The Single Plan for Student Achievement

School: Oakview Community Elementary School
CDS Code: 34-67447-6034771
District: San Juan Unified School District
Principal: Shana Walters
Revision Date: 10.14.15

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.

The Single Plan for Student Achievement is aligned to the Local Control and Accountability Plan approved by the San Juan Unified School District Board of Education. It includes actions and services, resource allocations, and expected outcomes which align with the eight state priority areas as appropriate to the context and needs of the school site. This includes, but is not limited to, ensuring the conditions of learning are consistently met and parents/students/staff are fully engaged creating a positive school environment which lead to student success on achievement indicators.

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 November 18, 2014.
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School Mission

Oakview Community Elementary School’s Mission Statement
The mission of Oakview Community School, created collaboratively with staff, parents and community through site strategic planning is as follows:

Inspiring innovative, compassionate and confident learners, our mission at Oakview Community School is to empower each student to become a successful, self-motivated, critical thinker and problem solver, through challenging, student-driven instruction with the integration of technology in a diverse learning community.

School Profile

Oakview Community Elementary is one of 35 elementary schools in the San Juan Unified School District. The 384 students attending Oakview Community are 73.5% white, 17.6% Hispanic/Latino, 3.8% African American, 3.8% Asian/Asian American, and 1.3% other ethnicities. English Learner students account for 7.4% of our students, with Spanish as a primary language, and 43.56% of students are socioeconomically disadvantaged (SES).

Teachers at Oakview Community School use Writing Workshop, Daily Five, and Mondo Bookshop as an integral part of the English Language Arts portion of the curriculum in alignment with the Common Core State Standards. During the 2014-2015 school year, teacher will begin using the Pam Allyn Units of Study to assist in ELA. The math curriculum is state-adopted Houghton Mifflin for grades TK-5. Additionally, teachers have supplemented their knowledge by using the Just Think Math (Critical Math) resources aligned to the CCSS.

The Oakview Community School encourages and truly wants all members to be active participants in our children’s education through classroom participation, school events, student conferences, homework, and parent education. Teamwork among staff, parents, and community members maximizes the resources and support available to our students. Our school community shares responsibility for student success and nurtures students as individuals with social, emotional, physical and academic needs. Learning is not limited to the boundaries of the classroom. Students will use a variety of resources and technology to enhance their ability to learn meaningful information. We provide opportunities for students to explore their interests, develop their talents and creativity, and broaden their horizons. Teachers will instill a contagious love of learning so that children are eager to learn. The families will recognize how important they are in their child’s education by being involved with the school. They will work as a partner with teachers and administrators to share the responsibility of setting high expectations for all children through on-going communication and support.

Our school program includes, but is not limited to, the following components:

• Transitional Kindergarten (TK)
• Full-Day Kindergarten
• Involved parents who chaperone field trips, volunteer and tutor in classrooms, and assist teachers in clerical tasks
• Active PTC that sponsors and promotes numerous activities such as Family Fun Nights, Oaktoberfest, Santa's Breakfast, and Open House/Silent Auction
• Discovery Club (before and after school child care and enrichment program)
• Classes for special needs students from across the district
• Student Council
• Before school band program (grades 4-5)
• Specialists for Art, Technology, and Physical Education
• Scholastic Book Fairs
• Author Day
• Grade Level Field Trips

The curriculum provided is aligned to the Common Core State Standards. The school supports the cultural awareness on a daily basis through its diverse literature selections and culturally sensitive and diverse activities within and outside of the curriculum. The interests and needs of the Oakview students and surrounding community are reflected in programs, activities, field trips, enrichment, assemblies, and core curriculum.
WE BELIEVE THAT:
• Every person is unique and has equal worth.
• Everyone can and will learn.
• People learn in different ways and at varied paces.
• Education is the shared responsibility of students, families, teachers, staff, and community.
• Quality education expands opportunities throughout a person’s life.
• Challenging people to meet high expectations leads to exceptional learning and remarkable results.
• Nurturing relationships and healthy environments are necessary for individuals to thrive.
• Diversity is a valuable asset that strengthens and enriches our community.
• Personal development and community well-being depend on individual responsibility.
• Everyone benefits when people willingly contribute to the well-being of others.
• Honesty and integrity are essential to build trusting relationships.
• Access to a quality public education is essential to our democracy.

Comprehensive Needs Assessment Components

Introduction
In order to find areas to focus on for our Site Strategic Plan (SSP), our staff spent time talking with all members of our school community. We looked for the types of things most people talked about when describing a positive school experience as well as defining what a successful school includes. Additionally, we viewed our assessment data (CST and reading level) to help determine areas of need. Finally, we included research around "best practice" for preparing students for college and career in the 21st century.

