

The Single Plan for Student Achievement Template

SCHOOL: Las Palmas

County-District School (CDS) Code-37-68221-6038780

Principal: Steven Sanchez

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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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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National School District

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Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the Single Plan for Student Achievement (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index." The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments. The requirements for monitoring these categorical programs are part of the same legislation. The SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."
3. Any plans required by programs funded through the Consolidated Application and NCLB Program Improvement must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement.."
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.

Analysis of Current Educational Practice

Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. The following statements characterize educational practice at our school.

1) Instructional Practices

Las Palmas Elementary School is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction. The Houghton Mifflin Reading and the Envision math programs comprise the publisher programs. The Houghton Mifflin Lectura series is utilized to meet the needs of Spanish-speaking students in the Kindergarten – 2nd grade bilingual program, along with SEBT biliteracy instructional resources to transfer literacy skills to English. The Houghton Mifflin Spelling and Vocabulary Program are implemented in grades 2 – 6 as well as SIPPS (Systematic Instruction of Phonics and Phonemic Awareness) in Kindergarten – 4th grades. In addition, Learning Headquarters is our core-writing program in grades K – 6. English Language Development (ELD) is addressed through the use of the Systematic English Language Development program. Special Day classes for grades 4th –6th utilize the Cambium Learning’s Language! Program to meet their unique needs of our students in special day classes. Our 2nd through 3rd grade Special Day class uses the Read Well Language Arts Program. In our RSP program upper grades are receiving Scholastic’s Read 180 program. RSP is supporting the primary grades using SIPPS and Read Naturally. RSP also provides support in Math to students with Math IEP goals using the envision Math program. The NCS Learn SuccessMaker software program supports the standards-based curriculum at Las Palmas Elementary School both in the classrooms and now at home for all Kinder – 6th grade students. The NCS Learn SuccessMaker software provides accurate assessment and targeted instruction in language arts and mathematics. All students also have access to online software, Pearson Successnet, both at school and at home that supports our Envision math curriculum. Our English Learners in Kindergarten through third grade and targeted students in upper grades utilize Imagine Learning software to help accelerate their acquisition of English. Accelerated Reader has implemented last school year as a motivational program to help promote independent reading and allow teachers to monitor the amount of independent reading students are participating in throughout the year. Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. The following statements characterize educational practice at our school.

2) Instructional Time

Las Palmas Elementary School along with National School District complies with and monitors implementation of instructional time for the adopted programs for language arts, mathematics and ELD. The school also provides additional time for students requiring intervention in language arts and mathematics. Additional time for differentiated instruction throughout the day is provided for at risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. Literacy support is provided for 60 - 90 minutes 4 times a week for students in grades 4-6 and 30-45 minutes 4 times a week for students in grades K-3. ELD instruction is provided for 40 minutes 4 times a week. In the bilingual classes, additional transference reading instruction is provided for 40 minutes 4 times a week. At risk students in grades K-6 are provided with 20 minutes additional instruction in language arts along with additional mathematics instruction both completed in small group and/or one-on-one.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work in classrooms with small groups of students or pull them out, providing additional literacy support. Impact teachers receive guidance and support from the site administrator, language arts specialists (LAS) and classroom teachers. Two Language Arts Specialists provide a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled and co-taught lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in language arts and mathematics. Impact teachers and regular education teachers are used to supplement language arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas.

In second grade we are implementing the program, Haven's Paradigm. This is a pilot program being implemented in second grade due to the fact that second grade has a large amount of students in RTI. This program allows us to provide students a customized instructional program in ELA that targets specific needs of students in a more efficient way than the conventional classroom. Two impact teachers are being used to support this program in order to reduce class size and get small group instruction to an average of 5.8 : 1, and large group instruction to 23.2 to 1.

3) Credentialed Teachers and Teacher Professional Development Opportunity

The National School District recruits and retains only teachers that are Highly Qualified in accordance with NCLB requirements. At Las Palmas School all teachers are Fully Qualified in accordance with NCLB requirements. The staff at Las Palmas Elementary School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments that target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. All 3rd – 6th grade teachers are receiving on-going training from a consultant on how to use reports from Successmaker to target instruction and support for students in reading and math. All staff at Las Palmas receive on-going in-service on accessing and interpreting data online utilizing the OARS data management system. OARS provides access to the full range of district multiple measures assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. Teachers have received in-service on creating practice activities through OARS, Successmaker, and Pearson Successnet. The STAR reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of specific site data, including CST, CELDT, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards- based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. Accelerated Reader, the OARS data management system, Learning Headquarters Writing and Systematic English Language Development (SELD) were the focus of professional development for teachers in Kindergarten through 6th grade.

Other staff development includes academic vocabulary, student engagement, reading fluency and comprehension, Promethean ActiveInspire, STAR reading and math, Dibels assessments, and Fine Arts professional development, and the implementation of Common Core State Standards. Two teachers at Las Palmas receive additional training through a math grant that focuses on supporting English Language Learners during math instruction. In addition three teachers were selected to participate in a training that focused on the Common Core Mathematics Standards through the SDCOE.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the two site Language Arts Specialists, Resource Specialist, and through grade level colleagues.

4) Student Achievement and Monitoring System

Las Palmas Elementary School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified essential language arts and mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Formal, diagnostic assessments takes place three times per year and are based on a series of comprehensive, criterion referenced tasks and tests. Envision Mathematics topic tests are administered at the end of each topic according to the district pacing guide. Math Benchmark assessments are given three times per year. Language Arts assessments include: District Multiple Measures Assessments, Houghton Mifflin Reading and Lectura theme skills and SEBT assessments, summative tests, Learning Headquarters Writing Program assessments, DIBELS/IDEL benchmark assessments and STAR reading. In addition, as of last year we implemented the OARS Blueprint exam two times per year. This assessment is closely aligned to the CST.

Students who are having difficulty performing at grade level standard at Las Palmas Elementary School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level meetings, principal/teacher conferences, and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions, Student Study Team (SST) meets regularly to involve the expertise of the principal, language arts specialists, speech therapist, school psychologist and resource specialist in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in kindergarten through sixth grades. Grade level RtI meetings are held every 7 weeks to discuss specific students, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 students is monitored bimonthly, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use DIBELS or IDEL progress monitoring assessments, classroom multiple measures, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school program Winners Growing Strong

(WINGS), math and reading tutoring, Successmaker, Imagine Learning, and supplementary intervention classes both before and after school.

Las Palmas Elementary School draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the CST, CMA, CAPA, STS, CELDT, district multiple measures including RESULTS, Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the OARS data management system to efficiently evaluate individual, class wide and grade level student performance for instructional planning. Data can be viewed both in numerical/table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remedy those areas of need.

