

The Single Plan for Student Achievement

School: Bellevue Elementary School
CDS Code: 49706156051585
District: Bellevue Union Elementary School District
Principal: Nina Craig
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

Bellevue Elementary School's Vision and Mission Statements

Overarching Statement:

Bellevue School provides high quality instruction based on the Common Core State Standards for students in grades TK-6. Staff holds students accountable for attaining proficiency in academics, and many academic supports/interventions are provided for students to receive more time, instruction, or differentiated instruction in the core standards. All students are expected to achieve in all subject areas at the high academic levels determined by our state and our community. We expect all students to be able to read at grade level by the end of third grade. We expect all English learners to be Proficient in English by the end of sixth grade. Students learn citizenship through organized and progressive classroom and school-wide lessons in Positive Behavior Intervention and Support (PBIS), rules, community-centered activities and after school programs. Technology is used extensively as a teaching tool, for assessments and for students to complete their learning activities. Parents and community involvement are critical to our students' successes.

Mission Statement:

Bellevue School is committed to creating a challenging learning environment that supports high academic and behavioral expectations for all students. Through the implementation of PBIS, Positive Behavioral Support and Intervention, Bellevue School promotes positive behavior choices for all students in a supportive, and caring learning environment. Bellevue School believes that our key to success is the sense of community we have established with the students and parents we serve.

Vision Statement:

The vision of Bellevue School is to create a safe, encouraging, healthy environment where children reach their maximum potential both socially and academically. Bellevue staff work together to set high academic and behavioral standards for all students, we provide a rigorous, standards-based program which is differentiated to meet all students needs. Bellevue teachers, staff, and parents work together to help students realize their full potential.

School Profile

Bellevue School is a K-6 elementary school built in 1952, and located in a rural neighborhood in south Santa Rosa. Bellevue is an older school which was extensively remodeled in 2012. Bellevue School currently serves about 400 students and is located at 3223 Primrose Drive, Santa Rosa CA. 95407. Bellevue School is part of the Bellevue Union School District located in Santa Rosa city, Sonoma County, California.

Bellevue School is entering its' 65th year of providing instruction for students from Transitional Kindergarten to Sixth grade. Classroom distribution for this year is as follows: one TK class, two kindergarten classes, two first grade classes, two second grades, two third, two fourth, one fifth, and two sixth grade classes. Bellevue School also houses a Special Day Class for students in grades five and six, second and third, and kinder and first, as well as a Resource Specialist classroom. Current average class size is 24 in grades TK-third and 30 in grades four-six. Literacy paraprofessionals spend time in all classrooms grade K-6 working with small groups of students. Additional support for students is provided by CalSERVES which operates our afterschool program and tutoring during the school day. Technology is of utmost importance at our site. Our third through sixth grade students have 1:1 chromebook access. TK-2 have many devices in their classrooms for student use.

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).

Previous surveys have indicated the challenge of consistently implementing a school environment that encourages positive behavior as well as socio-emotional growth. To adequately address this concern, the BEST (Building Effective Schools Together) team and the entire staff received training in Positive Behavior Support and Intervention (PBIS). This training incorporated the three basic school rules (Be Safe, Be Responsible, Be Respectful) and outlined student expectations for behaviors in each area on the school campus. A method was developed to encourage and award positive behaviors as well as providing scripts for staff to use to encourage positive behaviors, and to discourage negative behaviors. This year the focus was on behavior expectations inside of the classroom and monitoring the success of our program through SWISS.

Numerous surveys were sent out by the school district to teachers requesting information on technology use, development of the Media Center, the master schedule, Common Core based report cards, and the implementation of the LCAP. This data was then used to provide a synopsis of information for the committees that created a district wide plan for implementation as well as information for the advisory committee's.

Classroom Observations

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

Bellevue School and Bellevue district follows comprehensive classroom observation model. Teachers being evaluated are observed multiple times throughout the day and year to gain a truer picture of classroom instructional practices and lesson effectiveness. Teachers being evaluated are observed formally at least once and informally at least twice. Following each observation the teacher and the site administrator meet to discuss observations and create next steps goals to constantly improve instructional practices and curriculum implementation. At the beginning of the school year the teachers meet with the site administrator to create goals based on the evaluation model and the professional teaching standards. These goals are then used as the basis for the observations conducted throughout the school year.