Data Analysis
Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

In a collaborative and organized manner, data involving multiple facets of Oakview Community School are examined for determination student need.

Academics: In that the formalized assessments from the California Department of Education (CDE) was suspended for the 2014-2015 school year, except for the California Standards Test for Science, the data used for this report was derived from moderately accurate information referred to as MAP for grades 2 through 5 and running records (use of Mondo Bookshop) for grades TK through 1. This data indicated the proficiency level of our students in English Language Arts, Math, and Science (5th grade CST). Besides overall information, details about the progress of our significant subgroups was examined. Through a thorough examination of the 2015-2016 Fall data, it was determined that:
• 11.0% of Oakview students are performing at or above grade level in Reading in grades 2 through 5 as measured by MAP.
• 8.0% of Oakview students are performing at or above grade level in Math in grades 2 through 5 as measured by MAP.
• 11.0% of English Learner students are performing at or above grade level in Reading in grades 2 through 5 as measured by MAP.
• 8.0% of English Learner students are performing at or above grade level in Math in grades 2 through 5 as measured by MAP.
• 11.0% of SES students are performing at or above grade level in Reading in grades 2 through 5 as measured by MAP.
• 8.0% of SES students are performing at or above grade level in Math in grades 2 through 5 as measured by MAP.
• 45.5% of Oakview students in grades TK through 1 are performing at or above grade level in Reading as measured by running records.
• 21.5% of English Learner students in grades TK through 1 are performing at or above grade level in Reading as measured by running records.

2013/2014 CST Science Assessment
• 79% of Oakview students in grade 5 performed at or above Proficient as measured by the CST Science assessment.

Attendance: Attendance rates were examined. The following percentage of days of attendance was noted:
• Overall – 95.99% of our students were in attendance for the year.
Behavior/Suspensions: Suspension rates were examined to determine whether students were in expectations of a respectful, responsible, friendly, and safe school environments. The following data was unfolded:

- Overall – 0.18% suspension rate (7/380)
- Of the seven students suspended, five were white, two were Hispanic/EL, one was African American.

CELDT: Even though English Language Learners are not a statistically significant subgroup, the percentage of Oakview students making yearly adequate progress indicated an area of concern. CELDT scores from the 2013-2014 school year was were examined and the following data was disclosed:

- There are 26 students and six languages represented at Oakview.
- 8 are Beginning
- 5 are Early Intermediate
- 4 are Intermediate
- 9 are Early Advanced

Parental Involvement

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

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)

Parents are an integral part of a child’s academic education. By building a community of collaboration and communication, the child benefits in obtaining his/her highest potential. Families are actively engaged at Oakview Community School. Opportunities are afforded to the families and community at large through involvement with PTC, Site Council, and Attendance in the Superintendent’s Parent Advisory Committee. Additionally, an English Language Advisory Committee (ELAC) has been implemented to include our families who speak a language other than English at home. ELAC serves as an advisory to the Site Council to address the needs of the second language learners.

Oakview has implemented and is continuing to improve an effective two-way communication system that is transparent and timely to support a collaborative learning community. Additionally, PTC is focused on increasing parent participation in and out of the classroom that will increase and support student achievement.

Intel has partnered with a classroom at Oakview through PC Pals. This is one example of how we will increase opportunities for Oakview and our community to work together to support student learning and growth. Activities that involve families and the community abound at Oakview, inclusive of Back to School Night and Open House. Other activities include, but are not limited to:

- Involved parents who chaperone field trips, volunteer and tutor in classrooms, and assist teachers in clerical tasks
- Active PTC that sponsors and promotes numerous activities such as Family Fun Nights, Oaktoberfest, Santa’s Breakfast, and Open House/Silent Auction
- Discovery Club (before and after school child care and enrichment program)
- Classes for special needs students from across the district
- Student Council
- Before school band program (grades 4-5)
- Specialists for Art, Technology, and Physical Education
- Scholastic Book Fairs
- Author Days
- Grade Level Field Trips
- School beautification

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

PARENT INVOLVEMENT & CHARACTER EDUCATION
Based on information on the 2014-2015 parent and student survey results, there is appears to be a difference between what parents believe and what students believe about our school. The students' results show an overall positive experience at school and reflect high levels of communication and instruction. However, parents' results are more on the neutral to negative side, especially when it comes to Parent/Family Involvement. They also believe the Instructional Strategies aren't being addressed well enough. However, when it comes to Character Education, parents have an overall positive opinion while students opinions are more neutral to negative.

