

The Single Plan for Student Achievement

School: Mount Pleasant Elementary STEAM Academy
CDS Code: 43696176048060
District: Mt. Pleasant Elementary School District
Principal: Jose Gonzalez
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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 6/10/15 .

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School Vision and Mission

Mount Pleasant Elementary STEAM Academy's Vision and Mission Statements

Vision Statement: The vision of Mount Pleasant Elementary is to be a high achieving school and to set students on the path to the university.

Mission Statement: Mount Pleasant Elementary is a diversified and dedicated community of life-long learners. We are committed to the success and empowerment of students by providing access to high quality education, tailored instruction and educational opportunities. We strive to accomplish this in a responsible, safe, respectful and welcoming learning environment where the needs of all students are met and every child learns.

School Profile

Mount Pleasant Elementary School is the oldest school in the Mount Pleasant School District. It is located near the eastern foothills of San Jose. The school is in a racially integrated residential community and most students live in single family dwellings. There are very few commercial establishments and no industry within the district boundaries.

Mount Pleasant Elementary is proud to offer a Science, Technology, Engineering, Arts and Mathematics (STEAM) program and provides classes from Transitional kindergarten through fifth grade. We deliver instruction through the use of Project-Based Learning units that teachers design based on student high interest. Our staff includes fifteen teachers, a full time science teacher, a part-time music teacher, two intervention teachers, a full time counselor, a family case manager, principal, secretary, and custodians. In addition, the district provides a part-time psychologist, a full time after school coordinator, health clerk, speech therapist, and a library technician. Special education personnel at Mount Pleasant includes a resource specialist and instructional aide. Services provided under the Schoolwide Program includes a comprehensive science program for all students, art classes for K-3rd students and music for 4th and 5th grade students in our piano music lab. School Improvement, Gifted and Talented Education (G.A.T.E.), and Title I programs. Schoolwide funding provides additional services to students to improve academic achievement, including a computer lab for enrichment, computer literacy, and word processing. We currently have two Chromebook carts and three iPad carts with 30 devices in each cart.

Our school values parent participation. Here are some of the many ways we seek to increase parent involvement. We have a Parent Teacher Organization (PTO) that has sponsored fundraising activities which generate funds for educational field trips, special class projects, equipment for the school, and rewards and incentives for students. The School Site Council meets monthly to oversee the School Plan. Parents are encouraged to help in the classrooms, chaperon on field trips, and help with special class or school projects and activities. The parents of English Language Learners participate in the English Language Advisory Committee (ELAC). In addition to the parents' programs above, our parents participate in parenting courses provided by Alum Rock Counseling Center.

The parents of Mount Pleasant participate in the District Parent Advisory Committee through representative members of the School Site Council. All parents are invited to attend the District Advisory and Superintendents Advisory Committee.

Report Cards and Progress Reports are provided to parents three times a year. Standardized test results are provided to parents in the summer with a follow-up interpretation of results at the fall parent conference. Student assessment data is gathered every year using standardized test results, benchmark assessments and writing prompt assessments. Surveys of parents and students are collected every year to determine program needs and perceptions.

We provide an after school program, and after school intervention programs in reading/language arts and mathematics.

We are proud of our school and its commitment to quality education. We have high expectations and believe that all children can and will learn. Our discipline is fair, consistent and research based. Our school adopted the BEST Behavior framework to model positive behavior for our students. We promote a sense of school pride in all students by recognizing student achievement and progress. Our curriculum supports our school goals and makes learning transferable to life situations. Support services to students at-risk are coordinated through the Student Study Team, Family Support Team, and S.A.R.B.

We will help students develop a positive self-image for their unique talents and respect for others. We provide a learning environment where students can solve problems in a cooperative way and build an acceptance for their own learning and behavior for now and in the future. We model exemplary citizenship so children will have respect for their country and the laws that govern it.

We encourage independent learning and a sense of inquiry.

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).

We surveyed parents on their satisfaction of the STEAM program for areas of growth and parents reported that they wanted more math programs.

Classroom Observations

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

The school principal visits classrooms on a daily basis and provides feedback to teachers.

