional strategies</p>	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	575.00
<p>Means of Achievement: Extended learning time</p> <p>Task: Provide after school extended learning opportunity for students struggling in mathematics. Teachers will work with small groups to provide additional support to students struggling in mathematics and ELA. (Tier 2 Intervention)</p> <p>Measures: Sign in sheets, agendas, pre and post assessments, communication with after school program coordinator to align the work.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Administration, TOSA, teachers, instructional aides and office assistant.	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>After School Small group intervention for ELA & Math</p> <p>Local Categorical (386) Materials and supplies for extended learning time</p> <p>Site Discretionary (070) After School Small group intervention for ELA & Math</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Local Categorical</p> <p>Site Discretionary</p>	<p>6,500</p> <p>1,150</p> <p>6,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Increased educational opportunity</p> <p>Task: Provide an educational learning experience to connect educational opportunities for students and parents. This would consist of workshops for the whole family that provide tools to engage the family in math learning and supporting parents with the transition to CCSS.</p> <p>Measures: Parent surveys, access student data reports, and monitor homework returned.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Administration, teachers, parents, and classified staff.	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Material for Family Math Night</p> <p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Teachers' hourly pay to provide educational opportunities</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1,296</p> <p>2,100</p>
<p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Provide teachers with staff development focused on the transition to Common Core State Standards, specifically using Explicit Direct Instruction, Inclusion, and Collaborative Team Teaching strategies. Provide teachers with opportunities to observe other teachers and programs implementing these programs.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Principal, teacher, site and district coaches	<p>Local Categorical (386)</p> <p>Professional Development/ Trainers/Sub for teacher release time to observe other teacher</p>	<p>1000-1999: Certificated Personnel Salaries</p>	Local Categorical	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Measures: Monthly collection of classroom walk-through data. Student common formative assessment data.						
Means of Achievement: Involvement of staff, parents and community Task: Foster a welcoming school culture & climate where parents feel empowered. Provide support to parents through the Latino Family Literacy Project. The focus is on engaging our families in literacy and getting them involved in the children's' learning. The program provides bilingual/bi-cultural family literacy that is tailored to the special needs of Latino children at all developmental ages. The parents will be invited to participate in a 10 week session focused on establishing and supporting families' reading routines, improving language skills, improving English and Spanish literacy and language skills and strengthening parent/child interactions. In many of	Start Date: 08/16/2018 Completion Date: 05/31/2019	Latino Literacy Project Teacher, Administration and School Staff.	English Learner Support (123) Material and supplies for the Latino Family literacy Project English Learner Support (123) Hourly Pay for teachers English Learner Support (123) Hourly Pay Instructional Aide	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	El Support El Support El Support	800.00 4,483.00 1500.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>our meetings we continue to discuss and brainstorm ways that we can show parents how they can participate in and become part of the educational process with their children.</p> <p>Measures: We will set a baseline as a measure for the Academic school year of 2018/19 through sign in sheets, parent surveys, and feedback from families. Monitor parent involvement through data collection.</p>						

Planned Improvements in Student Performance

School Goal #3

SUBJECT: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ENGLISH LANGUAGE LEARNERS

LEA/LCAP GOAL:

LCAP Goal #1: Academic Achievement

All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the ELPAC and an increase in the number of ELs being reclassified at least one performance band each year on the English Language Proficiency assessment of California (ELPAC).

Professional Development - Professional Development will support student proficiency on local, state, and/or national level assessments.

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

SCHOOL GOAL #3:

By May, 2019 the percentage of all Kindergarten students meeting or exceeding grade level benchmark in reading using Fontas & Pinnell will increase by 3%.

By May, 2019 the percentage of all 1st grade students meeting or exceeding grade level benchmark in reading using Fontas & Pinnell will increase by 4%.

By May, 2019 the percentage of all 2nd grade students meeting or exceeding grade level benchmark in reading using Fontas & Pinnell will increase by 6%.

By May, 2019 the percentage of all students meeting or exceeding standard in both ELA and Math on the Smarter Balanced Assessment will increase by 4%.

By May, 2019 the percentage of English Learners students meeting or exceeding standard in both ELA and Math on the Smarter Balanced Assessment will increase by 3%.

By May, 2019 the percentage of all Special Education students meeting or exceeding standard in both ELA and Math on the Smarter Balanced Assessment will increase by 3%.