As discussed previously, Las Palmas Elementary School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held bimonthly to discuss standardized test outcomes, district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus in on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 3rd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments and SEBT assessments. Upper grade teaching staff is also involved in sampling students for performance on the literacy assessments from both RESULTS and the language arts adoption. In writing, teaching staff scores writing samples collaboratively at least three times each year, using rubrics from the Learning Headquarters program. Teachers work together to ensure the rigor of the writing is at standard for their particular grade level.

5) Ongoing Instructional Assistance and Support for Teachers

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site, for example SIPPS and the Systematic English Language Development. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the two site Language Arts Specialists, Resource Specialist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on - campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. Both our Language Arts Specialists are available every afternoon to model lessons for teachers and also co-teach lesson with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

6) Collaboration

As discussed previously, Las Palmas School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore

solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, RESULTS assessments, STAR reading and math assessments, teacher created formative assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction.

Primary grades focus on RESULTS outcomes related to phonemic awareness, phonics, word recognition and reading fluency and comprehension. Teachers in Kindergarten through 3rd grade bilingual classrooms monitor student progress on literacy skills through Spanish RESULTS assessments and SEBT assessments. Upper grade teachers also use RESULTS assessments and STAR reading assessments to monitor the progress of their struggling readers. All teachers also work together to analyze data from the district OARS Blueprint exam in language arts and math. They use the item analysis report to determine next steps for instruction as grade level teams. In writing, all teaching staff scores writing samples collaboratively at least three times each year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

7) Shared Responsibility for Student Achievement

- The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.
- The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using OARS, and the NSD Data Warehouse.

Las Palmas Elementary School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

Conclusions from Student Performance Data

English Language Arts:

As I reviewed three years' worth of student achievement data for Las Palmas, I noticed that we have been pretty flat for the prior three years and had a drop of 5.3 % this last school year.

In English Language Arts Las Palmas has scored:

49.8 % in 2011
51.8% in 2012
46.5% in 2013

In order to reach Safe Harbor targets this year, Las Palmas must score 51.74% in ELA . This would be an increase in performance of 5.24% in ELA. This would be relatively equal to the total percentage of students meeting proficiency in 2012.

2nd Grade

As I looked over our performance by Content Cluster, the areas in which 2nd grade performed below the percentage correct for minimally proficient students were Word Analysis, Reading Comprehension, Literary Analysis, Written Conventions, and Writing Strategies. We did see a decrease in WA by 5%, a decrease in Reading Comprehension of 2%, an increase in Literary Response and Analysis of 5%, a drop in Written Conventions by 3%, and a drop in WS of 5% from last year.

3rd Grade

When we look at third grade's Content Cluster performance we scored below the Percentage for Minimally Proficient Students in WA by 10%, RC by 8%, LA by 11%, WC by 12%, and WS by 9%. Compared to last year we dropped 3% in Word Analysis, increased 3% in Reading Comprehension, increased 8% in Literary Analysis, decreased 5% in Written Conventions, and increased by 3% in Writing Strategies.

4th Grade

After looking our fourth grade performance last year, I notice that we scored above the minimally percent proficient in three out of the five clusters. We did decrease 5% in Word Analysis, we decreased 7% in Reading Comprehension, increased 9% in Literary Response, dropped 1% in Written Conventions, and dropped 3% in Writing Strategies compared to last year.

5th Grade

When we look at fifth grade's Content Cluster performance we increased in Word Analysis by 1%, decreased by 4% in Reading Comprehension, increased by 5% in Literary Response, increased by 7% in Written Conventions, and increased by 5% in Writing Strategies compared to last year.

6th Grade

Sixth grade remained the same in Word Analysis, dropped 1% in Reading Comprehension, remained the same in Literary Response, decreased by 2% in Written Conventions, and dropped 11% in Writing Strategies as compared to their performance as a grade level in 2012.

Mathematics:

In Mathematics Las Palmas has scored:

56.6% in 2011

62.5% in 2012

57.4% in 2013 (drop of 5.1%)

In order to reach Safe Harbor targets this year, Las Palmas must score 63.8% in Mathematics.

2nd Grade

In area of Math, second grade remained the same in Place Value, dropped 2% in Multiplication, dropped 8% in Algebra and Functions, dropped 9% in Measurement and Geometry, and increased 2% in Statistics and Probability.

3rd Grade

In Math, 3rd grade increased by 1% in Place Value, increased by 1% in Addition, Subtraction, Multiplication, and Division, we dropped 6% in Algebra and Functions, dropped 4% in Measurement and Geometry, and dropped 1% in Statistics and Probability.

4th Grade

Math is a definite strength for fourth grade. Every Content Cluster was above the percent correct for California's minimally proficient students. However, we did see a decrease in Decimals and Fractions by 7%, a decrease of 2% in Operations and Factoring, a 1% drop in Algebra and Functions, a 8% drop in Measurement and Geometry, and a 4% drop in Statistics and Probability.

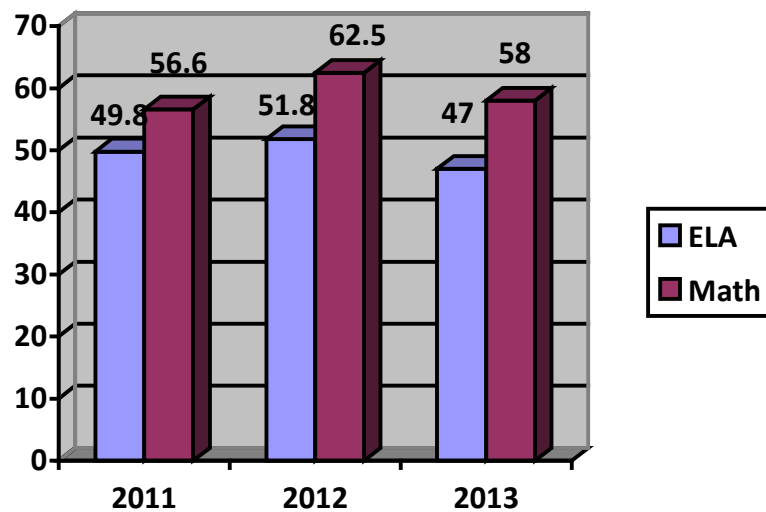
5th Grade

In Math, 5th grade we increased by 9% in Estimation, increased by 4% in Operations with Fractions and decimals, increased by 3% in Algebra and Functions, increased by 5% in Measurement and Geometry, and increased by 11% in Statistics and Probability as compared to 2012.