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)

State testing data is used at the beginning of the year to identify at-risk students and to plan instruction to meet their individual needs. The same process is used for those students who are nearing proficiency levels in the various areas. Local assessments are used on an on-going basis throughout the year to modify and update appropriate services to students.

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

Teachers use the following data to monitor assessment and instruction: CELDT, Benchmarks, STAR Math, STAR Reading, Writing Prompts and diagnostic assessments from Fountas and Pinnell. This data is analyzed during collaboration time, during SST's and during the cycle of inquiry meetings that teachers have.

Staffing and Professional Development

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

We have met all requirements.

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

Our staff received professional development on the implementation of Common Core during staff development days.

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

Staff development activities are planned and implemented based upon continual feedback and observations of professional needs of the staff and fluctuations in student assessment performance data.

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

Our ELD teacher has focused on providing coaching to our teachers throughout the year by modeling lessons and providing feedback.

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

Our teachers five sessions of collaboration time during the year in order to prepare for their project-based learning units.

Teaching and Learning

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

Textbooks are standards based and approved by the State of California. Each year the staff reviews the current assessment data information and site based benchmarks. Each staff grade level group develops a yearly plan to meet the needs of the students. Monthly parent meetings are held regarding site level teaching, learning, and academic expectations.

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

We adhere to the instructional minutes and are over the minimum requirement.

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

The schedule will allow for intervention courses (ELD/ELA) to be implemented without affecting the core courses.

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

Standards-aligned textbooks and instructional materials for all student groups are sufficient in both quality and quantity.

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)

We have SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

We provide intensive intervention services to students who are not on grade level. We also provide after school supplemental educational services and have an agency, Reading Partners, who work with our students.

14. Research-based educational practices to raise student achievement

Our school has implemented the following programs: a STEAM program, flexible groupings and high-yield strategies to maximize student learning.

Parental Involvement

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

The school depends on the resources from categorical programs to assist students who are underachieving. We have an after school program that serves 110 students.

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

The school plan is shared with our ELAC and SSC. The main components of the plan are also shared with parents in general meetings called Community Parent Meetings once a month.

Funding

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

Mount Pleasant provides several extended day programs in reading and math. We have an intervention teacher and Reading Partners to support our struggling students.

18. Fiscal support (EPC)

We have full fiscal support to implement our goals, including a STEM teacher.

Description of Barriers and Related School Goals

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | |
|-------|---|----|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | 0 | 0 | 0 | 0 | 10 | 20 | 17 | 34 | 23 | 46 | 50 |
| 1 | 0 | | 5 | 17 | 14 | 48 | 8 | 28 | 2 | 7 | 29 |
| 2 | 1 | 2 | 12 | 26 | 19 | 40 | 10 | 21 | 5 | 11 | 47 |
| 3 | 5 | 11 | 13 | 30 | 18 | 41 | 7 | 16 | 1 | 2 | 44 |
| 4 | 1 | 3 | 10 | 28 | 16 | 44 | 8 | 22 | 1 | 3 | 36 |
| 5 | 0 | 0 | 10 | 59 | 7 | 41 | 0 | 0 | 0 | 0 | 17 |

Conclusions based on this data:

1. We currently have an intervention ELD coach to support our regular ed teachers.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 198 | 192 | 173 |
| Percent with Prior Year Data | 99.0% | 100.0% | 100.0% |
| Number in Cohort | 196 | 192 | 173 |
| Number Met | 136 | 114 | 98 |
| Percent Met | 69.4% | 59.4% | 56.6% |
| NCLB Target | 57.5 | 59.0 | 60.5 |
| Met Target | Yes | Yes | No |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 237 | 21 | 224 | 27 | 214 | 16 |
| Number Met | 63 | -- | 55 | -- | 45 | -- |
| Percent Met | 26.6% | -- | 24.6% | -- | 21.0% | -- |
| NCLB Target | 21.4 | 47.0 | 22.8 | 49.0 | 24.2 | 50.9 |
| Met Target | Yes | * | Yes | -- | No | -- |