By May, 2019 the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard in both ELA and Math on the Smarter Balanced Assessment will increase by 4%.

Data Used to Form this Goal:

DATA Analysis

The Analysis of the SBAC data revealed that 29.6% of all students in grades 3rd -5th, met or exceeded the standards on the SBAC for math.

- In 3rd grade 23% of all students met or exceeded the standards on the SBAC.
- In 4th grade 39% of all students met or exceeded the standards on the SBAC.
- In 5th grade 27% of all students met or exceeded the standards on the SBAC.
- By June, 2019 the percentage of all students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 4%.

The Analysis of the SBAC data revealed that 26.6% of all students in grades 3rd -5th, met or exceeded the standard on the SBAC for ELA.

- In 3rd grade 23% of all students met or exceeded the standards on the SBAC.
- In 4th grade 33% of all students met or exceeded the standards on the SBAC.
- In 5th grade 23% of all students met or exceeded the standards on the SBAC.

The Analysis of the F & P Reading Data revealed that 53.6% of all students in grades K -5th, met or exceeded grade level benchmark in reading.

- The analysis of the Fountas and Pinnell data revealed that 62% of the Kindergarten students met or exceeded grade level benchmark in reading
- The analysis of the Fountas and Pinnell data revealed that 45% of the 1st grade students met or exceeded grade level benchmark in reading

- The analysis of the Fountas and Pinnell data revealed that 66% of the 2nd grade students met or exceeded grade level benchmark in reading.
- The analysis of the Fountas and Pinnell data revealed that 67% of the 3rd grade students met or exceeded grade level benchmark in reading.
- The analysis of the Fountas and Pinnell data revealed that 44% of the 4th grade students met or exceeded grade level benchmark in reading.
- The analysis of the Fountas and Pinnell data revealed that 38% of the 5th grade students met or exceeded grade level benchmark in reading.

Findings from the Analysis of this Data:

We used the State Assessments (SBAC), Fountas and Pinnell reading Assessment data, Writing Assessment, Curriculum Embedded Unit Assessments, and ELPAC Data to make informed decisions.

How the School will Evaluate the Progress of this Goal:

Use the state data website to analyze SBAC, CAPA, ELPAC Data, F& P Data as well as District Benchmark Test scores and unit assessments to monitor process and have adequate interventions in place.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Teachers have one day per week to work collaboratively and visit teacher classrooms to improve ELD related to Common Core instructional strategies. With the direction of administration and the guidance of our TOSA, teachers will be able to continue collaboration to plan lessons and common assessments.</p> <p>Measures: PLC agendas, minutes and data from walkthrough observations.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Teacher, ELD TOSA, Reading TOSA and administration</p>	<p>EL SUPPORT (123)</p> <p>PD opportunity for teachers to improve & implement high quality ELD and Access to core Instruction</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>El Support</p>	<p>4,000.00</p>
			<p>EL SUPPORT (123)</p> <p>Provide Substitutes to allow teachers opportunity to visit other classrooms</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>El Support</p>	<p>4,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Increased educational opportunity</p> <p>Task: Implementation of organized leveled classrooms. Teachers will help students set quantity practice targets, monitor reading, and reward students.</p> <p>Measures: Teachers will monitor weekly and ensure that every student adopts the independent reading routines of academically successful students. Teachers will be provided with grade level professional development to help set up small group interventions.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Teachers & Administration	<p>LCAP at risk students (180)</p> <p>Classroom and Office Material and Supplies (including copy paper)</p> <p>LCAP At-Risk Student Support (180)</p> <p>Additional hours for classified Staff to Label & Organize New Books (See goal 1, Action 4)</p> <p>EL SUPPORT (123)</p> <p>Purchase Bilingual Literature books for the library</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>El Support</p> <p>El Support</p> <p>El Support</p>	<p>4,000.00</p> <p>517.00</p> <p>3,000.00</p>
<p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Provide teachers with additional Professional Development to improve best practices for English Learners using ELD and BEGLAD strategies as related to CCSS.</p> <p>Measures: Administration will perform walkthroughs to monitor implementation of ELD and Be Glad</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Administration, District Curriculum & Instruction Specialist, and Reading Intervention Teachers.	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Professional Development to improve best practices in the area of ELD and BE GLAD as related to CCSS</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>5000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies related to implementation of CCSS in the classroom.						
<p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: Increase ELAC & DELAC participation by providing parents with a welcoming environment and providing relevant educational material to Spruce Families.</p> <p>Measures: Sign in Sheets/ Parent Survey</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Home Liaison, administration, and teachers	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Day Care for Participating ELAC/DELAC Parents</p> <p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Instructional Material/Support</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>500.00</p> <p>1,200.00</p>
<p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: Teachers will look at data from common formative assessments and extend the teaching day to reteach students who need additional support with the identified standard</p> <p>Measures: Analyze assessment data related to English Learners /</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Teachers & Administration	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Hourly pay for Paraprofessional (After School) Support</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>2000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
monitor student performance						
<p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Coordinate & Monitor the school-wide English Language Learner program.</p> <p>Measures: Use various measures to collect student data and monitor student progress on a monthly basis.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Administration, regular education teachers, Reading Specialists, TOSA and bilingual instructional aides.</p>	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Materials and Supplies (Support Serv. materials & Supplies)</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1500.00</p>
<p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Teachers provide before school, intensive small group instruction for English Learners (ELs) with a focus on newcomers and CELDT level 3 students. Research and purchase instructional materials and technology for the intensive EL instruction.</p> <p>Measures: Sign-in sheets, agendas, pre and post assessments, data from DNA.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Administration, teachers, Tosa, and office assistants</p>	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Teacher pay for hours beyond their contract</p> <p>Classified pay for hours outside contract</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>2000.</p> <p>500.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Spruce Elementary will be participating in the Migrant Education Program (MEP). The purpose of this program is to ensure that Spruce's students identified as migrant are provided with educational support and opportunities to meet the same rigorous state academic and achievement standards that all students are expected to meet and graduate from high school. This program will support 10 students identified as migrant. This program will include students ranging from Kindergarten through fifth grade.</p> <p>Measures: Using the Language Power curriculum, there is a formative pre and post assessment that will be given to each student individually. This will be administered one-on-one by either the instructor or coordinator. Students will be placed in one of three after school groups based on their formative pre assessments. Students that score Purple A and B will meet on</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>The primary stakeholder in the Migrant Education Program at Spruce is the classroom teacher, and an instructional aide. The Paraprofessional will be the primary instructor of the students. A classroom teacher will coordinate and oversee the daily practices, schedule, letters and conduct assessments.</p>	Site Discretionary (70)	1000-1999: Certificated Personnel Salaries	Site Discretionary	2,000.00
			Site Discretionary (70)	2000-2999: Classified Personnel Salaries	Site Discretionary	750.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mondays. Students that score Purple C and Red A will meet on Tuesdays. Students th at score Red B and C will meet on Thursdays.						

Planned Improvements in Student Performance

School Goal #4

SUBJECT: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ELLS-CENTRALIZED SERVICES
LEA/LCAP GOAL:
LCAP Goal #1: Academic Achievement All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the ELPAC and an increase in the number of ELs being reclassified at least one performance band each year on the English Language Proficiency Assessment for California (ELPAC). Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #4:
By May, 2019 the percentage of all Kindergarten students meeting or exceeding grade level benchmark in reading using Fontas & Pinnell will increase by 3%. By May, 2019 the percentage of all 1st grade students meeting or exceeding grade level benchmark in reading using Fontas & Pinnell will increase by 4%. By May, 2019 the percentage of all 2nd grade students meeting or exceeding grade level benchmark in reading using Fontas & Pinnell will increase by 6%. By May, 2019 the percentage of all students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 4%. By May, 2019 the percentage of English Learners students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 3%. By May, 2019 the percentage of all Special Education students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 3%. By May, 2019 the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase by 4%. Groups participating in this goal (e.g., students, parents, teachers, administrators): The participants of this goal will include a collaborative team consisting of administration, teachers, instructional aides, parents, and students.
Data Used to Form this Goal:
We will evaluate the progress towards this goal by analyzing our District Benchmark Assessment, Curriculum Embedded Unit Assessments, ELPAC and SBAC data.
Findings from the Analysis of this Data:
Our goal is for our English Learners to make growth in English Proficiency as measured by the ELPAC. Students that have already reached ELPAC level 4 or 5 will go through the RFEP process. Students who have been receiving ELD services for less than five years will reach English Proficiency as measured by the ELPAC in all the subgroups. Students who have been receiving ELD services for five years or more will reach English Proficiency as measured by the ELPAC.
How the School will Evaluate the Progress of this Goal:
Spruce Elementary staff will use Data System available to access and analyze ELPAC growth over time. The Spruce staff will look closely at the Curriculum Embedded assessments to monitor student progress and provide interventions in a timely manner. Strategy: School wide we will focus on Academic Language to increase language acquisition for all our students. Teachers will ensure