6th Grade

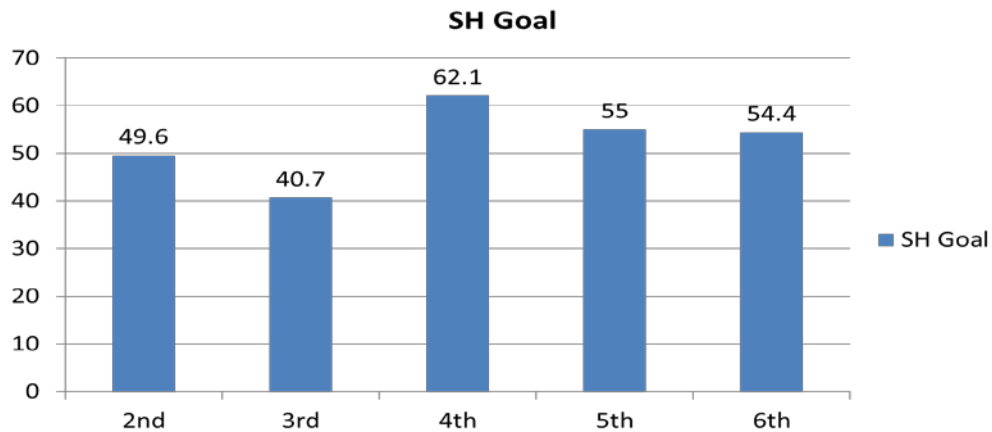
In Math, 6th grade dropped by 19% in Ratios and Proportions, dropped by 14% in Operations and Problem Solving, dropped by 13% in Algebra and Functions, dropped by 11% in Measurement and Geometry, and decreased by 11% in Statistics and Probability as compared to last year's performance.

Las Palmas AYP Data 2011-2013



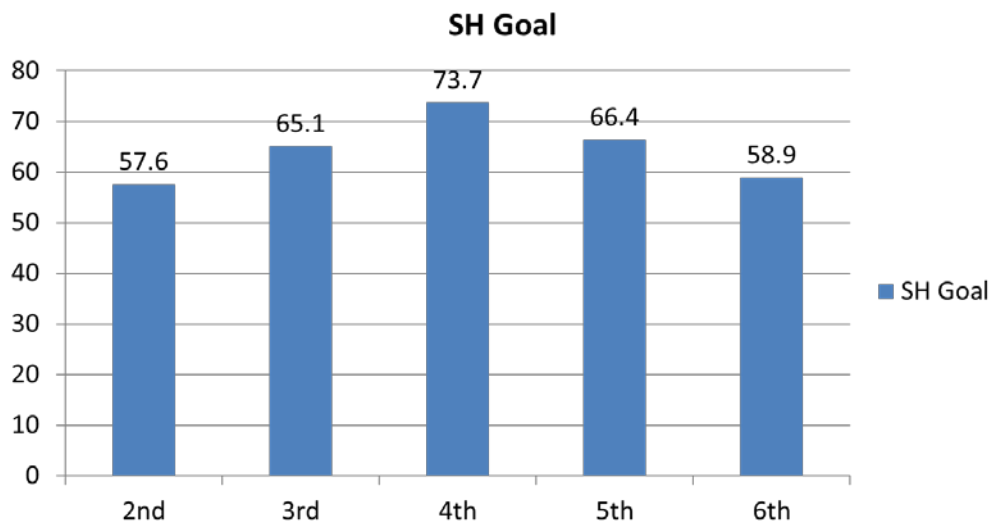
This graph demonstrates Las Palmas' performance over the last three years. As you can see we have been flat over the last three years in ELA although we did take a 3.7% dip last year. In Math we also fell 3.8%, however we are still above where we were in 2011. Our goal for this year is 51.7%, of our students taking the CST in 2014, to score proficient or advanced in English language Arts and 63.8% of our students scoring proficient or advanced in Mathematics.

Safe Harbor Goals for ALL Students in English Language Arts



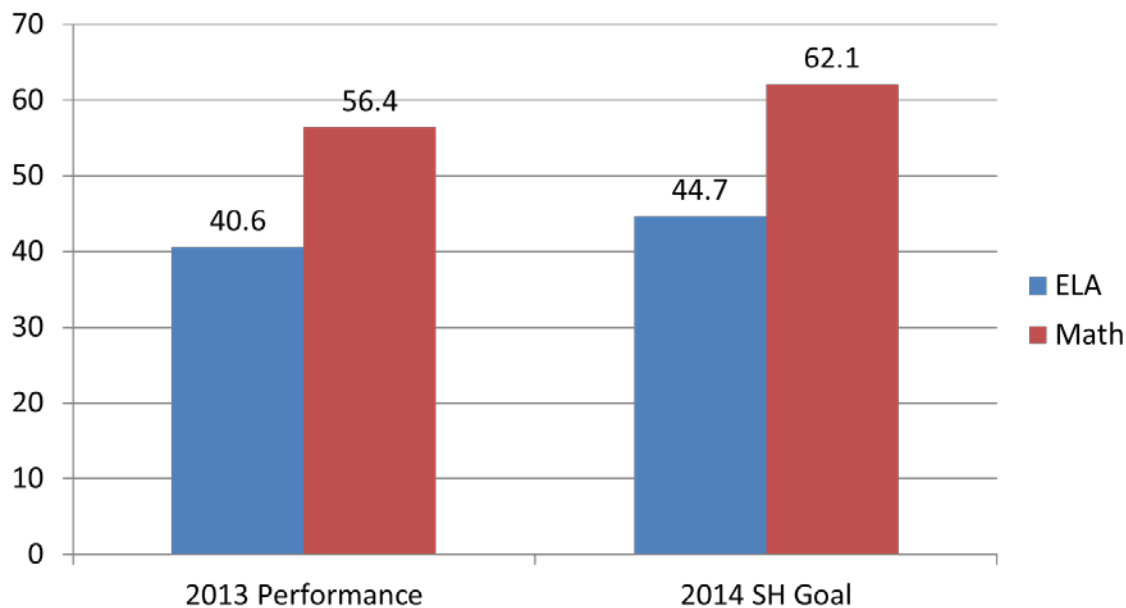
This graph demonstrates this year's Safe Harbor goal by grade level for all students in the area of English Language Arts.

