

The Single Plan for Student Achievement

School: Taylor Mountain Elementary School
CDS Code: 49706150113506
District: Bellevue Union School District
Principal: Tawny Fernandez
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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

Taylor Mountain Elementary School's Vision and Mission Statements

Our site 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.

School Profile

Taylor Mountain Elementary School was built in 2007 and is entering its' eleventh year of providing instruction for students from Transitional Kindergarten to Sixth grade. Classroom distribution for this year is as follows: one Transitional Kindergarten classroom, three classrooms each for grades Kindergarten-3rd, and two classrooms each for grades 4-6. Taylor Mountain also houses a Special Day Class for students in grades three and four, a Resource Specialist classroom as well as a classroom for our Reading Specialist. Current average class size is 24 in grades TK-third and 30 in grades four-six. The majority of the classrooms on campus are arranged with an open 'pod' center space between three classrooms allowing space for small group instruction. 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 after school program. Technology is of utmost importance at our site. Our 3rd-6th grade classrooms have 1:1 Chromebook access and our K-2 grade classrooms have 1:2 Chromebook access.

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 entire staff received training in Positive Behavior Support and Intervention (PBIS). This training incorporates the three basic school rules (Be Safe, Be Responsible, Be Respectful) and outlines 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. We continue to focus on behavior expectations outside of the classroom and as well as on implementing this program within our classrooms.

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 corresponding advisory committees.

Classroom Observations

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

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, as well providing 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.

Annually, teachers are formally observed by the principal based on the contracted agreement.

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 Smarter Balanced Assessment Consortium (SBAC) each year beginning 2013-2014. This year our 5th grade students will participate in the CAASPP for Science. Since the development of the SBAC, there are no longer AYP or API scores. SBAC data schoolwide/district wide will be available for the current assessment year (2017-2018). In addition, we administer monthly as well as trimester assessments that are both diagnostic and placement based. The assessments that are linked to the Mathematics curriculum (My Math) and the English Arts curriculum (Wonders) are given as well. 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 / ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary supports that they require to become fluent.

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.

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. Professional development is provided for staff for our current curriculums as well as our technological academic programs.

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. Consultants for professional development are brought in on an as needed basis.

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

The principal provides ongoing assistance and support for teachers engaging them in discussion of best academic practice and instructional strategies. We have a teacher on special assignment who is also available to provide requested support for teachers.

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 curriculums.

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. All classes meet or exceed the state mandate of required minutes for both ELA and Math.

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.

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.

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 curriculums.

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 Reading Specialist and the Resource Service Provider on site provide Tier 2 intervention for students.

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

One full-time reading specialist.

One full time RSP teacher.

One full-time RSP instructional aide.

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

Technology resources include 1:1 Chromebook access grades 3-6, 1:2 Chromebook access for grades K-2 (Chromebooks)

CalSERVES provides an after school program until 6 PM to assist with reading supports, and homework.

Sonoma Academy provides a math teacher five days a week for one hour daily, starting in January, to help instruct students in grades 5 & 6.

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. Our active PTA provides many forms of assistance, enrichment materials for classrooms, special items for the school, sponsors field trips, as well as providing a marquee that allows us to advertise school events. The school website is updated weekly. Information to parents is provided in both English and Spanish.

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. Dedicated intervention time per class (ZPD) is 30 minutes, 3x per week.

English Language Development support is provided for 30 minutes, 2x per week.

We also have one Title I Reading Specialist who provides small group instruction in English Language Arts for 1st-3rd grade students.