### SPRING 2013 SCHOOL SURVEY RESULTS

**Effective Instructional Strategies/21st Century Skills**
- Improved ability at working with others on problems/projects. 63.2 87.5 24.3

**Overall Average** 77.9 89.6 11.7

**Personalized Learning**
- Students have a learning plan/4-year plan. 36.8 68.8 32.0

**Overall Average** 57.9 79.9 22.0

**Character Education**
- Students model RESPECT. 94.7 81.3 -13.4
- Students model RESPONSIBILITY. 84.2 86.7 2.5
- Students model HONEST. 89.5 66.7 -22.8
- Students model CARING. 89.5 93.5 4.0
- Students model COOPERATION. 73.7 48.4 -25.3
- Students model COURAGE. 63.2 83.3 20.1

**Overall Average** 82.5 76.7 -5.8

**Parent/Family Involvement**
- Adults/staff in the office are helpful when parents/students come in or call. 78.9 84.4 5.5

### ATTENDANCE

Trends indicate a stable attendance rate with little or no improvement generally or for any subgroup. We improved in 2013-2014 by .5%, however we had declined by roughly the same percentage the year prior. Efforts have been made to provide incentives for students to attend school regularly. Research indicates that for every day of school missed, two days of instruction suffer. An Attendance Plan, as supported by SJUSD, was developed for implementation in the 2012-2013 school year and has been revised annually.

### TEACHING & LEARNING

Additional attention is being given to the CCSS, with a focus on a Comprehensive Literacy Program and Math. Through Writing Workshop, Mondo Bookshop, Pam Allyn Units of Study, and Critical Math, students will be exposed to increased rigor, relevance, and relationship of literature. Students will respond in a critical manner, expressing opinions verbally and in writing, using evidence to support thinking.
School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>47</td>
<td>47</td>
<td>100.0</td>
<td>47</td>
<td>2396.4</td>
<td>9</td>
<td>32</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>Grade 4</td>
<td>58</td>
<td>58</td>
<td>100.0</td>
<td>58</td>
<td>2445.6</td>
<td>12</td>
<td>33</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Grade 5</td>
<td>47</td>
<td>42</td>
<td>89.4</td>
<td>42</td>
<td>2511.1</td>
<td>17</td>
<td>38</td>
<td>31</td>
<td>14</td>
</tr>
<tr>
<td>All Grades</td>
<td>152</td>
<td>147</td>
<td>96.7</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. Currently, Oakview is at 46% at or above standard in ELA. This reflects a need to raise proficiency numbers in this area. Our goal by June of 2016 is to be at 56% (increase of 10%) in ELA which will average to 3.3% increase each trimester. This growth will be measured by MAPs and Running Records to insure that Oakview is on track for success.

2. Data is reflecting a need for support for our 4th grade ELA program. Adjustments will need to be made to raise the percent proficient to more closely align to the other grade levels performance levels. This support will come in the form of ongoing site PD, consultants and coaching from administration. Teachers will also have opportunities to learn from each other via classroom observations.

3. Data is reflecting a need to support our 3rd grade program in the areas of writing, listening and research. Scores are below the school average and will need to increase for our site to meet it’s goal of improvement by June 2016.
School and Student Performance Data

CAASPP Results (All Students)

Mathematics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Overall Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Students Enrolled</td>
</tr>
<tr>
<td>Grade 3</td>
<td>47</td>
</tr>
<tr>
<td>Grade 4</td>
<td>58</td>
</tr>
<tr>
<td>Grade 5</td>
<td>47</td>
</tr>
<tr>
<td>All Grades</td>
<td>152</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>CONCEPTS &amp; PROCEDURES</th>
<th>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS</th>
<th>COMMUNICATING REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applying mathematical concepts and procedures</td>
<td>Using appropriate tools and strategies to solve real world and mathematical problems</td>
<td>Demonstrating ability to support mathematical conclusions</td>
</tr>
<tr>
<td></td>
<td>Above Standard</td>
<td>At or Near Standard</td>
<td>Below Standard</td>
</tr>
<tr>
<td>Grade 3</td>
<td>26</td>
<td>28</td>
<td>47</td>
</tr>
<tr>
<td>Grade 4</td>
<td>17</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Grade 5</td>
<td>14</td>
<td>47</td>
<td>40</td>
</tr>
<tr>
<td>All Grades</td>
<td>19</td>
<td>39</td>
<td>43</td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. Currently, Oakview is at 38% at or above standard in Math. This reflects a need to raise proficiency numbers in this area. Our goal by June of 2016 is to be at 49% (increase of 10%) in Math which will average to 3.3% increase each trimester. This growth will be measured by MAPs. to ensure that Oakview is on track for success.

2. Data is reflecting a need for support for our 5th grade math program. Adjustments will need to be made to raise the percent proficient to more closely align to the other grade levels performance levels. With a new CCSS aligned math adoption, there will be opportunities for professional development around the new curriculum as well as CCSS aligned instructional strategies.