Safe Harbor Goals for All students in Mathematics



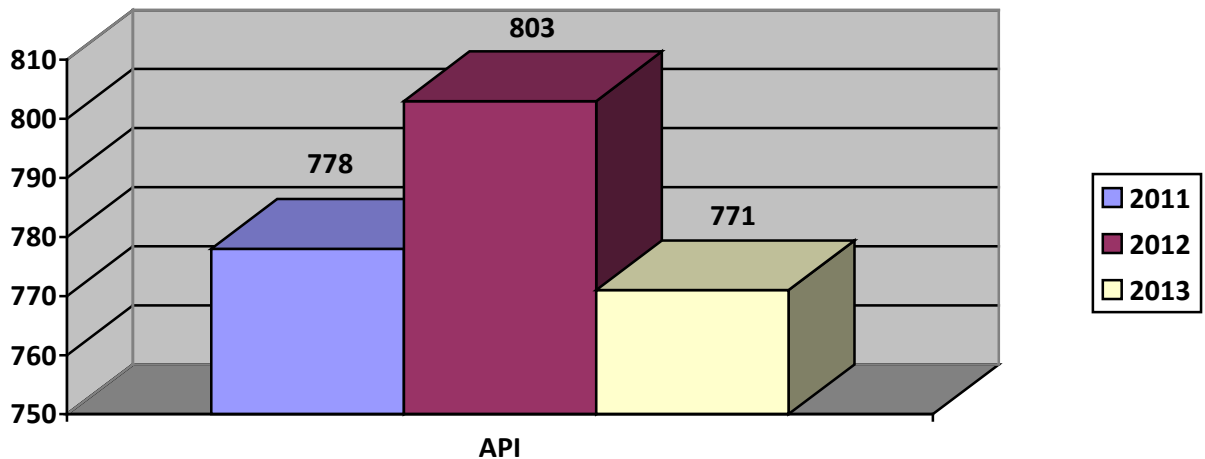
This graph demonstrates this year's Safe Harbor goal by grade level in the area of Mathematics for all students.

Safe Harbor Goals for ELLs in English Language Arts and Math



This graph demonstrates this year's Safe Harbor goal for ELLs in both the areas of English Language Arts and Mathematics. This demonstrates that in English Language Arts our ELL population must grow by 4.1% and grow by 5.7% in Mathematics compared to our performance on the 2013 CST.

Comparison of Las Palmas' Annual Performance Index 2011-2013



The graph above demonstrates Las Palmas' performance in API over the last three years. We dropped 32 points last year. After discussing the decline in API performance with all stakeholders there was consensus that the different changes that occurred last year here at Las Palmas. Last year there were 13 new staff members that joined the Las Palmas staff. There was a new principal, new office staff, as well as a new psychologist, RSP teacher, and seven new classroom teachers. Some of the new classroom teachers were first year teachers that replaced experienced teachers that were transferred to a different school.

SMART School Goals for Improving Student Achievement

#1 ELA

ELA-The percentage of **ALL** students achieving advanced and proficient in the area of English Language Arts on the California Standards Test will increase from **47.04% to 51.74%** as measured by the California Standards Test administered on May 2014.

#2 Math

Math- The percentage of **ALL** students achieving advanced and proficient in the area of Mathematics on the California Standards Test will increase from **58.02% to 63.82%** as measured by the California Standards Test administered on May 2014.

#3 English Learner

ELA-The percentage of **English Language Learner** students achieving advanced and proficient in the area of English Language Arts on the California Standards Test will increase from **40.6% to 44.7%** as measured by the California Standards Test administered on May 2014.

Math- The percentage of **ALL** students achieving advanced and proficient in the area of Mathematics on the California Standards Test will increase from **56.4% to 62.1%** as measured by the California Standards Test administered on May 2014.

Form A: Planned Improvements in Student Performance

District Priority Actions from Strategic Plan- Instruction	<i>From Our current reality (Today)</i>	<i>To Our Desired Reality (2017)</i>
<ul style="list-style-type: none"> -Define core instructional strategies and practices through professional development in the NSD 4 D Instructional Model - Define common language and meeting format for Data Teams 	<p><i>The staff here at Las Palmas has had some background on Effective Direct Instruction (EDI) and the instructional routine of TAPPLE. EDI instructional strategies support checking for understanding and promote student engagement. As I meet with the staff in their pre and post conferences from their formal and informal</i></p>	<p><i>As we move forward and fully implement the Common Core Standards in all subject areas there will be a need for our teachers to receive professional development that will help them deliver effective instruction to meet the needs of our students so that they can be successful with the Common Core Standards. Therefore, by continuing the focus on checking for understanding and keeping students actively</i></p>

	<p><i>observations I discuss and coach teachers on these strategies and how these strategies can benefit all of their students and enhance their instruction. In addition, the use of formative assessment data to guide instruction needs to be supported in order to continue to raise our student achievement with the use of OARS.</i></p> <p><i>Last year we began our implementation of DATA Team meetings. The goal is to meet every two to three weeks and discuss the student achievement in the area of Math and Language Arts for all students.</i></p> <p><i>This year we are focusing on the essential California state standards. Each grade level meets on a two to three week cycle and based on data that we collect using OARS, the Envision Topic Tests, and ELA Themed Skills Tests we select the standards that students have struggled with. We establish a SMART goal that focuses on the particular area and document strategies or “Adult behaviors” that we will change within each classroom in order to improve and accelerate our students’ achievement in the targeted area.</i></p>	<p><i>engaged throughout our lessons we can continue to demonstrate growth at our school. However, we will also need additional tools and strategies that will help teachers give all students access to the nonfiction text that students will need to make sense of and analyze. Last year seven staff members received the RALLI (Results: Academic Language and Literacy Instruction) training. RALLI is a professional development institute designed to provide teachers with the tools and skills necessary to analyze the academic language and literacy demands of complex literary and informational texts. RALLI also supports teachers in designing effective instruction to help their students make meaning from complex grade-level text, whether read aloud to them or read by them with instructional support, and to use evidence from the text to demonstrate comprehension. RALLI core routines include both content and language objectives, following a general sequence for before, during, and after reading. Giving our teachers the professional development to help our students with more complex text will help us set up our students for success not only now but for their futures.</i></p> <p><i>Our desired Data Team</i></p>
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<p>District Priority Actions from Strategic Plan- Safe and Healthy Environments -Develop district-wide Positive Behavior Interventions and Supports plan and related site PBIS plans</p>	<p><i>CST Medal assemblies used to recognize students demonstrating growth. Behavior Assemblies Thursday morning school-wide assemblies Student Council Parent Meetings Newsletters Back to School Night PeaceBuilders Monthly School-wide activities that promote literacy (Literacy Committee) Incentives for students reaching Accelerated Reader goals quarterly. Safe and Secure Campus Movie Nights that promote a sense a community in the school.</i></p> <p><i>We will continue to address any bullying that occurs on and off campus with the support of all staff.</i></p>	<p><i>We would like for all teachers to be trained in PBIS in order to help all of us support a positive school environment for all students here at Las Palmas Elementary School.</i></p>