that their daily lessons include activities that foster language development. School wide we will make sure that students communicate using complete sentences when pair-sharing and answering questions. Teachers will focus on implementing best practices of EDI as they transition to the CCSS.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Provide direct and targeted Intervention support to EL students by using research based instructional practices and strategies specifically to support the language acquisition for English learners. This support will occur in additional EL focused support classes for English Learners.</p> <p>Measures: ELPAC scores, student engagement in academic conversations during class, walkthrough visit observation data.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	All Spruce Staff	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Intervention Support for English learners (Before or After School)</p>	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	3667
			<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>PD for teachers and administration to obtain the appropriate tools to support English Learners</p>	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	5300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: 1. Targeted Intervention Student Supplementary Services for English Learners: Increase the time for Academic Centers by an additional month. This time will be used to support intervention activities for ELs who need additional support in making adequate academic and linguistic progress. These intervention services will take place before and after school.</p> <p>2. Supplemental books, materials, and supplies/ Purchase Technology to support CCS Instruction: We will purchase supplemental instructional materials for ELD and core instruction to support ELs in accessing language and comprehending core instruction. Spruce will purchase leveled readers for grade level teachers to use in supporting Writers workshop. Purchase additional support for the district adopted El support Material (online Licenses) Teacher Created Material. We will purchase these additional</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Teachers, administration, Reading Specialist & TOSA</p>	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>1. Targeted Intervention Student Supplementary Services for English Learners: Increase the time for</p> <p>LCAP At-Risk Student Support (180)</p> <p>2. Additional Chargers for Computer Carts</p> <p>LCAP At-Risk Student Support (180)</p> <p>3. Renew academic program licenses for students</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>1500.00</p> <p>400</p> <p>1500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>materials for small groups. Flash cards, leveled readers, learning games, computer software that focuses on language development, picture books and artifacts to support themes. The computer lab will be upgraded with new computers to allow for teachers to use the lab during ELD, using programs such as English in a Flash, Study Island, Reading Eggs and Rosetta Stone. These programs will help our students with language development.</p> <p>3. Professional Development: Provide EL-related PD for teachers, administrators, and other school support staff to improve and implement high-quality ELD instruction and access to core instruction for ELs. Teachers will be engaged in PLC work and PD opportunity.</p> <p>Measures: Teachers and administration will look at On-going assessments results and ensure EL student progress</p>						