3. Communicating reasoning is a struggle for Oakview students. This will need to be a focus of improvement in order for the site to reach it's goal of a 10% overall increase by June 2016.
School and Student Performance Data

### CELDT (Annual Assessment) Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced</th>
<th>Early Advanced</th>
<th>Intermediate</th>
<th>Early Intermediate</th>
<th>Beginning</th>
<th>Number Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>17</td>
<td>5</td>
<td>83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>17</td>
<td>1</td>
<td>17</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>25</td>
<td>2</td>
<td>50</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>40</td>
<td>1</td>
<td>20</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>******</td>
<td>***</td>
<td>1</td>
<td>20</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>13</td>
<td>12</td>
<td>52</td>
<td>5</td>
<td>22</td>
</tr>
</tbody>
</table>

Conclusions based on this data:
1. 78% of our EL students scored at the Advanced, Early Advanced and Intermediate levels.
2. 52% of our EL students are in 1st and 2nd grade.
Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Communication & Engagement

District Strategy:
Strategy 7: We will actively engage families as valued partners in the education process.

Goal/Tactic #1:
We will actively engage families and community as valued partners.
LCAP Goal #2 - Foster respectful, collaborative, and reflective school and district cultures that ensure academic success and social/emotional well-being for each student.

Data Used to Form this Tactic During Strategic Planning:
Research reviewed about parent engagement included the California Department of Education's Family Engagement Framework. The Framework provides information on several research based school initiated activities that are designed to build capacity and increase access and equity. These include: providing training for parents and families on curricular and budgetary decision making, working with families as partners to improve student achievement, creating a welcoming environment including a parent center, assisting families with access to resources, promoting effective two-way communication with families, assist families to create home conditions to support academic achievement, and keeping families informed on student program and maintain regular communication.

Based on information on the 2014-2015 parent and student survey results, there appears to be a difference between what parents believe and what students believe about our school. The students' results show an overall positive experience at school and reflect high levels of communication and instruction. However, parents' results are more on the neutral to negative side, specifically when it comes to Parent/Family Involvement and Instructional Strategies aren't being addressed well enough. However, when it comes to Character Education, parents have an overall positive opinion while students opinions are more neutral to negative.

Findings from the Analysis of Current Data:
Currently, there are 1600 parent volunteers who volunteered during the 2014/15 school year.

Related Objective and how it will be Measured:

Goal #1
• By June, 2016, Multiple means of communication regarding school related events and opportunities for involvement will be established including monthly School Messenger calls, emails, Facebook, Website, PTA Schoology account and newsletters.

Goal #2
• By June 2020, annual parent volunteers on campus will increase by 10% as noted on the sign in sheet in the front office from 2342 to 2576.
• By June 2019, annual parent volunteers on campus will increase by 10% as noted on the sign in sheet in the front office from 2129 to 2342.
• By June 2018, annual parent volunteers on campus will increase by 10% as noted on the sign in sheet in the front office from 1936 to 2129.
• By June 2017, annual parent volunteers on campus will increase by 10% as noted on the sign in sheet in the front office from 1760 to 1936.
• By June 2016, annual parent volunteers on campus will increase by 10% as noted on the sign in sheet in the front office from 1600 to 1760.
<table>
<thead>
<tr>
<th>Result Statements and Actions to be Taken to Reach This Tactic</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
</table>
| Implement an effective two-way communication system that is transparent and timely to support a collaborative learning community. | Aug 2014 - June 2015 (ongoing) | Principal, staff, parents, Leadership team, PTC | 1.0.1 Survey  
1.0.2 Electronic Sign (Marquee)  
0000: Unrestricted  
Donations |

We will...
1. Develop and administer a survey for parents and staff communication needs and wants.
2. Identify gaps between current communication and identified needs.
3. Develop a communication plan to improve two-way communication.
4. Provide plan to community to develop agreements around components of the plan and ensure buy-in from all stakeholder groups.
5. Communicate plan with all stakeholders in support of agreed upon best practices of communication.
6. Utilize current and evolving technologies to provide communication tools, increasing links in the electronic newsletters to additional sites, articles, pod
<table>
<thead>
<tr>
<th>Result Statements and Actions to be Taken to Reach This Tactic</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section</td>
</tr>
<tr>
<td>第五条</td>
<td>增加PTC会议的出席率。</td>
<td>Aug 2014 - June 2015 (ongoing)</td>
<td>Principal, staff, parents, Leadership team, PTC</td>
</tr>
<tr>
<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>2. Communicate, through multiple sources, areas of training offered.</td>
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<tr>
<td>3. Increase the frequency of Parent Nights.</td>
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<tr>
<td>4. Encourage grade levels to host parent nights.</td>
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<tr>
<td>5. Provide different methods of collecting potential volunteer information.</td>
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</tr>
<tr>
<td>6. Establish an effective method by which volunteers are solicited for specific events or needs.</td>
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</tbody>
</table>
Planned Improvements in Student Performance