	<i>We offer anti-bullying sessions with our school counselor for students who need this support.</i>	
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<p>School Goal # 1 ELA: ELA-The percentage of ALL students achieving advanced and proficient in the area of English Language Arts on the California Standards Test will increase from 47.04% to 51.74% as measured by the California Standards Test administered on May 2014.</p>	
<p>What data did you use to form this goal? We established this goal by using the Safe Harbor Calculator. This allows us to know exactly the minimum amount of growth we need in order to meet our Safe Harbor Annual Yearly Progress goals.</p>	<p>How does this goal align to your Local Educational Agency Plan/Strategic Plan goals? Every year we strive to improve the percentage of students meeting proficiency for all population groups of students. Our goals must be attainable and realistic. All of our resources are focused on our goals of student achievement.</p>
<p>What did the analysis of the data reveal that led you to this goal? In order to meet our Annual Yearly Progress (AYP) goal for 2014 we will need to increase our percentage of students meeting proficiency by 4.7%</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? This goal was discussed with all the teaching and support staff of Las Palmas School as well as parent representatives from ELAC and School Site Council in three formal meetings that were held in September and October.</p>
<p>Who are the focus students and what is the expected growth? The targeted students are all students who scored proficient or above on the California Standards Test in 2013 and in addition students who scored in the Basic range between 330-349 in scaled score.</p>	<p>What data will be collected to measure student achievement? In the end we will use the California Standards Test to measure whether we met our goal. Throughout the year we will be using OARS Blueprint, Renaissance STAR Reading, DIBELS/IDEL, HM Theme Skills tests, and teacher created assessments (OARS Inquest-Targeting specific standards.)</p>
<p>What process will you use to monitor and evaluate the data? We will be using teacher collaboration time to discuss our students' progress. Throughout the year we will include Data Team meetings to further our discussions about student performance in the area of ELA. We are monitoring students' progress on STAR Reading and SuccessMaker throughout the year and conferencing with students to provide them feedback on their own progress.</p>	<p>Actions to improve achievement to exit program improvement (if applicable). We continue to meet with grade levels for RTI meetings in order to focus on our students with the greatest needs and establish goals for them. Our support staff is used to support our classrooms with the greatest need. We currently have two Language Arts Specialists and five impact teachers that help with providing support in the area of Language Arts to our students that are performing below grade level standards. In addition, our implementation of Data Team meetings is allowing us to meet in cycles of two to three weeks in order to examine student data, and collaborate with a focus on the effectiveness of our teaching.</p> <p>In order to remedy the amount of students that are not reading at grade level in second grade we are implementing the program Haven's Paradigm. This program is a different structure that is used to</p>

	<p>provide students a customized curriculum to meet each individual student's needs in order to fill in the gaps that is keeping each child from reading at grade level. The program allows teachers to teach in small group averaging 5.8 students for the first two hours of the day.</p>		
<p>Strategies/Actions to Implement this Goal</p> <p>RTI Meetings every seven weeks and in addition Data Team Meetings in two to three week cycles.</p>	<p>Start/Completion Date/Personnel</p> <p>August 2013-May 2014</p> <p>Both Language Arts Specialists, RSP, Principal, Impact Teachers, Substitutes</p>	<p>Each Funding Source/Amount</p> <p>Title 1- \$102,668 LCFF-\$124,841 Title III- \$25,820 LCFF- \$24,481</p>	<p>Process for Evaluation of Implementation</p> <p>Our Instructional Data Team Meeting process as well as our RTI and teacher collaboration time will determine whether students are on pace to meet end of year goals. The OARS reporting system, district benchmarks, ADEPT, SuccessMaker reports, Dibels, STAR Reading trimesterly assessments will provide us the data needed.</p>
<p>Instructional Practices consistent with Content Standards and Strategic Plan: Targeted differentiated instruction, individual student goals, and consistent student progress monitoring. Continue Instructional Data Teams (IDT) and RTI meetings to monitor progress and reflect on instruction.</p>	<p>Sept 2013-May 2014 Impact and substitute teachers release classroom teachers so they can meet in grade level collaboration meetings, Data Team Meetings as well as RTI meetings. Language Arts Specialists coordinate and facilitate RTI meetings and provide professional development to grade levels during the meetings.</p>	<p>Title 1- \$102,668 LCFF-\$124,841 Title III- \$25,820 LCFF- \$24,481</p>	<p>Grade level teams will be released monthly to participate in Instructional Data Teams in order to reflect on effective instruction. Principal will conduct classroom walkthroughs to monitor effective differentiated instruction in the classroom. RTI meetings are consistent every seven weeks and student</p>

			data is reviewed at every grade level meeting. Next steps are planned for at every Data Team and RTI meeting.
<p>Professional Development and Data Team Collaboration: Professional Development (PD) will occur during RTI meetings as a PLC, on Collaboration/Site Thursdays, and Instructional Data Team Meetings: IDT meetings will target data analysis via our new data management system OARS, creating formative assessments for subgroups and Safe Harbor targets.</p> <p>Collaboration/Site Thursdays will focus on English Language Development, planning for meeting the needs of our students in acquiring proficient levels of English, as well as supporting our teachers with the implementation of the Common Core State Standards. Our Language Arts Specialists will support grade levels with the implementation of SELD (Systematic English Language Development), and</p>	<p>August 2013 – June 2014 Based upon IDT and Collaboration/Site Thursday Calendars.</p> <p>Both Language Arts Specialists, RSP, Principal, Impact Teachers, Substitutes, Classroom Teachers</p> <p>Collaboration Thursdays that include professional development for the teachers have been held and are being held on August 15, September 12, October 10, October 17, November 7, December 19, January 16, February 6, February 20, March 13, April 10, and May 1.</p> <p>Our Language Arts Specialists provide professional development in conjunction with classroom teachers and the site principal.</p>	<p>Title I- \$102,668 LCFF-\$124,841 Title III- \$25,820 LCFF- \$24,481</p>	<p>Support staff collaborates to plan PD for staff during RTI meetings. Professional readings are embedded in every meeting, as well as professional discussions.</p> <p>Teachers’ input is used to determine ongoing needs for PD in regards to the implementation of SELD and CCSS.</p> <p>At the end of the year a meeting is scheduled to provide teachers an opportunity to make recommendations for next steps in PD.</p> <p>This year all teachers are participating in our book club. We are all reading the book, <u>Teaching with the Common Core Standards for English Language Arts.</u></p>

<p>also training in the implementation of CCSS.</p>			
<p>Extended Learning Time: Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional Success Maker/ Imagine Learning software usage, small group and one-on-one support.</p>	<p>October 2013-April 2014</p>	<p>Funding Source-ASES Grant Title 1 \$4,000, Title III \$4,000 LFCC \$6,000 LCFF\$8,000</p>	<p>Students in extended learning opportunity classes are monitored for attendance. Students in all extended learning intervention classes receive a pre/post assessment. In addition, IDT goals are focused on and monitored for students in extended learning opportunity classes.</p> <p>Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>End of year assessments as well as CST data allow us to evaluate the effectiveness of our program.</p>
<p>Increased Educational Opportunity:</p> <p>Students at Las Palmas School are prescribed software usage depending on their needs.</p> <ul style="list-style-type: none"> • All students must meet the minimum requirements for usage on SuccessMaker software (40 hours combined usage of Reading and Math, 	<p>SuccessMaker- Oct.2013 Through June 2014</p> <p>Imagine Learning- August 2013- June 2014</p>	<p>Pearson Success Maker Licenses- LCFF \$32,259</p> <p>Imagine Learning Licenses- LCFF \$22,500 Title III- \$11,000</p>	<p>The principal, Language Arts Specialists and classroom teachers will analyze student usage reports regularly.</p>