Planned Improvements in Student Performance

School Goal #5

SUBJECT: ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS
LEA/LCAP GOAL:
LCAP Goal #1: Academic Achievement All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools. School Climate/Parent Engagement - All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all. Professional Development - Professional Development will support student proficiency on local, state, and/or national level assessments.
SCHOOL GOAL #5:
All students TK-5 will demonstrate positive behaviors while resolving conflicts with peers and teachers. Students in need of counseling will be referred to the proper agency. Students deemed At-Risk will be scheduled for SST meetings and parents will be invited. School wide, we will focus on implementing (PBIS) Positive Behavioral Intervention and Supports to meet the needs of our students and PAX. Spruce Elementary School will hire a recess and activities coach to organize the safe playground games and help develop a positive school culture. Students TK-5 will receive proper intervention programs to enhance student learning.
Data Used to Form this Goal:
The data from Infinite Campus revealed that discipline referrals to the office, student attendance, students being tardy, and suspensions needed to be decreased in order to create a more Positive Behavior Environment for all students.
Findings from the Analysis of this Data:
We will document student referrals to the office, suspensions, and attendance Progress Reports, Monitor parent involvement. The PBIS Committee will look at reports to establish this goal.
How the School will Evaluate the Progress of this Goal:
Document student referrals, suspensions, and attendance Progress Reports, Monitor parent involvement. An SST/RTI team will monitor intervention methods and progress for students deemed at risk. Monitoring will occur pre and post intervention to determine instructional strategies that will best meet the needs of those students. Data also revealed that there has been a decline in discipline due to the school wide implementation of PBIS and PAX. Strategy: At the beginning of every school day administration will provide the students and staff with a short positive statement (Words of Wisdom) through the intercom to start a positive school day and in the long run improve the culture and climate of the school. The PBIS team will work collaboratively to plan the whole year with monthly character traits, behavior assemblies, expectation matrices, and set up time to review the behavior process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Referral trend data will be reviewed with staff that addresses the frequency and location of incidences occurring school-wide. Further information will be evaluated that addresses resolution trends and behavior contract monitoring.</p> <p>Measures: Data analysis will occur quarterly as referral trends are evaluated by administration.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Teacher, Front office Staff, and Administration</p>	<p>Site Discretionary (70)</p> <p>Extra time for Classified staff to compile SART Letters and send home for AT-Risk Students</p>	2000-2999: Classified Personnel Salaries	Site Discretionary	2,000.00
			<p>Site Discretionary (70)</p> <p>Extra time for classified staff to extract and compile discipline data for behavior intervention</p>	2000-2999: Classified Personnel Salaries	Site Discretionary	1,000.00
<p>Means of Achievement: Increased educational opportunity</p> <p>Task: Response to Intervention and Student Study Team will focus on collaboration, intervention ideas, and support to students deemed "at-risk" for accessing the core curriculum. There will be a broad spectrum of students participating in this process; presenting concerns maybe regarding attendance, emotional well being, health,</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Students identified as At-Risk and in need of additional learning support at school/home will be met through collaboration of Educational Specialists, General Educators, and Administration.</p>	<p>Title I, Part A, Basic Grants Low Income and Neglected (301)</p> <p>Reading Partners</p>	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	12500
			<p>LCAP At-Risk Student Support (180)</p> <p>Auxiliary Support Materials for intervention</p>	4000-4999: Books And Supplies	LCAP At-Risk Student Support	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>behavior, difficulty with reading, writing, math, articulation, etc. Students identified as Migrants will receive additional supports</p> <p>Measures: All requests for additional support will be accompanied by Response to Intervention data supporting the need and goals for support requested.</p>			LCAP At-Risk Student Support (180)	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	1,000.00
			Meeting time outside of contractual hours; Collaboration time for intervention planning			
			LCAP At-Risk Student Support (180)	5800: Professional/Consulting Services And Operating Expenditures	LCAP At-Risk Student Support	9,200
			Reading Partners			
			LCAP At-Risk Student Support (180)	2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	1,000.00
			Additional Hour for Instructional Aide Supporting Intervention			