In addition, daily, the principal walks through several classrooms. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, and the information is used to provide input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided.

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)

Students attending Bellevue Unified School District participate in the California Assessment of Student Performance and Progress (CAASPP). CAASPP data schoolwide/district wide will be available for the current assessment year. Each grade level TK-6 administers district standardized assessments for English Language Arts and Math. These are trimester assessments are both diagnostic and placement based. In addition, students take monthly assessments to progress monitor. These assessments, in combination with direct observations of student performance, are used to determine levels of proficiency, areas of struggles, and required interventions or re-teachings.

CELDT data is used to determine the progress of our English Language Learners and to provide the necessary supports that they require to become fluent.

All students are regularly assessed in the core subjects of language arts and math. These assessments are used to plan instruction and as the basis for RtI groups. In the current school year intervention periods have been included in the master schedule. This way teachers can reach students as they begin to struggle, not after they have fallen significantly behind. All students will regularly be assessed by their classroom teacher in core subjects to ensure that students are making adequate progress towards meeting grade level standards. The district has an instructional pacing guide and assessment pacing guide for core subjects in math and language arts.

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

All teachers attend grade level specific data analysis meetings. These data meetings are used to focus on meeting the needs of all students according to their proficiency levels. The diagnostic and placement assessments have provided information so that we are aware of student ability levels. Grade levels meet to discuss the current and ongoing data collection, identify areas of success and struggle, and work as a team to develop strategies (intervention, reteaching, etc) to meet the needs of the students. Teachers use a data collection tool to monitor student progress as well as analyzing the success of the intervention, reteaching.

Bellevue School certificated staff meet three times per month in grade level or cross grade level PLCs. Each team uses assessment data to plan new instruction based on student learning needs. Bellevue teachers also meet once per month for district wide professional development sessions. The district also provides optional professional development coursework which teachers may choose to attend. Teachers who attend this coursework receive district units or are paid for their time. In addition to these district supports many teachers choose to take classes offered on-line, at SCOE (Sonoma County Office of Education) or Sonoma State University.

Staffing and Professional Development

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

100% of our teachers are highly qualified and certified to teach at their assignment.

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

All teachers meet the NCLB highly qualified status and have completed in-service training. In addition all instructional assistants meet the highly qualified status, passing the district proficiency tests.

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

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. The Director of Curriculum and Instruction provides professional development training for our staff as well as identifying requisite areas of support. Additional consultants for professional development are brought in on an as needed basis.

Bellevue School's curriculum is aligned to the Common Core State Standards. District Professional Development is aligned to the adopted math and language arts curriculum. Teachers have focused on increasing content knowledge and instructional practices which support the Common Core State Standards. Professional development has been offered which focuses on maximizing assessment data to increase student performance.

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

Our district has a Director of Curriculum and Instruction and a Coach for our current academic year. These positions provide support for all staff on a structured (district wide professional development) as well as on an as needed basis.

Bellevue School provides on-going instructional assistance in a variety of models: Teachers meet three times per month in grade level PLCs to analyze assessment data, discuss student learning needs, and what instructional practices will support those needs. Teachers in grades K-6 work with literacy paraprofessionals. The Literacy Paraprofessionals push-in to K-6 classrooms to provide additional small group support in language arts. Teachers in grades K-6 can consult with the on-site RSP teacher for additional instructional assistance and support. Teachers in grades K-6 can consult with the district's Curriculum Coordinator or Coach for additional instructional assistance and support.

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

Teachers collaborate three times per month by grade level for eighty minutes---40 minutes as a Professional Learning Community and 40 minutes in collaboration. Once per month, teachers participate in district wide grade level collaboration.

Teaching and Learning

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

All materials are on the state matrix and supplementary materials purchased are research based curriculum.