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

Conclusions based on this data:

1. Data is not available for 2013-2014.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 1,063 | 1020 | |
| Percent with Prior Year Data | 99.2 | 99.3 | |
| Number in Cohort | 1,055 | 1013 | |
| Number Met | 757 | 665 | |
| Percent Met | 71.8 | 65.6 | |
| NCLB Target | 57.5 | 59.0 | 60.5 |
| Met Target | Yes | Yes | |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 897 | 387 | 872 | 384 | | |
| Number Met | 293 | 210 | 254 | 239 | | |
| Percent Met | 32.7 | 54.3 | 29.1 | 62.2 | | |
| NCLB Target | 21.4 | 47.0 | 22.8 | 49.0 | 24.2 | 50.9 |
| Met Target | Yes | Yes | Yes | Yes | | |

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

Conclusions based on this data:

1.

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

| |
|--|
| SUBJECT: Mathematics |
| LCAP GOAL: |
| Increase student success in English Language Arts/Literacy, math, science, and literacy by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap. |
| SCHOOL GOAL #1: |
| Our students will receive instruction aligned to Common Core standards. Fifty percent of our students will be on grade level as measured by Smarter Balanced (CAASPP), our school's district benchmark assessments and our STAR math computer program. |
| Data Used to Form this Goal: |
| We used data from benchmarks and STAR Math from Renaissance Place. |
| Findings from the Analysis of this Data: |
| The analysis revealed that the main students who are not scoring at a proficient level are in the category of Hispanic/Latino and socioeconomically disadvantaged. |
| How the School will Evaluate the Progress of this Goal: |
| We arrived at this goal based on District Benchmark Assessments and STAR Math STAR Reading scores. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | |
|--|----------|-----------------------|-----------------------|-------------------------|------|----------------|
| | | | | Description | Type | Funding Source |

order to teach major components in Common Core Standards.

We will employ the following strategies schoolwide:

1. Number Talks
2. Sokikom
3. Interactive Math Notebooks

Key teacher leaders will provide professional development during staff meetings on the implementation of:

1. Number Talks
2. Sokikom
3. Interactive Math Notebooks
4. Cognitive Guided Instruction (CGI)

Depending on the nature of the Project-Based Learning (PBL) unit, some PBL's may address math standards.

Teachers will have collaborative meetings using the cycle of inquiry to see students' growth as reported by the following triangulated data:

Trimester 1 and in addition will have:

After school math interventions using Sokikom to differentiate based on the cycle of inquiry findings for students in the "unsatisfactory" category.

Teachers will also have classroom interventions using small group instruction and specifically target students in the "Needs Improvement" and "Unsatisfactory" category. Teachers may also level students and rotate them as needed.

Key teacher leaders will provide professional development during staff meetings on the implementation of:
1. Interactive Math Notebooks
2. Cognitive Guided Instruction (CGI)

During the second trimester, we will start our Learning Walks and focus on the implementation of

| | | | |
|---------------------------|---|--------------|------|
| Roving Sub - Release Time | 1000-1999: Certificated Personnel Salaries | Unrestricted | 500 |
| After School Intervention | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 2250 |

Trimester 1 & 2 and in addition we will have:

Celebrations for students exited from intervention and considered "Satisfactory" according to the data from the collaboration's cycle of inquiry.

Students will showcase their PBL's to other students and parents in the school.

During the third trimester, we will have our Learning Walks and focus on the implementation of Interactive Math Notebooks and Cognitive Guided Instruction.

Teachers will share best practices during staff meetings related to the strategies selected in the first trimester and what we learned from our Learning Walks.