**Planned Improvements: Goal/Tactic #2**

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>Focus: Effective Instruction &amp; Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Strategy:</strong></td>
</tr>
<tr>
<td>Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal/Tactic #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will ensure that all students develop and demonstrate effective problem solving, critical thinking, and technological skills.</td>
</tr>
<tr>
<td>LCAP Goal #1 - Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Used to Form this Tactic During Strategic Planning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using MAP and running record data, specific growth is needed with all students. Specifically, English Learners need to be a focus as their growth has been lower than all other student groups. Intensive intervention is needed for all subgroups in both Math and Reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Findings from the Analysis of Current Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently, approx. 59.57% of students in grades K-2 are at or above proficiency in Reading via Running Records. There will need to be a 5% increase to meet the goal of 62.54% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 65.43% of students in grades K-2 are meeting growth projections in Reading via Running Records. There will need to be a 5% increase to meet the goal of 68.7% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 43.06% of students in grades 3-6 are at or above proficiency in Reading via MAPs. There will need to be a 10% increase to meet the goal of 47.36% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 48.6% of students in grades 3-6 are at or above proficiency in Math via MAPs. There will need to be a 10% increase to meet the goal of 53.46% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 45.23% of students in grades 3-6 are meeting growth projections in Reading via MAPs. There will need to be a 5% increase to meet the goal of 47.49% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 67.6% of students in grades 3-6 are making accelerated growth in Reading via MAPs. There will need to be a 10% increase to meet the goal of 74.75% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 33.96% of students in grades 3-6 are making accelerated growth in Math via MAPs. There will need to be a 20% increase to meet the goal of 40.75% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 38.56% of students in grades 3-6 are meeting growth projections in Math via MAPs. There will need to be a 10% increase to meet the goal of 42.16% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 30.73% of students in grades 3-6 are at or above proficiency on the CAASPP Reading assessment. There will need to be a 5% increase to meet the goal of 32.26% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 26.66% of students in grades 3-6 are at or above proficiency on the CAASPP Math assessment. There will need to be a 10% increase to meet the goal of 29.26% by June, 2016.</td>
</tr>
<tr>
<td>Currently, approx. 69.66% of English learners in grades TK-6 are scoring Early Advanced/Advanced by CELDT.</td>
</tr>
</tbody>
</table>
Currently, approx. 56.5% of English learners in grades TK-6 increased by 1+ CELDT level

**Related Objective and how it will be Measured:**

**Running Record Proficiency Data Goal:**

**Goal #1**
- By June 2020, the percentage of students in grades K-2 who are at or above proficiency according to Fountas and Pinnell running records will increase by 5% from 72.4% (trimester 3 of 2019) to 76.02% (trimester 3 of 2020)
- By June 2019, the percentage of students in grades K-2 who are at or above proficiency according to Fountas and Pinnell running records will increase by 5% from 68.95% (trimester 3 of 2018) to 72.4% (trimester 3 of 2019)
- By June 2018, the percentage of students in grades K-2 who are at or above proficiency according to Fountas and Pinnell running records will increase by 5% from 65.67% (trimester 3 of 2017) to 68.95% (trimester 3 of 2018)
- By June 2017, the percentage of students in grades K-2 who are at or above proficiency according to Fountas and Pinnell running records will increase by 5% from 62.54% (trimester 3 of 2016) to 65.67% (trimester 3 of 2017)
- By June 2016, the percentage of students in grades K-2 who are at or above proficiency according to Fountas and Pinnell running records will increase by 5% from 59.57% (trimester 3 of 2015) to 62.54% (trimester 3 of 2016)

***Trimester 3 of 2014 = 42%***

**Running Record Growth Data Goal:**

**Goal #2**
- By June 2020, the percentage of students in grades K-2 reaching their growth target according to Fountas and Pinnell running records will increase by 5% from 79.53% (Fall of 2018 to Fall of 2019) to 83.5% (Fall of 2019 to Fall of 2020)
- By June 2019, the percentage of students in grades K-2 reaching their growth target according to Fountas and Pinnell running records will increase by 5% from 75.74% (Fall of 2017 to Fall of 2018) to 79.53% (Fall of 2018 to Fall of 2019)
- By June 2018, the percentage of students in grades K-2 reaching their growth target according to Fountas and Pinnell running records will increase by 5% from 72.13% (Fall of 2016 to Fall of 2017) to 75.74% (Fall of 2017 to Fall of 2018)
- By June 2017, the percentage of students in grades K-2 reaching their growth target according to Fountas and Pinnell running records will increase by 5% from 68.7% (Fall of 2015 to Fall of 2016) to 72.13% (Fall of 2016 to Fall of 2017)
- By June 2016, the percentage of students in grades K-2 reaching their growth target according to Fountas and Pinnell running records will increase by 5% from 65.43% (Fall of 2014 to Fall of 2015) to 68.7% (Fall of 2015 to Fall of 2016)