Bellevue School recently adopted new core curriculum for math and language arts. Both of these programs are aligned to the new Common Core Standards for California. The Next Generation Science Standards have been released and Bellevue School is currently working along side the district office to review our current science curriculum and adopt new materials as needed.

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

Instructional minutes are reviewed on annual basis to insure core and intervention minutes are addressed.

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

The lesson pacing calendar is reviewed annually by the district teachers.

Bellevue School follows a master schedule with built in time for intervention courses as well as additional unscheduled time for additional intervention to be used by the teacher as dictated by student performance. Bellevue School also follows a lesson pacing and assessment guide for read/language arts and math.

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

All students have all CCSS based Math and English Language Arts materials.

All students have access to the instructional materials they need. All students have a text book, and accompanying practice books for read/language arts, math, science, and social science.

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

All materials are on the state matrix and supplementary materials purchased are research based curriculum.

Opportunity and Equal Educational Access

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

All teachers provide a strong core program. Literacy Paraprofessional support is provided in grades K-6, working with small groups of students. The Resource Service Provider on site provide Tier 2 intervention for students. For our students that are under-performing in English Language Arts in grades 4-6, we provide a replacement core (Inside) that is taught in small groups.

14. Research-based educational practices to raise student achievement

Through the RtI model, the site examines student assessment results and targets instruction to support all students.

Bellevue School implements research based practices to raise student achievement. For example, Bellevue School follows the recommended "both and" model for ELD instruction; students at Bellevue School receive embedded ELD instruction in all or their core subjects and separate leveled pull out instruction based on their language learning level. To support third grade literacy Bellevue School has adopted a push-in support model where Literacy Paraprofessionals work in the classroom, under the direction of the classroom teacher on small group instruction. Students who continue to struggle also work with the Reading Specialist in a pull-out small group instructional model.

Parental Involvement

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

One full time RSP teacher.

One full-time RSP instructional aide.

Literacy Paraprofessionals in grades K-6 (times vary per grade)

Technology resources include mobile carts (Chromebooks, iPads) and 1:1 Chromebooks for 3rd-6th grade students

CalServes provides an afterschool program until 6 PM to assist with reading supports, and homework.

CalServes supplies a full-time guidance counselor to assist students with school-related issues impacting academics.

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 grade level teams provide ongoing assistance with data analysis, goal setting and planning.

The school website is updated weekly. Information to parents is provided in both English and Spanish. The School Newsletter is sent out monthly. This is available in English and Spanish and is available on the school website.

Bellevue School serves a student body largely comprised of English Language Learners, there are a high number of students who are economically disadvantaged. For these reasons the parent resources are limited, but the school district and the community have stepped in to help fill in any gaps for our students. For example, Bellevue School serves a high quality breakfast and lunch to our students cooked fresh daily.

Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are highlighted below.

In grades K-3, we participate in class size reduction. These students are given early literacy instruction in small groups.

English Language Development support is provided for 30 minutes, 4x per week.

Specialists and general education teachers provide a Core Replacement reading program/ instruction to the lowest performing students in grades 4-6.

A Resource Specialist provider assists students that require additional support as well as those with an Independent Educational Plan.

Literacy Paraprofessionals are provided for grades Kindergarten-sixth for varying amounts of time.

18. Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Description of Barriers and Related School Goals

Variation in student academic abilities: Classrooms are equally balanced by ability levels which requires the teacher to implement with consistency various differentiation and scaffolding techniques.

Variation in English language proficiency of students: Students begin school with various levels of English proficiency which requires the teacher to implement a variety of instructional strategies to meet language needs.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	48	72	65	46	69	65	46	69	100.0	95.8	95.8
Grade 4	73	58	46	72	57	45	72	57	45	98.6	98.3	97.8
Grade 5	62	77	58	60	75	57	60	75	57	96.8	97.4	98.3
Grade 6	65	62	62	64	60	60	63	60	60	98.5	96.8	96.8
All Grades	265	245	238	261	238	231	260	238	231	98.5	97.1	97.1