			LCAP At-Risk Student Support (180)	2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	1,100.00
			Additional hours for classified Staff (After School)			
<p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: Professional Development will occur around Positive Behavioral Intervention Supports. Th</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	PBIS committee and administration	GIFT FUND (356) Incentives for Students demonstrating Positive Behavior	4000-4999: Books And Supplies	Gift Fund	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>e PBIS committee will create and monitor school-side Character Trait curriculum focusing on respect and effective communication. Character traits are identified monthly to provide focus on character building and citizenship throughout the year. Students are provided monthly incentives to reward success in these trait areas.</p> <p>Measures: Data reports showing a decrease in referrals.</p>			GIFT FUND (356) Marquee for Parent Communication	5900: Communications	Gift Fund	3,000
			GIFT FUND (356) PBIS/Safety Assemblies	5000-5999: Services And Other Operating Expenditures	Gift Fund	4,602.00
			LCAP At-Risk Student Support (180)	5800: Professional/Consulting Services And Operating Expenditures	LCAP At-Risk Student Support	1149
			LCAP At-Risk Student Support (180)	4000-4999: Books And Supplies	LCAP At-Risk Student Support	1,050.00
			Licensing for Words of Wisdom Curriculum and activities (positive behavior support)			
<p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: Safety Committee will meet monthly to plan, revise, and implement School Comprehensive Safety Plan</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	Safety Committee, Administration	Site Allocation ((759) Supplies custodial supplies	4000-4999: Books And Supplies	Site Allocation	11020
			GIFT FUND (356) Safety Committee support time and Materials	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The committee will also communicate regularly with a parent representative to share out concerns and needs with our Parent Community.</p> <p>In addition, a crosswalk guard will be paid to cross students before and after school.</p> <p>Measures: Data analysis on School Safety Plan in collaboration with Red Cross.</p>			<p>LCAP At-Risk Student Support (180)</p> <p>Provide a crosswalk guard will be provided additional time.</p> <p>LCAP At-Risk Student Support (180)</p> <p>Professional Development for Crisis/ Safety Preparedness</p> <p>LCAP At-Risk Student Support (180)</p> <p>Hourly Salary for Crossing Guard</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>16,000</p> <p>1,200.00</p> <p>1,500.00</p>
<p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: We will make efforts to have parents feel included and ingrained with the culture and climate of Spruce. A parent corner will be created to offer support community building. The parent corner will have a computer located at the station to encourage parents to be in communication with teachers via email, check out the school website f</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	Administration	<p>LCAP At-Risk Student Support (180)</p> <p>Principal Chats with community and parents</p> <p>LCAP At-Risk Student Support (180)</p> <p>Materials for student performances and academic activity nights</p>	<p>5900: Communications</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>1000.00</p> <p>300.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>or updates, and better assist their child's learning with improved interaction with the school. A Winter Show will be put together to invite parents to celebrate the accomplishments of their children.</p> <p>Measures: Pre and post surveys of parent community and school community.</p>			<p>Gift Fund (356)</p> <p>Resources for play yard to promote safety during recess time</p> <p>LCAP At-Risk Student Support (180)</p> <p>Computer Supplies for Parent corner</p> <p>LCAP At-Risk Student Support (180)</p> <p>Salary for Certificated and classified staff to coordinate student performances and academic activity nights</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Gift Fund</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>2000.00</p> <p>200.00</p> <p>2200.00</p>
<p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: A teacher leader will be invited to lead a school Culture and Climate Committee. This committee will meet monthly to identify areas of need for improved school climate and culture. A comprehensive plan that will incorporate school wide changes to improve climate and culture will be presented</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Committee and administration in collaboration with PTA.</p>	<p>GIFT FUND (356)</p> <p>Recognition Incentives for teachers to create a positive culture & climate</p> <p>Local Categorical (386)</p> <p>Climate Support materials & Supplies</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Gift Fund</p> <p>Local Categorical</p>	<p>1,200.00</p> <p>1,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to the PTA. In addition we will have a teacher attend the a recruitment for interns and student teachers to recruit volunteers and future teachers that understand our community.</p> <p>Measures: Committee will measure culture based on surveys school-wide and within the parent community.</p>						