**MAPS Proficiency Data Goals:**

**Goal #3**
- By June 2020, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Reading assessment will increase by 5% from 54.83% (Fall of 2019) to 57.57% (Fall of 2020)
- By June 2019, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Reading assessment will increase by 5% from 52.22% (Fall of 2018) to
54.83% (Fall of 2019)

• By June 2018, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Reading assessment will increase by 5% from 49.73% (Fall of 2017) to 52.22% (Fall of 2018)
• By June 2017, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Reading assessment will increase by 5% from 47.36% (Fall of 2016) to 49.73% (Fall of 2017)
• By June 2016, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Reading assessment will increase by 10% from 43.06% (Fall of 2015) to 47.36% (Fall of 2016)

*** Fall of 2014 = 39%

Goal #4

• By June 2020, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Math assessment will increase by 10% from 71.15% (Fall of 2019) to 78.27% (Fall of 2020)
• By June 2019, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Math assessment will increase by 10% from 64.68% (Fall of 2018) to 71.15% (Fall of 2019)
• By June 2018, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Math assessment will increase by 10% from 58.8% (Fall of 2017) to 64.68% (Fall of 2018)
• By June 2017, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Math assessment will increase by 10% from 53.46% (Fall of 2016) to 58.8% (Fall of 2017)
• By June 2016, the percentage of students in grades 3-6 who are at or above proficiency on the MAPs Math assessment will increase by 10% from 48.6% (Fall of 2015) to 53.46% (Fall of 2016)

*** Fall of 2014 = 39%

MAPS Growth Data Goals:

Goal #5

• By June 2020, the percentage of students in grades 3-6 reaching their growth target on the MAPs Reading assessment will increase by 5% from 54.97% (Fall of 2018 to Fall of 2019) to 57.72% (Fall of 2019 to Fall of 2020)
• By June 2019, the percentage of students in grades 3-6 reaching their growth target on the MAPs Reading assessment will increase by 5% from 52.35% (Fall of 2017 to Fall of 2018) to 54.97% (Fall of 2018 to Fall of 2019)
• By June 2018, the percentage of students in grades 3-6 reaching their growth target on the MAPs Reading assessment will increase by 5% from 49.86% (Fall of 2016 to Fall of 2017) to 52.35% (Fall of 2017 to Fall of 2018)
• By June 2017, the percentage of students in grades 3-6 reaching their growth target on the MAPs Reading assessment will increase by 5% from 47.49% (Fall of 2016 to Fall of 2017) to 49.86% (Fall of 2016 to Fall of 2017)
• By June 2016, the percentage of students in grades 3-6 reaching their growth target on the MAPs Reading assessment will increase by 5% from 45.23% (Fall of 2015 to Fall of 2016) to 47.49% (Fall of 2015 to Fall of 2016)

*** Fall of 2013 to Fall of 2014 = 40%
• By June 2020, the percentage of students in grades 3-6 reaching their growth target on the MAPs Math assessment will increase by 5% from 94.47% (Fall of 2018 to Fall of 2019) to 99.19% (Fall of 2019 to Fall of 2020)
• By June 2019, the percentage of students in grades 3-6 reaching their growth target on the MAPs Math assessment will increase by 5% from 89.97% (Fall of 2017 to Fall of 2018) to 94.47% (Fall of 2018 to Fall of 2019)
• By June 2018, the percentage of students in grades 3-6 reaching their growth target on the MAPs Math assessment will increase by 10% from 81.79% (Fall of 2016 to Fall of 2017) to 89.97% (Fall of 2017 to Fall of 2018)
• By June 2017, the percentage of students in grades 3-6 reaching their growth target on the MAPs Math assessment will increase by 10% from 74.36% (Fall of 2015 to Fall of 2016) to 81.79% (Fall of 2016 to Fall of 2017)
• By June 2016, the percentage of students in grades 3-6 reaching their growth target on the MAPs Math assessment will increase by 10% from 67.6% (Fall of 2014 to Fall of 2015) to 74.36% (Fall of 2015 to Fall of 2016)

*** Fall of 2013 to Fall of 2014 = 60%

MAPS Accelerated Growth Goals:

Goal #7
• By June 2020, the percentage of students in grades 3-6 making accelerated growth on the MAPs Reading assessment will increase by 5% from 47.46% (Fall of 2018 to Fall of 2019) to 49.83% (Fall of 2019 to Fall of 2020)
• By June 2019, the percentage of students in grades 3-6 making accelerated growth on the MAPs Reading assessment will increase by 5% from 45.2% (Fall of 2017 to Fall of 2018) to 47.46% (Fall of 2018 to Fall of 2019)
• By June 2018, the percentage of students in grades 3-6 making accelerated growth on the MAPs Reading assessment will increase by 10% from 41.09% (Fall of 2016 to Fall of 2017) to 45.2% (Fall of 2017 to Fall of 2018)
• By June 2017, the percentage of students in grades 3-6 making accelerated growth on the MAPs Reading assessment will increase by 10% from 37.35% (Fall of 2015 to Fall of 2016) to 41.09% (Fall of 2016 to Fall of 2017)
• By June 2016, the percentage of students in grades 3-6 making accelerated growth on the MAPs Reading assessment will increase by 10% from 33.96% (Fall of 2014 to Fall of 2015) to 37.35% (Fall of 2015 to Fall of 2016)

Goal #8
• By June 2020, the percentage of students in grades 3-6 making accelerated growth on the MAPs Math assessment will increase by 5% from 58.78% (Fall of 2018 to Fall of 2019) to 61.72% (Fall of 2019 to Fall of 2020)
• By June 2019, the percentage of students in grades 3-6 making accelerated growth on the MAPs Math assessment will increase by 5% from 55.98% (Fall of 2017 to Fall of 2018) to 58.78% (Fall of 2018 to Fall of 2019)
• By June 2018, the percentage of students in grades 3-6 making accelerated growth on the MAPs Math assessment will increase by 10% from 50.89% (Fall of 2016 to Fall of 2017) to 55.98% (Fall of 2017 to Fall of 2018)
• By June 2017, the percentage of students in grades 3-6 making accelerated growth on the MAPs Math assessment will increase by 10% from 46.27% (Fall of 2015 to Fall of 2016) to 50.89% (Fall of 2016 to Fall of 2017)
• By June 2016, the percentage of students in grades 3-6 making accelerated growth on the MAPs Math assessment will increase by 20% from 38.56% (Fall of 2014 to Fall of 2015) to 46.27% (Fall of 2015 to Fall of 2016)
CAASPP Proficiency Goals

Goal #9
- By June 2020, the percentage of students in grades 3-6 that met or exceeded standard in ELA on the CAASPP assessment will increase by 5% from 37.34% to 39.21%
- By June 2019, the percentage of students in grades 3-6 that met or exceeded standard in ELA on the CAASPP assessment will increase by 5% from 35.57% to 37.34%
- By June 2018, the percentage of students in grades 3-6 that met or exceeded standard in ELA on the CAASPP assessment will increase by 5% from 33.87% to 35.57%
- By June 2017, the percentage of students in grades 3-6 that met or exceeded standard in ELA on the CAASPP assessment will increase by 5% from 32.26% to 33.87%
- By June 2016, the percentage of students in grades 3-6 that met or exceeded standard in ELA on the CAASPP assessment will increase by 5% from 30.73% to 32.26%
*** No prior year's data available

Goal #10
- By June 2020, the percentage of students in grades 3-6 that met or exceeded standard in Math on the CAASPP assessment will increase by 10% from 39.03% to 42.93%
- By June 2019, the percentage of students in grades 3-6 that met or exceeded standard in Math on the CAASPP assessment will increase by 10% from 35.48% to 39.03%
- By June 2018, the percentage of students in grades 3-6 that met or exceeded standard in Math on the CAASPP assessment will increase by 10% from 32.25% to 35.48%
- By June 2017, the percentage of students in grades 3-6 that met or exceeded standard in Math on the CAASPP assessment will increase by 10% from 29.32% to 32.25%
- By June 2016, the percentage of students in grades 3-6 that met or exceeded standard in Math on the CAASPP assessment will increase by 10% from 26.66% to 29.32%
*** No prior year's data available

CELDT Proficiency Goal:

Goal #11
- By June 2020, the percentage of English learners in grades TK-6 that are scoring Early Advanced/Advanced will increase by 10% from 95% to 98.7%
- By June 2019, the percentage of English learners in grades TK-6 that are scoring Early Advanced/Advanced will increase by 10% from 92.71% to 95%
- By June 2018, the percentage of English learners in grades TK-6 that are scoring Early Advanced/Advanced will increase by 10% from 84.28% to 92.71%
- By June 2017, the percentage of English learners in grades TK-6 that are scoring Early Advanced/Advanced will increase by 10% from 76.62% to 84.28%
- By June 2016, the percentage of English learners in grades TK-6 that are scoring Early Advanced/Advanced will increase by 10% from 69.66% to 76.62%