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2386.7	2431.5	2414.0	8	24	21.74	23	24	18.84	29	28	30.43	40	24	28.99
Grade 4	2400.6	2441.8	2432.7	3	19	20.00	18	19	20.00	19	18	8.89	60	44	51.11
Grade 5	2458.8	2456.9	2494.6	3	7	19.30	27	25	26.32	32	25	31.58	38	43	22.81
Grade 6	2487.1	2518.5	2498.9	8	12	10.00	25	37	25.00	41	32	36.67	25	20	28.33
All Grades	N/A	N/A	N/A	5	14	17.75	23	26	22.51	30	26	28.14	41	34	31.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	20	18.84	46	46	43.48	42	35	37.68
Grade 4	6	23	22.22	46	46	35.56	49	32	42.22
Grade 5	7	9	15.79	45	45	49.12	48	45	35.09
Grade 6	10	13	16.67	52	53	45.00	38	33	38.33
All Grades	8	16	18.18	47	47	43.72	44	37	38.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	24	17.39	40	59	59.42	54	17	23.19
Grade 4	4	19	15.56	43	40	46.67	53	40	37.78
Grade 5	10	15	31.58	62	45	42.11	28	40	26.32
Grade 6	13	20	13.33	52	57	55.00	35	23	31.67
All Grades	8	19	19.48	49	50	51.52	43	32	29.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	15	11.59	62	65	71.01	29	20	17.39
Grade 4	3	14	15.56	65	63	44.44	32	23	40.00
Grade 5	7	8	12.28	57	55	66.67	37	37	21.05
Grade 6	5	13	6.67	73	70	75.00	22	17	18.33
All Grades	6	12	11.26	64	63	65.80	30	25	22.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	22	26.09	57	54	55.07	29	24	18.84
Grade 4	4	18	28.89	40	54	26.67	56	28	44.44
Grade 5	20	16	29.82	55	57	50.88	25	27	19.30
Grade 6	19	33	23.33	65	55	48.33	16	12	28.33
All Grades	14	22	26.84	54	55	46.75	32	23	26.41

Conclusions based on this data:

- 1.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	48	72	65	47	70	65	47	70	100.0	97.9	97.2
Grade 4	73	58	46	72	57	46	72	57	46	98.6	98.3	100
Grade 5	62	77	58	60	76	58	60	76	58	96.8	98.7	100
Grade 6	65	62	62	64	60	60	64	60	60	98.5	96.8	96.8
All Grades	265	245	238	261	240	234	261	240	234	98.5	98	98.3

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2394.4	2424.3	2426.0	5	17	11.43	17	28	31.43	35	32	31.43	43	23	25.71
Grade 4	2427.1	2446.2	2444.3	1	9	17.39	19	23	15.22	36	33	23.91	43	35	43.48
Grade 5	2444.0	2432.8	2457.8	3	4	8.62	10	11	8.62	28	20	32.76	58	66	50.00
Grade 6	2486.2	2531.1	2503.0	13	17	16.67	8	30	16.67	41	25	30.00	39	28	36.67
All Grades	N/A	N/A	N/A	5	11	13.25	14	22	18.80	35	27	29.91	46	41	38.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	32	32.86	42	34	32.86	49	34	34.29
Grade 4	7	11	26.09	40	42	19.57	53	47	54.35
Grade 5	8	5	12.07	28	22	29.31	63	72	58.62
Grade 6	14	37	21.67	27	25	33.33	59	38	45.00
All Grades	10	20	23.50	34	30	29.49	56	50	47.01

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	21	17.14	49	53	45.71	46	26	37.14
Grade 4	3	11	19.57	43	47	34.78	54	42	45.65
Grade 5	5	3	10.34	27	30	41.38	68	67	48.28
Grade 6	14	17	16.67	45	47	40.00	41	37	43.33
All Grades	7	12	15.81	41	43	41.03	52	45	43.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	23	17.14	45	62	62.86	46	15	20.00
Grade 4	4	9	21.74	47	54	32.61	49	37	45.65
Grade 5	3	1	8.62	42	28	46.55	55	71	44.83
Grade 6	13	13	18.33	45	63	45.00	42	23	36.67
All Grades	7	10	16.24	45	50	48.29	48	40	35.47