Towards the end of the school year, we will review our efforts in the last collaboration

| | | | |
|---------------------------|---|--------------|-------|
| Roving Sub - Release Time | 1000-1999: Certificated Personnel Salaries | Unrestricted | 500 |
| After School Intervention | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 2,250 |

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

| |
|---|
| SUBJECT: Reading/Language Arts |
| LCAP GOAL: |
| Increase student success in English Language Arts/Literacy, math, science, and literacy by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap. |
| SCHOOL GOAL #2: |
| English Language Arts Fifty percent of our students will be on grade level in English/Language Arts as measured by Smarter Balanced (CAASPP), our district benchmarks and STAR Reading in grades third through fifth. Our students in kinder through second will be measured by Fountas and Pinnell assessments. |
| Data Used to Form this Goal: |
| The data used was from STAR Reading, Fountas and Pinnel and district benchmarks. |
| Findings from the Analysis of this Data: |
| The analysis revealed that we need to provide more services to our English Language Hispanic students. |
| How the School will Evaluate the Progress of this Goal: |
| We will use data from Fountas and Pinnel STAR Reading and District Benchmark Assessment |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | |
|--|----------|-----------------------|-----------------------|-------------------------|------|----------------|
| | | | | Description | Type | Funding Source |

order to teach major components in Common Core Standards.

Teachers will assess and employ flexible groupings in order to differentiate for students and address their learning needs.

We will employ the following strategies:

1. Guided Reading
2. Close Reading
3. Identifying Similarities and Differences
4. Non-fiction to write response
5. Summarizing and Note Taking
6. Kid's Choice Daily Reading Time in Class

Key teacher leaders will provide professional development during staff meetings on the implementation of:

1. Guided Reading
2. Close Reading
3. Identifying Similarities and Differences

Non-fiction reading and writing will be

Trimester 1 and in addition will have:

Classroom interventions using small group instruction and specifically target students in the "Needs Improvement" and "Unsatisfactory" category using:

1. Daily 5 (K-2)
2. Fountas & Pinnell (K-2)
3. Guided Reading
4. Close Reading

Key teacher leaders will provide professional development during staff meetings on the implementation of:

1. Guided Reading
2. Close Reading
3. Identifying Similarities and Differences

During the second trimester, we will start our Learning Walks and focus on the implementation of Guided Reading, Close Reading and Identifying Similarities and Differences.

Roving Sub - Release Time 1000-1999: Unrestricted 500
Certificated Personnel Salaries

Trimester 1 & 2 and in addition we will have:

Celebrations for students exited from intervention and considered "Satisfactory" according to the data from the collaboration's cycle of inquiry.

Students will showcase their PBL's to other students and parents in the school.

During the third trimester, we will have our Learning Walks and focus on the implementation of written responses to non-fiction, summarizing and note taking and providing choice in daily reading in class.

Teachers will share best practices during staff meetings related to the strategies selected in the first trimester and what we learned from our Learning Walks.

Towards the end of the school year, we will

Salaries

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|---|-------------|---------------------------------|-----------------------|-------------------------|---|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| <p>Reading Partners will support 50 students not on grade level in 3-5th grade.</p> <p>Students selected to be in Reading Partners will be as a result of the collaboration meetings in conjunction with the intervention teacher and principal.</p> <p>Once they are on grade level, they will be exited and a new student will be selected.</p> | Entire Year | Reading Partners / 3-5 Teachers | | Reading Partners | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 15,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|---|-------------|-----------------------|-----------------------|--------------------------|------|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| <p>Students in K-2 who are far from being on grade level will be selected for intensive intervention. Once they are on grade level, they will be exited and a new student will be selected. The intervention teacher will use Fountas & Pinnell.</p> <p>Students selected to be in intensive intervention will be as a result of the collaboration meetings in conjunction with the intervention teacher and principal.</p> | Entire Year | Intervention Teacher | | Fund allocated in Goal 7 | | | |