<p>and in addition must meet acceptable performance (65% or better).</p> <ul style="list-style-type: none"> • Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment may replace SuccessMaker Reading with Imagine Learning. 			
<p>Involvement of Parents, Staff and Community:</p> <p>Parent Involvement is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> • School Site Council • English Language Advisory Committee • DELAC Representative • Parent Content Nights • Parent Meetings • Classroom Parent Volunteers • District Advisory Committee • RTI Parent Nights 	<p>August 2013-May 2014</p> <p>Principal, Classroom Teachers</p>	<p>Title 1 -\$1,900</p>	<p>Sign in sheets for all parent meetings are collected. Parents are encouraged to attend all parent meetings and District Advisory Committee meeting via flyers, newsletters, and recorded calls made to all students' homes.</p> <p>This year we are having RTI parent nights where all parents of students currently in RTI are invited to attend an informational meeting where we will educate parents on the RTI process as well as train parents on strategies that they can use at home in order to support the instruction in the classroom.</p>
<p>Instructional Technology</p> <p>Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of</p>	<p>August 2013-June 2014</p> <p>Tech Liaison Principal</p>	<p>Title I-\$4,118 LCFF- \$30,000 LCFF- \$40,000 Title III-10,000</p>	<p>Replace hardware in classrooms in order to support our focus on on-line learning and assessment needs with current hardware that has the capacity to run programs effectively. This year we have implemented the use</p>

learning software implementation			of 130 new Lenovo mini laptops to increase the access to technology in the classrooms. All primary classes have 6 stations and upper grade classes are not at 8 stations per classroom.
<p>Before and After School Program</p> <p>Principal holds monthly Meetings with WINGS lead coach to discuss curriculum and behavioral goals</p> <p>Teachers communicate with WINGS coaches on homework using student planner system</p> <p>Teachers target students needing additional ELA support during WINGS tutorial classes</p>			

<p>School Goal # 2 Math</p> <p>Math- The percentage of ALL students achieving advanced and proficient in the area of Mathematics on the California Standards Test will increase from 58.02% to 63.82% as measured by the California Standards Test administered on May 2014.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>We established this goal by using the Safe Harbor Calculator. This allows us to know exactly the minimum amount of growth we need in order to meet our Safe Harbor Annual Yearly Progress goals.</p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals?</p> <p>This goal is aligned to the district Strategic Plan in supporting all students. Every year we strive to improve the percentage of students meeting proficiency for all population groups of students.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>In order to meet our Annual Yearly Progress (AYP)</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>This goal was discussed with all the teaching and</p>

<p>goal for 2014 we will need 63.83% of students to meet Proficiency or above in the area of Math as measured by the California Standards Test.</p>		<p>support staff of Las Palmas School as well as parent representatives from ELAC and School Site Council in three formal parent meetings that were held in September and October.</p>	
<p>Who are the focus students and what is the expected growth? The targeted students are all students who scored proficient or above on the California Standards Test in 2013 and in addition students who scored in the Basic range between 330-349 in scaled score. The expected growth is a minimum of one proficiency level on the California Standards Test for all students who scored below proficient in 2013.</p>		<p>What data will be collected to measure student achievement? In the end we will use the California Standards Test to measure whether we met our goal. Throughout the year we will be using the Online Assessment Reporting System (OARS) as the primary use to measure growth in Math. Staff will use the envision Topic Math tests and teacher created assessments using the OARS Inspect Item Bank. In addition we will use the STAR Math assessment and SuccessMaker reports as a way to measure growth throughout the year.</p>	
<p>What process will you use to monitor and evaluate the data? We will be using teacher collaboration time to discuss our students' progress. Data Team meetings will focus on our students' progress throughout the year in the area of Math. We are monitoring students' progress on STAR Math and SuccessMaker throughout the year and conferencing with students to provide them feedback on their own progress. Goals towards student achievement gains will be evaluated, monitored and re-calculated based on results throughout the year.</p>		<p>Actions to improve achievement to exit program improvement (if applicable). Frequent snapshots on student performance towards established goals will ensure that we are selecting essential standards based on the CST Blueprint. Snapshots occur every two to three weeks in IDT meetings using our data management system.</p>	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> •Teachers meet monthly in grade teams to analyze data, progress monitor students and plan lessons. • Teachers collaborate to review formative/summative data and to plan instruction around 	<p>August 2013-June 2014 Impact and substitute teachers release classroom teachers so they can meet in grade level collaboration meetings, Data Team Meetings as well as RTI meetings. Language Arts Specialists coordinate and facilitate RTI meetings.</p>	<p>Title 1- \$102,668 LCFF-\$124,841 Title III- \$25,820 LCFF- \$24,481</p>	<p>Our Instructional Data Team Meeting process as well as our RTI and teacher collaboration time will determine whether students are on pace to meet end of year goals. The OARS reporting system, district benchmarks, SuccessMaker reports, STAR Math trimester assessments will provide us the</p>

<p>challenging standards. This school year our instructional program must focus on best practices in mathematics given our Program Improvement status and the fact that we must meet safe harbor goals for all sub-groups this year.</p>			<p>data needed.</p>
<p>Professional Development and Data Team Collaboration: Professional Development (PD) will occur during RTI meetings as a PLC, on Collaboration/Site Thursdays, and Instructional Data Team Meetings: IDT meetings will target data analysis via our new data management system OARS, creating formative assessments for subgroups and Safe Harbor targets.</p>	<p>July 2013- June 2014 Tech Liaison Principal District Personnel, Impact Teachers, Substitutes, Classroom Teachers</p>	<p>Title 1- \$1,118 LCFF- \$22,820 LCFF- \$ 16,481 Title III- \$22,820</p>	<p>Support staff collaborates to plan PD for staff during RTI meetings. Professional readings are embedded in every meeting, as well as professional discussions.</p> <p>Professional development is provided during IDT meetings in the use of OARS in order to support staff in accessing data reports and create assessments.</p> <p>The SLT will come together at the end of the school year to determine what our professional development needs will be for the 2014-2015 school year.</p>
<p>Extended Learning Time:</p> <p>Math Interventions are provided before school for students who are in</p>	<p>October 2013-May 2014 Classroom teachers</p>	<p>Funding Source-ASIS Grant Title 1 \$4,000, Title III \$4,000 LCFF \$6,000 LCFF \$8,000</p>	<p>Students in extended learning opportunity classes are monitored for attendance. Students in all extended learning</p>