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					29	20	***	43	80		14			14	
1	8	4	3	42	40	11	36	40	57	10	8	17	4	8	11
2	6	4		26	18	20	39	52	30	19	20	45	10	6	5
3	8	9	2	23	27	16	44	36	42	15	15	33	10	12	7
4	7			23	41	21	57	44	47	13	15	21			11
5	19	6	4	43	28	35	32	56	39		9	22	5		
6	4	4		40	57	30	36	25	39	12	7	26	8	7	4
Total	9	4	2	33	33	21	41	44	46	11	13	25	6	6	6

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				4	7	6	41	16	25	15	34	31	41	43	38
1	7	3	3	41	35	15	37	35	54	9	10	15	6	16	13
2	6	4		26	16	18	35	51	29	24	18	43	9	12	11
3	8	9	2	21	29	15	45	34	42	15	14	31	11	14	10
4	9	3	7	23	37	15	51	42	37	12	16	22	5	3	19
5	18	6	4	40	26	37	31	54	33		11	19	11	3	7
6	7	3		38	59	30	31	24	39	14	7	26	10	7	4
Total	8	3	2	29	26	17	39	36	36	12	18	27	12	16	18

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Improve 3rd Grade Literacy
SCHOOL GOAL #1:
Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.
Bellevue School will put multiple supports in place to improve our third grade literacy rates. Third grade literacy rates have been tied to high school graduation rates and career success. Students who exit third grade not reading at grade level are more likely to struggle in school and not graduate from high school. (American Education Research Association - 2011). At Bellevue School our goal is to halt this disturbing trend by supporting students in the primary grades, Kindergarten through third grade students will receive additional support and services to help them reach grade level literacy.
Data Used to Form this Goal:
State, district and site academic assessments
Findings from the Analysis of this Data:
All academic assessments indicate that 3rd grade literacy is an area of need.
How the School will Evaluate the Progress of this Goal:
Progress monitoring through state, district and site assessments. Benchmark 3rd grade literacy at 30% proficiency

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Resource Specialist on site to monitor achievement for every K-3 student.</p> <p>Resource Specialist will provide Tier 2 support for students in grades 4-6..</p> <p>The Resource Specialist will provide targeted pull-out support to students in second and third grade.</p> <p>The Resource Specialist will be available to work with grade level PLC teams and will work with the third grade focal team to analyze data, and plan differentiated instruction to support student learning.</p>	Academic year	Reading Specialist	None needed		District Funded	
<p>Literacy Paraprofessional for every K-6 classroom</p> <p>A Literacy Paraprofessional will be available to push-in to every K-6 classroom.</p> <p>The Literacy Paraprofessional will work in the classroom under the direction of the classroom teacher to support students with small group instruction and support.</p> <p>The Literacy Paraprofessional will use WonderWorks curriculum which is a support program for the district adopted curriculum - Wonders.</p>	Academic Year	Director of Curriculum and Instruction	None needed		District Funded	
<p>Provide instructional assistant for the TK classroom (As needed)</p>	Academic year	Principal	none needed		District Funded	