A Resource Specialist provider assists students that require additional support as well as those with an Individual 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

Attendance and student mobility: Site suffers from increased tardies and frequent early dismissal of students as well as incidents of increased student mobility

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

Familiarity with curriculum and Common Core Standards: new English Language Arts curriculum adopted 2013 (Wonders), new Mathematics curriculum adopted 2014 (My Math)

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	77	70	74	75	68	74	73	68	74	97.4	97.1	100
Grade 4	80	84	63	79	84	63	77	84	63	98.8	100	100
Grade 5	80	71	74	78	65	74	78	65	74	97.5	91.5	100
Grade 6	58	76	71	57	74	70	57	74	70	98.3	97.4	98.6
All Grades	295	301	282	289	291	281	285	291	281	98.0	96.7	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2389.8	2384.5	2400.1	12	13	16.22	20	16	16.22	27	25	31.08	39	46	36.49
Grade 4	2379.3	2397.7	2408.6	1	6	11.11	11	15	7.94	24	23	19.05	61	56	61.90
Grade 5	2444.1	2464.0	2472.6	6	2	14.86	18	29	25.68	21	35	21.62	55	34	37.84
Grade 6	2466.9	2490.4	2509.3	2	1	5.71	25	31	35.71	26	32	34.29	47	35	24.29
All Grades	N/A	N/A	N/A	6	5	12.10	18	23	21.71	24	29	26.69	51	43	39.50

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	14	13	16.22	45	43	35.14	41	44	48.65
Grade 4	0	7	15.87	39	39	33.33	61	54	50.79
Grade 5	5	8	14.86	40	45	51.35	54	48	33.78
Grade 6	2	11	15.71	46	43	48.57	53	46	35.71
All Grades	5	10	15.66	42	42	42.35	52	48	41.99

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	7	10	16.22	47	44	52.70	47	46	31.08
Grade 4	4	10	7.94	39	35	39.68	57	56	52.38
Grade 5	12	15	21.62	36	57	40.54	51	28	37.84
Grade 6	7	7	8.57	35	54	61.43	58	39	30.00
All Grades	7	10	13.88	39	47	48.75	53	43	37.37

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	12	10	18.92	63	60	63.51	25	29	17.57
Grade 4	3	6	6.35	60	56	57.14	38	38	36.51
Grade 5	3	3	14.86	68	62	51.35	28	35	33.78
Grade 6	2	9	8.57	70	69	77.14	28	22	14.29
All Grades	5	7	12.46	65	62	62.28	30	31	25.27

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	15	9	18.92	53	50	48.65	32	41	32.43
Grade 4	5	7	9.52	36	48	46.03	58	45	44.44
Grade 5	10	14	18.92	58	62	50.00	32	25	31.08
Grade 6	7	16	18.57	67	66	57.14	26	18	24.29
All Grades	9	11	16.73	53	56	50.53	38	33	32.74

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	77	70	74	76	68	74	76	68	74	98.7	97.1	100
Grade 4	80	84	63	80	84	63	80	84	63	100.0	100	100
Grade 5	80	71	74	78	69	74	78	69	74	97.5	97.2	100
Grade 6	58	76	71	58	75	71	57	75	71	100.0	98.7	100
All Grades	295	301	282	292	296	282	291	296	282	99.0	98.3	100

* 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	2398.6	2397.0	2392.8	12	10	9.46	14	16	22.97	32	34	20.27	42	40	47.30
Grade 4	2399.0	2413.5	2415.2	0	6	6.35	14	15	12.70	33	31	31.75	54	48	49.21
Grade 5	2445.6	2461.7	2465.1	4	7	13.51	8	9	13.51	33	39	22.97	55	45	50.00
Grade 6	2485.1	2499.8	2517.0	5	11	15.49	10	19	22.54	47	32	32.39	36	39	29.58
All Grades	N/A	N/A	N/A	5	8	11.35	12	15	18.09	35	34	26.60	48	43	43.97

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	14	13	16.22	30	43	29.73	55	44	54.05
Grade 4	0	8	11.11	31	26	22.22	69	65	66.67
Grade 5	5	9	18.92	26	30	22.97	69	61	58.11
Grade 6	5	19	25.35	42	35	38.03	53	47	36.62
All Grades	6	12	18.09	32	33	28.37	62	55	53.55

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	18	18	16.22	42	46	39.19	39	37	44.59
Grade 4	3	6	6.35	41	40	38.10	56	54	55.56
Grade 5	3	9	12.16	33	35	36.49	64	57	51.35
Grade 6	7	13	16.90	44	41	40.85	49	45	42.25
All Grades	8	11	13.12	40	41	38.65	53	48	48.23