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

| |
|---|
| SUBJECT: English Language Development |
| LCAP GOAL: |
| Decrease the percentage of students identified as Long Term English Learners (LTELs) by increasing the rate that English Learners become proficient in English. |
| SCHOOL GOAL #3: |
| English Language Development Seventy percent of all English Language Learners will move one CELDT level and 50% of all English Language Learners in the intermediate ranges will obtain English Proficiency. |
| Data Used to Form this Goal: |
| The data used were the CELDT scores. |
| Findings from the Analysis of this Data: |
| The analysis of the data revealed that our students remain in level three for more than two years. |
| How the School will Evaluate the Progress of this Goal: |
| CELDT |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|--|-----------------|-----------------------|-----------------------|-------------------------|-------------------------------|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| <p>First ELD Rotation Teachers will form ELD groups based on last year's data. Instruction will focus on the following strategies:</p> <ol style="list-style-type: none"> 1. Address modes of communication: collaborative, interpretive & productive 2. Address knowledge of language: metalinguistic awareness & accuracy of production 3. Understand student capacities: substantial, moderate, light and occasional <p>During the first trimester we will focus our professional development (provided during staff meetings) on understanding student capacities: substantial, moderate, light and occasional.</p> | First Trimester | K-5 Teachers | | Books and Materials | 4000-4999: Books And Supplies | LCFF - Base | 1,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|--|------------------|-----------------------|-----------------------|-------------------------|-------------------------------|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| <p>Second ELD Rotation Teachers will form new ELD groups based on first trimester data.</p> <p>During the second trimester we will focus our professional development (provided during staff meetings) on the modes of communications: collaborative, interpretive and productive.</p> | Second Trimester | K-5 Teachers | | Books and Materials | 4000-4999: Books And Supplies | LCFF - Base | 1,000 |
| <p>Third ELD Rotation Teachers will form new ELD groups based on CELDT second trimester data.</p> <p>During the third trimester we will focus our professional development on addressing language knowledge: metalinguistic awareness and accuracy of production.</p> | Third Trimester | K-5 Teachers | | Books and Materials | 4000-4999: Books And Supplies | Title I | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|--|--------------|-----------------------|-----------------------|-------------------------|--------------------|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| There will be a Structured English Immersion (SEI) in kindergarten and first grade with support from an ELD teacher. | Entire Year | ELD Teacher | | Paid by DO | | | |
| CELDT Testing | October 2015 | Proctors | | Proctors | 0000: Unrestricted | Unrestricted | 5,000 |

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

| |
|--|
| SUBJECT: STEM |
| LCAP GOAL: |
| Increase student success in English Language Arts/Literacy, math, science, and literacy by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap. Prepare students to be college and career ready by increasing enrichment opportunities, increase use of technology and the 4Cs (collaboration, communication, critical thinking, and creativity). |
| SCHOOL GOAL #4: |
| STEM Students will be exposed to the current CA Science Standards and The Next Generation Science Standards through Project Based Learning and STEM instruction in the science lab. |
| Data Used to Form this Goal: |
| This is a component of our school's restructuring plan. |
| Findings from the Analysis of this Data: |
| |
| How the School will Evaluate the Progress of this Goal: |
| Teachers will create thematic lessons per trimester and students will receive STEM instruction twice per week. Students will demonstrate understanding of the current and new science standards by creating projects, experiments and science presentations. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|---|------------------|-----------------------------|-----------------------|---------------------------------|------|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| <p>STEM Teacher</p> <p>The STEM teacher will provide weekly science/technology lessons for students in K-5. The STEM teacher will support teachers in the development of the Project Based Learning units.</p> <p>The STEM teacher will coordinate the Tech Challenge for fourth and fifth grade teams.</p> | Entire Year | STEM Teacher | | Paid by DO | | | |
| <p>Project-Based Learning (PBL) Units</p> <p>Students will develop their first PBL.</p> | First Trimester | K-5 Teachers & STEM Teacher | | Funding Allocated in Goal 1 & 2 | | | |
| <p>Project-Based Learning (PBL) Units</p> <p>Students will showcase their first PBL.</p> | Second Trimester | K-5 Teachers & STEM Teacher | | Funding Allocated in Goal 1 & 2 | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|--|-----------------|-----------------------------|-----------------------|---------------------------------|------|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| Project-Based Learning (PBL) Units Students will showcase their second PBL. | Third Trimester | K-5 Teachers & STEM Teacher | | Funding Allocated in Goal 1 & 2 | | | |