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Improve consistency of high quality instruction in all classrooms
SCHOOL GOAL #2:
Students will benefit from consistent behavioral expectations and supports in every classroom
Data Used to Form this Goal:
SWIS behavioral data, classroom and playground referrals
Findings from the Analysis of this Data:
Behavioral expectations are not consistently implemented throughout the site. Clear and consistent behavioral expectations need to be streamlined across the site.
How the School will Evaluate the Progress of this Goal:
SWIS Tracking information Aeries behavioral data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavioral Intervention and Support (PBIS) professional development provided for all staff	Ongoing throughout the year	Director of Student Services, Principal	none needed		District Funded	
PBIS committee will meet monthly and provide professional development to staff as needed	Academic year	PBIS team, principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS team will update a PBIS Handbook and review with staff . This will include Expectation Stations, scripts to encourage positive behavior, scripts to discourage negative behavior, positive behavior acknowledgement award.	Academic year	PBIS team, principal, staff				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Math and English Language Arts
LEA/LCAP GOAL:
Improve consistency of high quality instruction in all classrooms
SCHOOL GOAL #3:
Students will benefit from consistent academic expectations in every classroom at the same grade level
Data Used to Form this Goal:
Pacing guides and student academic expectations were not aligned per grade level.
Findings from the Analysis of this Data:
It was necessary to collaboratively design aligned pacing guides led by the Director of Curriculum and Instruction to be continually reviewed and updated.
How the School will Evaluate the Progress of this Goal:
Curriculum guides for English Language Arts and Mathematics will be implemented. Curriculum guides will be revisited at the end of each academic year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teacher teams will be offered the opportunity to participate in reviewing and updating the pacing templates	Academic year	Principal, Teachers	none needed		District Funded	
Information and feedback regarding the pacing template will have been solicited from all staff	Academic year	Teachers, Principal				
Professional development and support provided to implement pacing guides at all levels	Academic year	Principal				

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Attendance
LEA/LCAP GOAL:
Decrease the rates of absence and truancy
SCHOOL GOAL #4:
Children will be motivated to attend school on a consistent and punctual basis
Data Used to Form this Goal:
Aeries attendance data
Findings from the Analysis of this Data:
Hlgh truancy rate
How the School will Evaluate the Progress of this Goal:
Aeries attendance data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop an award system to recognize good attendance	Academic year	Principal			District Funded	
Have Parent Liason call parents who have frequently absent and tardy children to determine needs and support.	Academic year	Principal, Parent Liaison			District Funded	

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy data reviewed monthly and interventions created as needed.	Academic year	Teacher and Principal			District Funded	
Provide literacy paraprofessionals in K-6 and instructional aide (TK)	Academic year	Principal			District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in High quality instruction and behavior
SCHOOL GOAL #2:
Students will benefit from consistent behavioral expectations and supports in every classroom

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide PBIS coach and trainer	Academic year	Director of Student Services			District Funded	
Provide staff release time for training	Academic year	Superintendent, Principal			District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic instruction in all classes
SCHOOL GOAL #3:
Students will benefit from consistent academic expectations in every classroom at the same grade level

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District to provide professional development to all grades	Academic year	Superintendent, Principal			District Funded	
Provide opportunities for collaborative grade level teams to discuss and reflect upon curriculum pacing guides	Academic year	Superintendent, Principal			District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in increasing student attendance
SCHOOL GOAL #4:
Children will be motivated to attend school on a consistent and punctual basis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a multi-lingual parent liaison to provide community outreach to parents to support students in consistent school attendance	Academic year	Principal, Director of Student Services			District Funded	
Provide School Messenger auto calling to families for absent students	Academic year	Director of Technology			District Funded	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
After School and Education Safety	112,950.00	112,950.00
LCFF	1,869,059.50	1,869,059.50
Special Education	493,500.50	493,500.50
Title I	150,806.00	150,806.00
Title II Part A: Improving Teacher	20,415.25	20,415.25
Title III Part A: Language Instruction for	26,250.00	26,250.00
Title III Immigrant Education Program	1,047.38	1,047.38

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
Nina Craig	X				
Amber MacLean		X			
Stephanie Gerke		X			
Jenn Spain				X	
Karina Martinez				X	
Natascha Simpson		X			
Blanca Ramirez			X		
Numbers of members of each category:	1	3	1	2	

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

Recommendations and Assurances



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

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

X State Compensatory Education Advisory Committee	_____ Signature
X English Learner Advisory Committee	_____ Signature
Special Education Advisory Committee	_____ Signature
Gifted and Talented Education Program Advisory Committee	_____ Signature
District/School Liaison Team for schools in Program Improvement	_____ Signature
Compensatory Education Advisory Committee	_____ Signature
Departmental Advisory Committee (secondary)	_____ Signature
Other committees established by the school or district (list):	_____ Signature

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

Attested:

Nina Craig _____ Typed Name of School Principal	 _____ Signature of School Principal	_____ Date
Amber MacLean _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	_____ Date