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ALL SUBGROUPS
LEA/LCAP GOAL:
LCAP Goal 1 (Academic Achievement) All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens. Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments. Professional Development - Professional Development will support student proficiency on local, state, and/or national level assessments.
SCHOOL GOAL #6:
By June, 2019 the percentage of all Kindergarten students meeting or exceeding grade level benchmark in reading using Fontas & Pinnell will increase by 3%. By June, 2019 the percentage of all 1st grade students meeting or exceeding grade level benchmark in reading using Fontas & Pinnell will increase by 4%. By June, 2019 the percentage of all 2nd grade students meeting or exceeding grade level benchmark in reading using Fontas & Pinnell will increase by 6%. By June, 2019 the percentage of all students meeting or exceeding standard in both ELA and Math on the Smarter Balanced Assessment will increase by 4%. By June, 2019 the percentage of English Learners students meeting or exceeding standard in both ELA and Math on the Smarter Balanced Assessment will increase by 3%. By June, 2019 the percentage of all Special Education students meeting or exceeding standard in both ELA and Math on the Smarter Balanced Assessment will increase by 3%. By June, 2019 the percentage of all Socioeconomically Disadvantaged students meeting or exceeding standard in both ELA and Math on the Smarter Balanced Assessment will increase by 4%.
Data Used to Form this Goal:
English Language Arts The analysis of the data revealed that All Students in grades 3rd -5th: 25.52% of students met or exceeded the ELA standards on the SBAC. English Learner Students in grades 3rd -5th, 9.6% of students met or exceeded the ELA standards on the SBAC. RFEP students in grades 3rd - 5th , 52.38% of students met or exceeded standards on the SBAC. Hispanic/Latino Students in grades 3rd - 5th, 23.95% of students met or exceeded the ELA standards on the SBAC. Socioeconomically Disadvantaged Students in grades 3rd - 5th, 22.71% of students met or exceeded the ELA standards on the SBAC. Special Education Students in grades 3rd - 5th, 6.26% of students met or exceeded the ELA standards on the SBAC Mathematics The analysis of the data revealed that All Students in grades 3rd -5th: 25.52% of students met or exceeded the ELA standards on the SBAC. English Learner Students in grades 3rd -5th, 9.6% of students met or exceeded the ELA standards on the SBAC. RFEP students in grades 3rd - 5th , 52.38% of students met or exceeded standards on the SBAC. Hispanic/Latino Students in grades 3rd - 5th, 23.95% of students met or exceeded the ELA standards on the SBAC. Socioeconomically Disadvantaged Students in grades 3rd - 5th, 22.71% of students met or exceeded the ELA standards on the SBAC. Special Education Students in grades 3rd -