<p>need of additional support. Students with additional sessions needed are provided opportunities to use SuccesMaker afterschool.</p>			<p>intervention classes receive a pre/post assessment. In addition, IDT goals are focused on and monitored for students in extended learning opportunity classes.</p> <p>Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>End of year assessments as well as CST data allow us to evaluate the effectiveness of our program.</p>
<p>Increased Educational Opportunity: Flexible Small group instruction in class based on goals that are determined in IDT meetings.</p>	<p>October 2013-May 2014</p> <p>Classroom Teachers</p>		<p>Principal provides classroom walkthroughs to monitor instruction.</p>
<p>Involvement of Parents, Staff and Community: Parent Involvement is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> • School Site Council • English Language Advisory Committee • DELAC Representative • Parent Content Nights • Parent Meetings • Classroom Parent Volunteers • District Advisory Committee • Parent workshops 	<p>August 2013-May 2014</p> <p>Principal, Classroom Teachers</p>	<p>Title 1 -\$1,900</p>	<p>Sign in sheets for all parent meetings are collected. Parents are encouraged to attend all parent meetings and District Advisory Committee meeting via flyers, newsletters, and recorded calls made to all students' homes.</p>

Instructional Technology Star Math, Oars Inspect Item Bank, Envision Topic tests and SuccessMaker Math are computer programs and assessments that support instruction and help to monitor math growth.	July 2013- June 2014 Classroom Teachers, Principal		

<p>School Goal # 3 English Learners</p> <p>ELA-The percentage of English Language Learner students achieving advanced and proficient in the area of English Language Arts on the California Standards Test will increase from 40.6% to 44.7% as measured by the California Standards Test administered on May 2014.</p> <p>Math- The percentage of ELL students achieving advanced and proficient in the area of Mathematics on the California Standards Test will increase from 56.4% to 62.1% as measured by the California Standards Test administered on May 2014.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>We established this goal by using the Safe Harbor Calculator. This allows us to know exactly the minimum amount of growth we need in order to meet our Annual Yearly Progress goals.</p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals?</p> <p>Every year we strive to improve the percentage of students meeting proficiency for all population groups of students. We have a high percentage of ELL students and therefore must meet AYP targets for this significant population group. All of our resources are focused on our goals of student achievement.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>In order to meet our Annual Yearly Progress (AYP) Safe Harbor goal for 2014 we will need to reach 44.7% Proficiency or above in the area of Language Arts as measured by the California Standards Test. In addition we will need to meet 62.1% proficiency in Math.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>This goal was discussed with all the teaching and support staff of Las Palmas School as well as parent representatives of ELAC and School Site Council in three formal meetings that were held in September and October.</p>
<p>Who are the focus students and what is the expected growth?</p> <p>The targeted students are all students who scored proficient or above on the California Standards Test in 2013 and in addition students who scored in the Basic range between 330-349 in scaled score. This group of students is students who are acquiring English as their second language.</p>	<p>What data will be collected to measure student achievement?</p> <p>In the end we will use the California Standards Test to measure whether we met our goal. Throughout the year we will be using OARS Blueprint, Renaissance STAR ELA and Math, DIBELS/IDEL, HM Theme Skills tests, and teacher created assessments (OARS Inquest-Targeting specific standards.). In the area of Mathematics we will be using the Online</p>

	<p>Assessment Reporting System (OARS) as the primary use to measure growth in Math. Staff will use the envision Topic Math tests and teacher created assessments using the OARS Inspect Item Bank. In addition we will use the STAR Math assessment and SuccessMaker reports as a way to measure growth throughout the year.</p>		
<p>What process will you use to monitor and evaluate the data? We will be using teacher collaboration time to discuss our students' progress. In addition, Data Team meetings will focus on our students' progress throughout the year in the area of Math and ELA. We are monitoring students' progress on STAR Math/Reading and SuccessMaker throughout the year and conferencing with students to provide them feedback on their own progress. Goals towards student achievement gains will be evaluated, monitored and re-calculated based on results throughout the year.</p>	<p>Actions to improve achievement to exit program improvement (if applicable). Frequent snapshots on student performance towards established goals will ensure that we are selecting essential standards based on the CST Blueprint. Snapshots take place every two to three weeks in IDT meetings. Using OARS we will be able to filter out data for solely our ELL population in order for us to monitor their progress.</p> <p>We are currently looking at a possibility to implement a pilot of Haven's Paradigm in 6th grade in order to meet the needs of all of our students in Math. Our ELL population would benefit from the small group instruction that would be lowered to a 10:1 ratio that would help customize the instruction for each student based on their needs.</p>		
<p>Strategies/Actions to Implement this Goal</p>	<p>Start/Completion Date/Personnel</p>	<p>Each Funding Source/Amount</p>	<p>Process for Evaluation of Implementation</p>
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Teachers meet monthly in grade & vertical teams to analyze data, progress monitor students and plan as a team. Teachers collaborate to review formative/summative data and to plan instruction around challenging essential standards. This school year our instructional program must focus on best practices, and effective teaching strategies given our</p>	<p>August 2013- May 2014</p> <p>Impact and substitute teachers release classroom teachers so they can meet in grade level collaboration meetings, Data Team Meetings as well as RTI meetings. Language Arts Specialists coordinate and facilitate RTI meetings.</p>	<p>Title I- \$102,668 LCFF-\$124,841 Title III- \$25,820 LCFF- \$24,481</p>	<p>Our Instructional Data Team Meeting process as well as our RTI and teacher collaboration time will determine whether students are on pace to meet end of year goals. The OARS reporting system, district benchmarks, SuccessMaker reports, STAR Math and Reading trimester assessments will provide us the data needed for our ELL population.</p>