Planned Improvements in Student Performance

School Goal #5

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

| |
|---|
| SUBJECT: Art |
| LCAP GOAL: |
| Prepare students to be college and career ready by increasing enrichment opportunities, increase use of technology and the 4Cs (collaboration, communication, critical thinking, and creativity). |
| SCHOOL GOAL #5: |
| Art Students will be exposed to visual and performing arts. |
| Data Used to Form this Goal: |
| This is a component of our school's restructuring program. |
| Findings from the Analysis of this Data: |
| Teachers and parents selected the arts as an important element of our restructuring program. |
| How the School will Evaluate the Progress of this Goal: |
| This goal will be monitored as students complete art projects and display them once per trimester. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|---|---------------|-----------------------------|-----------------------|---|---|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| <p>Art lessons</p> <p>Students in TK-3 grade will receive 10 weeks of art lessons from artist instructors from the San Jose Museum of Art.</p> <p>Students will also participate in a fieldtrip to the San Jose Museum of Art.</p> <p>Students will have an art showcase at the end of the cycle.</p> | Fall / Winter | Docents and K-3 teachers | | Classes from the San Jose Museum of Art | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Base | 16,500 |
| <p>Music Classes</p> <p>Students in 4th and 5th grade will have piano lessons in the music lab once a week for the entire year.</p> <p>Students will have a music performance at the end of the year.</p> | Entire Year | Music teacher /4-5 teachers | | Paid by DO | | | |

Planned Improvements in Student Performance

School Goal #6

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

| |
|---|
| SUBJECT: Technology |
| LCAP GOAL: |
| Prepare students to be college and career ready by increasing enrichment opportunities, increase use of technology and the 4Cs (collaboration, communication, critical thinking, and creativity). |
| SCHOOL GOAL #6: |
| Technology Students will be exposed and use technology in their projects and daily learning. |
| Data Used to Form this Goal: |
| This is a major component of our school's restructuring plan. |
| Findings from the Analysis of this Data: |
| Our participation in Smarter Balance revealed the need for our students to be able to use technology in an efficient way. Our students need to be proficient in keyboarding and reading fiction/non-fiction selections on the computer with adequate comprehension. |
| How the School will Evaluate the Progress of this Goal: |
| One hundred percent of our students will participate in Accelerated Reader, Sokikom, and will use iPads and Chromebooks to learn new material. This will be monitored by looking at the reports generated from each computer program. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|--|-----------------|---------------------------------|-----------------------|-------------------------|------------------------------------|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| Technology We will purchase 30 iPads. | First Trimester | Principal & Technology Director | | iPads | 0022-0019: Site Funding Allocation | LCFF - Base | 12,600 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|--|-----------------|---------------------------------|-----------------------|-------------------------|--|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| Purchase of Apps, iPad cart, earphones and keyboards. | First Trimester | Principal & Technology Director | | iPad accessories | 0022-0019: Site Funding Allocation | Title I | 5,000 |
| Teachers will guide students in the implementation of the following programs: 1. Renaissance Place 2. Sokikom 3. Code.org 4. Typing programs | | | | Subscriptions | 5000-5999: Services And Other Operating Expenditures | Title I | 10,000 |
| | | | | Computer Repairs | 5000-5999: Services And Other Operating Expenditures | Unrestricted | 5,000 |
| | | | | Equipment Maintenance | 5000-5999: Services And Other Operating Expenditures | Unrestricted | 8,000 |