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	16	12	17.57	51	53	47.30	33	35	35.14
Grade 4	1	14	9.52	39	33	26.98	60	52	63.49
Grade 5	1	7	13.51	40	42	37.84	59	51	48.65
Grade 6	5	12	16.90	60	49	49.30	35	39	33.80
All Grades	6	11	14.54	46	44	40.78	48	45	44.68

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		13		27	27	20	47	33	40	20	20	20	7	7	20
1	2	20	11	50	38	26	43	33	45	5	4	11		4	8
2	2	5	4	17	41	29	46	45	40	32	5	23	2	5	4
3	11	7	10	23	23	24	49	52	49	13	11	12	4	7	6
4	3	5	3	51	23	21	32	45	52	5	20	24	8	7	
5	31	10	24	31	38	42	38	38	29		7	5		7	
6	15	17	15	39	31	40	39	47	30	6	6	10			5
Total	10	11	10	34	32	29	42	43	42	11	10	15	3	5	4

Conclusions based on this data:

1. Students continue to remain at the Intermediate level.

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		3		6	9	2	29	19	24	26	33	41	39	36	33
1	2	19	12	49	38	26	39	34	44	6	4	12	4	4	7
2	2	6	4	16	39	27	47	43	39	33	6	24	2	6	6
3	9	7	10	22	24	24	44	51	45	16	11	14	9	7	7
4	2	4	3	48	21	19	29	42	51	6	21	24	15	12	3
5	27	9	23	31	33	41	41	39	30	2	9	7		9	
6	14	17	11	36	31	44	39	47	26	11	6	7			11
Total	8	9	8	28	27	24	38	38	37	15	14	20	11	12	11

Conclusions based on this data:

1. Students continue to remain 'stuck' in the Intermediate level

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.
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
Reading specialist on site to monitor achievement for every K-3 student and provide Tier 2 support.	Academic year	Reading specialist	None needed		District Funded	
Hire Literacy Paraprofessional for every K-6 classroom	Hiring and training prior to the start of the academic year		None needed		District Funded	
Provide instructional assistant for the TK classroom	Academic year	Principal			District Funded	
Tier 2 phonemic awareness intervention support provided for grades K-2	Academic year	Reading Specialist				

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:
Aeries behavioral data, classroom and playground referrals
Findings from the Analysis of this Data:
Behavioral expexctations are not consistently implemented throughout 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 (previously referred to as BEST)	Ongoing throughout the year	Director of Student Services		None Specified	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 complete a PBIS Handbook and introduce to staff . This will include Expectation Stations, scripts to encourage positive behavior, scripts to discourage negative behavior, positive behavior acknowledgement award. PBIS team will create slide shows for each area of the school reinforcing expected behaviors.	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 and new curriculum was purchased that was aligned with CCSS
Findings from the Analysis of this Data:
Pacing guides and procedures were collaboratively designed and reflected upon by teaching staff at all sites.
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 creating the pacing templates	Ongoing	Principal	District Funded			
Information and feedback regarding the pacing template will have been solicited from all staff	At the end of each academic year	Teachers, Principal				
Professional development and support provided to implement pacing guides at all levels	Academic year	Principals				

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	C	None Specified	District Funded	
Fully implement the A2A attendance tracking system	Academic year	Principal, Office staff		None Specified	District Funded	
Share out with families through multiple measures the importance of school attendance including conferencing in person and via telephone.	Academic year	Principal				

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
Provide literacy paraprofessionals and instructional aide (TK)	Academic year	HR			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 coaching support	Ongoing	Director of Student Services			District Funded	
Provide staff release time for training	Academic year	Superintendent			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
Provide opportunities for collaborative grade level teams to discuss and reflect upon curriculum pacing guides	Academic year	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
Tawny Fernandez	X				
Elena Alvarado				X	
Julie Roza			X		
Kelly Evans		X			
Numbers of members of each category:	1	1	1	1	

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:

Tawny Fernandez		
Typed Name of School Principal	Signature of School Principal	Date

Alvarado, Elena		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date