<p>Program Improvement status and the fact that we must meet safe harbor goals for all sub-groups.</p>			
<p>Professional Development and Data Team Collaboration: Instructional Data Teams will occur every two weeks and focus on both Language Arts and Math essential standards provided by the CST blueprint. Collaboration time will occur during Site, Collaboration Thursdays, and scheduled teacher release days. In addition, teacher collaboration is embedded in our RTI meetings occurring every seven weeks. We are currently providing professional development in the area of Common Core Standards implementation during every Collaboration Thursday that is held at our school sites. These Collaboration Thursdays have been held and are being held on August 15, September 12, October 10, October 17, November 7, December 19, January 16, February 6, February 20, March 13, April 10, and May 1.</p>	<p>August 2013 – June 2014 Based upon IDT, RTI, Teacher Collaboration release days, and Collaboration/Site Thursday Calendars.</p> <p>Both Language Arts Specialists, RSP, Principal, Impact Teachers, Substitutes, Classroom Teachers</p> <p>These Collaboration Thursdays have been held and are being held on August 15, September 12, October 10, October 17, November 7, December 19, January 16, February 6, February 20, March 13, April 10, and May 1.</p> <p>Our Language Arts Specialists provide professional development in conjunction with classroom teachers and the site principal.</p>	<p>Title I- \$102,668 LCFF-\$124,841 Title III- \$25,820 LCFF- \$24,481</p>	<p>Support staff collaborates to plan PD for staff during RTI meetings. Professional readings are embedded in every meeting, as well as professional discussions.</p> <p>Teachers’ input is used to determine ongoing needs for PD in regards to the implementation of SELD in order to enhance our ELLs English language proficiency.</p> <p>At the end of the year a meeting is scheduled to provide teachers an opportunity to make recommendations for next steps in PD.</p>
<p>Extended Learning Time:</p>	<p>October 2013-April 2014</p>	<p>Title I \$4,000, Title III \$4,000</p>	<p>ELL Students in extended learning</p>

<p>Math Interventions are provided before school for ELL students who are in need of additional support. ELL students with additional sessions needed are provided opportunities to use SuccessMaker after school. Extended Learning opportunities have been established to support ELL students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional Success Maker/ Imagine Learning software usage, small group and one-on-one support.</p>	<p>Funding Source- ASES Grant</p>	<p>LCFF \$6,000 LCFF \$8,000</p>	<p>opportunity classes are monitored for attendance. ELL students in all extended learning intervention classes receive a pre/post assessment. In addition, IDT goals are focused on and monitored ELL students in extended learning opportunity classes.</p> <p>ELL student results are analyzed regularly to ensure that students are making progress towards their individual goals in both ELA and Math.</p> <p>End of year assessments as well as CST data allow us to evaluate the effectiveness of our program.</p>
<p>Increased Educational Opportunity: Increased Educational Opportunity:</p> <p>ELL students at Las Palmas School are prescribed software usage depending on their needs.</p> <ul style="list-style-type: none"> • All ELL students must meet the minimum requirements for usage on Success Maker software (40 hours combined and meet acceptable performance (65% or better). 	<p>SuccessMaker- Oct.2013 Through May 2014</p> <p>Imagine Learning- Aug 2013 May 2014</p>	<p>Pearson Success Maker Licenses- LCFF \$32,259</p> <p>Imagine Learning Licenses- LCFF \$22,500 Title III- \$11,000</p>	<p>The principal, Language Arts Specialists and classroom teachers will analyze student usage reports regularly and identify the progress of ELL students.</p>

<ul style="list-style-type: none"> • ELL Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment may replace SuccessMaker with Imagine Learning. 			
<p>Involvement of Parents, Staff and Community:</p> <p>Involvement of Parents, Staff and Community:</p> <p>Parent Involvement is essential to the success of our school. Parents are involved through:</p> <ul style="list-style-type: none"> • School Site Council • English Language Advisory Committee • DELAC Representative • Parent Content Nights • RTI Parent Meetings • Classroom Parent Volunteers • District Advisory Committee • Parent workshops 	<p>August 2013-May 2014</p> <p>Principal, Classroom Teachers</p>	<p>Title 1 -\$1,900</p>	<p>Sign in sheets for all parent meetings are collected. Parents are encouraged to attend all parent meetings, DELAC, ELAC, and District Advisory Committee meeting via flyers, newsletters, and recorded calls made to all students' homes.</p>
<p>Instructional Technology</p> <p>Star Reading, STAR Math, Oars Inspect Item Bank and Topic tests, Envision Topic tests and SuccessMaker Reading are computer programs that support instruction and monitoring growth.</p>	<p>July 2013- June 2014</p> <p>Classroom Teachers, Principal</p>		

Form B: Centralized Support for Planned Improvements in Student Performance (These are the givens)

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 1: National School District will exit Program Improvement by 2013-2014	
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> • English Learners • Students with Disabilities • All Students 	<p>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"> • The percentage of district students scoring proficient or above on ELA CST will increase from 50.7% to 55.8% • The percentage of student scoring proficient or above on math CST will increase from 63.9% to 70.28%.
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups 	<p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> • OARS Blueprint exams • Renaissance STAR universal exams • Learning Headquarters writing assessments

		<ul style="list-style-type: none"> • Site Assessments- HM, EnVision, Writing on demand assessments • Teacher generated assessments 		
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Imagine Learning Computer Program will be used as additional support for English Learners • Successmaker will be used to support ELA and math instructional programs • Tech support for computers • Accelerated Reader to support promote increased reading comprehension • CELDT Assessment Support 	8-13 through 6-14	Imagine Learning Licenses	\$10,000	LCFF
	8-13 though 6-14	Successmaker Licenses	\$32,259	LCFF
	8-13 through 6-14	Salaries of technicians	\$9,464	LCFF LCFF
	8-13 through 6-14	Accelerated Reader Licenses	3,209	LCFF
	8-13 through 9-14	Assessment Team personnel	\$11,120	LCFF

¹ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 83,461
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$ 166,800
<input type="checkbox"/> LCFF State Compensatory Education Carryover 2012-13	\$ 113,859
<input type="checkbox"/> LCFF English Learner Program Carryover 2012-13	\$ 102,763
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$ 3,000
Total amount of state categorical funds allocated to this school	\$ 469,883

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 160,160
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 59,232
<input type="checkbox"/> Title I Part A: Schoolwide Program 2012-13 Carryover	\$ 37,387
<input type="checkbox"/> Title III, Part A: LEP 2012-13 Carryover	\$ 19,571
Total amount of federal categorical funds allocated to this school	\$ 276,350
Total amount of state and federal categorical funds allocated to this school	

Total amount of state and federal categorical funds allocated to this school **\$ 746,233**

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:³

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steven Sanchez	X				
Matthew Bandy			X		
Carolyn Schelin		X			
Betsy Johnson		X			
Maria Bravo- Hiesel		X			
Carmen Arroyo				X	
Cecilia Castellanos				X	
Rosa Osuna				X	
Norma Suarez				X	
Mercedes Grimaldo				X	
Numbers of members in each category	1	3	1	5	

³ At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee _____ Signature

English Learner Advisory Committee _____ Signature

Gifted and Talented Education Advisory Committee _____ Signature

Compensatory Education Advisory Committee _____ Signature

Other committees established by the school or district-PTO _____ 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: _____.

Attested:

Steven Sanchez _____
Typed name of School Principal Signature of School Principal Date

Matthew Bandy _____
Typed name of SSC Chairperson Signature of SSC Chairperson Date