Planned Improvements in Student Performance

School Goal #7

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

| |
|---|
| SUBJECT: Response to Intervention |
| LCAP GOAL: |
| Increase student success in English Language Arts/Literacy, math, science, and literacy by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap. |
| SCHOOL GOAL #7: |
| Response to Intervention We will employ a Response to Intervention and Instruction model to monitor and support students who are not proficient in both English language arts and mathematics. |
| Data Used to Form this Goal: |
| This is based on our last performance as demonstrated in our benchmark, STAR results and internal assessments. We need to implement a systematic approach to the intervention and instruction that we are giving our students. |
| Findings from the Analysis of this Data: |
| The analysis revealed that we need to support our English Only and socioeconomically disadvantaged Hispanic students. |
| How the School will Evaluate the Progress of this Goal: |
| The process to monitor this goal will be the following: <ul style="list-style-type: none">• use of the cycle of inquiry through grade level collaboration meetings• student study team sessions Teachers will submit agendas, minutes and student goal plans to show evidence of the cycle of inquiry. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|---|-------------|-----------------------|-----------------------|-------------------------|--|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| <p>Intervention Teacher One third of the students in intensive intervention will be exited from the program by the end of the year.</p> <p>Students in K-2 who are far from being on grade level will be selected for intensive intervention. Once they are on grade level, they will be exited and a new student will be selected. The intervention teacher will use Fountas & Pinnell.</p> <p>Students selected to be in intensive intervention will be as a result of the collaboration meetings in conjunction with the intervention teacher and principal.</p> | Entire Year | Intervention Teacher | | Intervention teacher | 1000-1999: Certificated Personnel Salaries | Title I | 45000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|--|-------------|---|-----------------------|---------------------------|--|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| Student Study Team Meetings We will have Student Study Team meetings to monitor student progress. | Entire Year | Classroom Teacher Principal Psychologist Counselor | | Roving Substitute Teacher | 0022-0019: Site Funding Allocation | Title I | 1000 |
| | | | | Roving Substitute Teacher | 1000-1999: Certificated Personnel Salaries | Unrestricted | 1000 |

Planned Improvements in Student Performance

School Goal #8

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

| |
|---|
| SUBJECT: School Climate |
| LCAP GOAL: |
| Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. |
| SCHOOL GOAL #8: |
| Positive Behavioral Interventions and Support We will be implementing a Positive Behavioral Interventions and Support (PBIS) program through PeaceBuilders and BEST in order to increase student learning. |
| Data Used to Form this Goal: |
| Our school employed office referrals data, misconduct notices, suspension rates, attendance logs, and Healthy Kids survey. |
| Findings from the Analysis of this Data: |
| The data analysis revealed that we have incidents of verbal bullying and some physical bullying. |
| How the School will Evaluate the Progress of this Goal: |
| The principal, secretary and family case manager will collect information on misconduct notices, suspension rates, attendance and SST's. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|---|-------------|--|-----------------------|---|---|---|-------------------------|
| | | | | Description | Type | Funding Source | Amount |
| <p>PBIS Committee</p> <p>We will continue to implement BEST schoolwide to address Tier I (primary preventions for students and staff) and Tier II (for students for at risk behaviors) support for students.</p> | Entire Year | The following people will work on this: - Teachers - Student Supervisors - Principal - Family Case Manager | | <p>Eagle Store Prizes</p> <p>SWISS Reporting System</p> | <p>0022-0019: Site Funding Allocation</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>Unrestricted</p> <p>Unrestricted</p> | <p>1,000</p> <p>100</p> |
| <p>Family Case Manager</p> <p>The family case manager will work with high risk students and their families. She will support the school's RTI model, be part of our Student Study Team, support truant students and connect families to local agencies.</p> | Entire Year | Family Case Manager | | Family Case Manager | 1000-1999: Certificated Personnel Salaries | Title I | 27,000 |
| <p>Student Supervision</p> <p>Provide student supervision before, during and after school.</p> | Entire Year | Student Supervision Team | | Salary | 2000-2999: Classified Personnel Salaries | Unrestricted | 25000 |

Planned Improvements in Student Performance

School Goal #9

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

| |
|---|
| SUBJECT: Parent Involvement |
| LCAP GOAL: |
| Engage parents and families to support student success in school. |
| SCHOOL GOAL #9: |
| Parent Involvement We will increase parent participation. |
| Data Used to Form this Goal: |
| The information gathered was generated by the principal's dissertation research. |
| Findings from the Analysis of this Data: |
| The analysis revealed that parents are willing to participate but certain obstacles that prevent their participation needs to be addressed. |
| How the School will Evaluate the Progress of this Goal: |
| We will monitor parent participation by checking the office parent logs. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|---|-------------|--|-----------------------|-------------------------|--|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| Classroom Participation At least 5 parents will participate in each teacher's classroom per month through a parent volunteer bank. Have a parent leader per class to communicate with all the other parents and involve them. | Entire Year | Family Case Manager Parents Teachers Principal Secretary | | Babysitting | 2000-2999: Classified Personnel Salaries | Title I | 250 |
| | | | | Translations | 2000-2999: Classified Personnel Salaries | Title I | 1,000 |
| | | | | Food for meetings | 0022-0019: Site Funding Allocation | Title I | 416 |
| Parenting Classes Parents will participate in parenting classes provided by our partner agencies. | TBD | | | | | | |
| Have at least 100 parents in each parent meeting. | Entire Year | | | Babysitting | 2000-2999: Classified Personnel Salaries | Title I | 250 |