5th, 6.26% of students met or exceeded the ELA standards on the SBAC

Fontas & Pinnell

The analysis of the Fountas and Pinnell data revealed that 40% of the Kindergarten students met or exceeded grade level benchmark in reading.
 The analysis of the Fountas and Pinnell data revealed that 38% of the 1st grade students met or exceeded grade level benchmark in reading.
 The analysis of the Fountas and Pinnell data revealed that 52% of the 2nd grade students met or exceeded grade level benchmark in reading.

Findings from the Analysis of this Data:

SBAC, District Benchmark Assessments, Curriculum Embedded Unit Assessments, ELPAC and District Benchmark Assessment Data.

How the School will Evaluate the Progress of this Goal:

What process will you use to monitor and evaluate the data?
 Use DNA (Illuminate) and the CA School Dashboard to access and analyze SBAC scores, F& P Data, as well as District Benchmark assessments.

Strategy:

School wide, we will collaborate and set SMART goals based on the available data to help us focus on areas of need and foster areas of strength. Monitor smart goals through the walkthrough process and provide teachers with immediate feedback in regards to the goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Means of Achievement: Alignment of instruction with content standards Task: Teacher on Special Assignment will align goal writing with the Common Core State Standards that are at the grade level of their students with disabilities. Provide additional PLC time for SPED teachers to work collaboratively with Gen. Ed. teachers to select essential standards, work on scope and sequence, and plan common formative assessments. Measures:	Start Date: 08/15/2018 Completion Date: 05/31/2019	Teacher On Special Assignment	LCAP At-Risk Student Support (180)	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will review goal planning during site specific Special Education meetings and release time. Goal planning within the group will allow for consistency across grade levels as well as consistency with expectations dependent on students' with disability specific needs						
<p>Means of Achievement: Increased educational opportunity</p> <p>Task: Maintaining our focus on mainstreaming and push in models of academic support, planning for fading of services, and response to intervention in joint special/general education programs.</p> <p>Measures: Efforts are made to ensure Educational Specialists are monitoring mainstreaming opportunities and determining when they are appropriate based on assessment findings and the recommendation of the IEP team. During special education planning meetings, specialists will be collaborating on</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	Administration and Teacher on Special Assignment	Title I, Part A, Basic Grants Low Income and Neglected (301) Inclusion planning	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>best practices to support the fading process.</p> <p>In order to meet the need of general education programs supporting Mainstreaming, Inclusion, and Integration. Educational Specialists will continue to provide support/collaboration/materials to general educators in this regard.</p>						
<p>Means of Achievement: Staff development and professional collaboration</p> <p>Task: School Teacher on Special Assignment will collaborate with grade level teams as to how best support the learning needs of students with disabilities. This will address students with learning disabilities being provided with equal access to grade level standards.</p> <p>Measures: Collaboration will occur during PLC time and IEP meetings. All efforts will be made to include Educational Specialists in all professional development opportunities along with general education teachers.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Educational Specialists and Administration.</p>	<p>LCAP At-Risk Student (180)</p> <p>Support For SPED Teacher and General Educators in IEP Meetings and / or PLC Meetings outside of contract</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p>	<p>1,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: Provide educational support and assistance to parents of students with disabilities. Student disability information will remain confidential unless shared with key members the educational team, so all team members in the school are able to support the learning needs of students with disabilities. Literature books will support parents and students understand the students with diverse Learning needs and disabilities.</p> <p>Measures: Educational specialists will provide multiple levels of communication with parents via phone, email, IEP documentation, etc. Educational specialists will also provide documentation of learning accommodation needs to all members of the educational team. Access data and monitor books being checked out in our resource library.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Educational Specialists and Administration.</p>	<p>LCAP At-Risk Student (180)</p> <p>Special Education Resource Materials on Hand in Library</p>	<p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p>	<p>1,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: All efforts will be made to monitor the progress of specialized interventions in regard to providing a leveling of special education intervention curriculum and academic subject areas. This leveling system will help prepare students for transition to a fully integrated grade level standard program. Education Specialist and General Education teacher will have time to collaborate and plan collaborative lessons to meet the needs of our Special Education students.</p> <p>Measures: Data will be collected from IEP goal progress monitoring, Special Education Committee meetings, Inclusion Committee meetings, grade level collaboration meetings, and overall school disability representation statistics.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	Administration, Educational Specialists, General Educators and home liaison	<p>LCAP At-Risk Student (180)</p> <p>Opportunity to Analyze Data/ set Smart Goals</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP At-Risk Student Support</p>	800.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	38570.	0.00
Instructional Media	508.	0.00
Site Allocation	11020.	0.00
El Support	61900.	0.00
LCAP At-Risk Student Support	49783.	0.00
Title I Part A: Basic Grants Low-Income	166234.	0.00
Gift Fund	51360.	28,750.00
Local Categorical	10966.	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	61,900.00
Gift Fund	22,610.00
Instructional Media	508.00
LCAP At-Risk Student Support	49,783.00
Local Categorical	10,966.00
Site Allocation	11,020.00
Site Discretionary	38,570.00
Title I Part A: Basic Grants Low-Income and Neglected	166,234.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	6,808.00
1000-1999: Certificated Personnel Salaries	161,018.00
2000-2999: Classified Personnel Salaries	70,270.67
4000-4999: Books And Supplies	59,043.33
5000-5999: Services And Other Operating Expenditures	26,902.00
5800: Professional/Consulting Services And Operating	33,549.00
5900: Communications	4,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	El Support	20,583.00
2000-2999: Classified Personnel Salaries	El Support	5,517.00
4000-4999: Books And Supplies	El Support	9,300.00
5000-5999: Services And Other Operating	El Support	4,500.00
5800: Professional/Consulting Services	El Support	22,000.00
0000: Unrestricted	Gift Fund	6,808.00
4000-4999: Books And Supplies	Gift Fund	8,200.00
5000-5999: Services And Other Operating	Gift Fund	4,602.00
5900: Communications	Gift Fund	3,000.00
4000-4999: Books And Supplies	Instructional Media	508.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	7,500.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	20,600.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	9,134.00
5800: Professional/Consulting Services	LCAP At-Risk Student Support	11,549.00
5900: Communications	LCAP At-Risk Student Support	1,000.00
1000-1999: Certificated Personnel Salaries	Local Categorical	1,500.00
4000-4999: Books And Supplies	Local Categorical	9,466.00
4000-4999: Books And Supplies	Site Allocation	11,020.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	22,116.00
2000-2999: Classified Personnel Salaries	Site Discretionary	5,896.00
4000-4999: Books And Supplies	Site Discretionary	3,058.00
5000-5999: Services And Other Operating	Site Discretionary	7,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income	109,319.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income	38,257.67
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income	8,357.33
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income	10,300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,516.00
Goal 2	40,020.00
Goal 3	30,967.00
Goal 4	12,367.00
Goal 5	82,221.00
Goal 6	5,500.00

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
Karina Perez				X	
Maria Garcia				X	
Marleni Orellana				X	
Evangelina Tavera				X	
Rafia Hakim				X	
Mirna Martinez				X	
Maria Ortiz				X	
Ana Alvarado				X	
Yaneli Cevallos		X			
Teresa Ortiz			X		
Andrea Welch		X			
Kimberly O'Brien		X			
Nahal Asgari		X			
Lindsay Hartman		X			
Leticia Gonzalez	X				
Israel Castillo	X				
Numbers of members of each category:	2	5	1	8	0

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.