Planned Improvements in Student Performance

School Goal #10

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

| |
|---|
| SUBJECT: Physical Education |
| LCAP GOAL: |
| Prepare students to be college and career ready by increasing enrichment opportunities, increase use of technology and the 4Cs (collaboration, communication, critical thinking, and creativity). |
| SCHOOL GOAL #10: |
| Students will receive at least 200 minutes of physical education per every ten days. |
| Data Used to Form this Goal: |
| There is no current data. |
| Findings from the Analysis of this Data: |
| The general finding is that our students need to be more physically active. |
| How the School will Evaluate the Progress of this Goal: |
| We will monitor the implementation and quality of the physical education that students are exposed to. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Implementation Status | Proposed Expenditure(s) | | | |
|--|-----------------|---------------------------|-----------------------|---|-------------------------------|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| PE Equipment | First Trimester | K-5 Teachers Principal | | PE equipment like soccer balls, jump ropes, rackets, etc. | 4000-4999: Books And Supplies | Title I | 1,380 |

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| LCFF - Base | 35,600.00 |
| Title I | 121,796.00 |
| Unrestricted | 57,100.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 0000: Unrestricted | 5,000.00 |
| 0022-0019: Site Funding Allocation | 20,016.00 |
| 1000-1999: Certificated Personnel Salaries | 79,500.00 |
| 2000-2999: Classified Personnel Salaries | 26,500.00 |
| 4000-4999: Books And Supplies | 28,880.00 |
| 5000-5999: Services And Other Operating Expenditures | 23,100.00 |
| 5800: Professional/Consulting Services And Operating | 31,500.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|----------------|--------------------|
| 0022-0019: Site Funding Allocation | LCFF - Base | 12,600.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 4,500.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 2,000.00 |
| 5800: Professional/Consulting Services And | LCFF - Base | 16,500.00 |
| 0022-0019: Site Funding Allocation | Title I | 6,416.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 72,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 1,500.00 |
| 4000-4999: Books And Supplies | Title I | 16,880.00 |
| 5000-5999: Services And Other Operating | Title I | 10,000.00 |
| 5800: Professional/Consulting Services And | Title I | 15,000.00 |
| 0000: Unrestricted | Unrestricted | 5,000.00 |
| 0022-0019: Site Funding Allocation | Unrestricted | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | Unrestricted | 3,000.00 |
| 2000-2999: Classified Personnel Salaries | Unrestricted | 25,000.00 |
| 4000-4999: Books And Supplies | Unrestricted | 10,000.00 |
| 5000-5999: Services And Other Operating | Unrestricted | 13,100.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 20,500.00 |
| Goal 2 | 26,000.00 |
| Goal 3 | 7,500.00 |
| Goal 5 | 16,500.00 |
| Goal 6 | 40,600.00 |
| Goal 7 | 47,000.00 |
| Goal 8 | 53,100.00 |
| Goal 9 | 1,916.00 |
| Goal 10 | 1,380.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Jose Gonzalez | X | | | | |
| Ana Lopez | | | | X | |
| Christina Baldacchino | | X | | | |
| Julie Lizarraga | | X | | | |
| Delina Lara | | | | X | |
| Numbers of members of each category: | 1 | 2 | | 2 | |

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

Recommendations and Assurances

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

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

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 6/3/15.

Attested:

Jose Gonzalez

Typed Name of School Principal

Signature of School Principal

Date

Ana Lopez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date