CELDT Growth Goal

Goal #12
- By June 2020, the percentage of English learners in grades TK-6 growing 1+ CELDT levels will increase by 10% from 82.72% to 90.99%
- By June 2019, the percentage of English learners in grades TK-6 growing 1+ CELDT levels will increase by 10% from 75.2% to 82.72%
- By June 2018, the percentage of English learners in grades TK-6 growing 1+ CELDT levels will increase by 10% from 68.36% to 75.2%
- By June 2017, the percentage of English learners in grades TK-6 growing 1+ CELDT levels will increase by 10% from 62.5% to 68.36%
- By June 2016, the percentage of English learners in grades TK-6 growing 1+ CELDT levels will increase by 10% from 56.5% to 62.5%
**** All current Running Record data is derived from Spring 2015/trimester 3 data entered into Data Director
**** All current MAPs growth data is derived from percentages based on Fall 2014 to Spring 2015
**** All current MAPs proficiency data is derived from percentages based on Fall 2015 scores
**** All current CAASPP proficiency percentages are derived from Spring 2015 scores
**** All CELDT scores are derived from 2014 data
2.0 There is an increased need for purchase of and provision of professional development for CCSS; Mondo Bookshop materials, Pam Allyn Units of Study and books sets. By providing professional development for use of guided reading, teachers should have materials and knowledge to move students from where they are to the next level of achievement. The use of MAP assessment results and running record results will be used to drive targeted instruction. Data Day discussions will continue each trimester, allowing teachers to collaborate about student needs. Data Boards will be used to make visible progress of all students. Implement literacy practices and varied and authentic assessment measures within and across content areas as the foundation for teaching and learning, based on the Common Core State Standards.

We will...
1. Provide professional development for better understanding of the Common Core, including the new assessments.
2. Provide professional development materials for teachers.

<table>
<thead>
<tr>
<th>Result Statements and Actions to be Taken to Reach This Tactic</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Aug. 2014 - June 2016 (ongoing)</td>
<td>Principal, Teachers, Leadership Team, Instructional Assistants</td>
<td><strong>Section</strong></td>
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<td>2.0.1</td>
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<td>2.0.3</td>
</tr>
<tr>
<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
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</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>development on integrating current instructional and assessment practices to be more effectively aligned with Common Core (including the use of performance assessments and authentic project-based assessments).</td>
<td></td>
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<tr>
<td>3. Communicate educational practices and vocabulary to families and members of community.</td>
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<tr>
<td>4. Provide professional development, release time, and planning time to integrate Pam Allyn Units and assessments into daily instruction.</td>
<td></td>
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</tr>
<tr>
<td>5. Provide professional development, release time, and planning time to integrate Just Think Math and EngageNY instruction and assessments into daily instruction.</td>
<td></td>
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<tr>
<td>6. Create a budget/look at existing funding sources for resources and/or further release time.</td>
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<tr>
<td>7. Purchase resources for CCSS alignment.</td>
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<tr>
<td>8. Provide for professional development in peer observation (lesson study model/what to look for in observations).</td>
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</tr>
<tr>
<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
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</tr>
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<tr>
<td>9. Use data (including data from performance tasks and other authentic assessments) to reflect on process and make revisions to guide future instruction.</td>
<td>Aug. 2014 - June 2016 (ongoing)</td>
<td>Principal, Teachers, Leadership Team, Instructional Assistants</td>
<td>2.1.1 Professional development materials 4000-4999: Books And Supplies General Fund 1000</td>
</tr>
<tr>
<td>10. Purchase resources for CCSS alignment in ELA area.</td>
<td></td>
<td></td>
<td>2.1.2 Release time for teachers 1000-1999: Certificated Personnel Salaries General Fund 1000</td>
</tr>
<tr>
<td><strong>2.1 Implement evidence-based instructional practices that differentiate and personalize authentic learning choices and opportunities for all students.</strong> More intensive and strategic intervention will be put into place. Focus on teacher small group instruction would provide additional support for these students, while other students receive work at targeted areas of need and/or advancement. ELD for language acquisition and vocabulary outside the reading block and classroom, working in tandem with ELD within the classroom adding additional rigor to curriculum.</td>
<td>Aug. 2014 - June 2016 (ongoing)</td>
<td>Principal, Teachers, Leadership Team, Instructional Assistants</td>
<td>2.1.4 Student supervision &amp; support 2000-2999: Classified Personnel Salaries Donations 12000</td>
</tr>
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<td></td>
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<td></td>
<td>2.1.5 Instructional materials 4000-4999: Books And Supplies Local Control Funding Formula Supplemental Grant (LCFF) 1800</td>
</tr>
</tbody>
</table>

We will... 1. Research evidence-based practices for differentiation and personalization including gradual release.
<table>
<thead>
<tr>
<th>Result Statements and Actions to be Taken to Reach This Tactic</th>
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<th>Person(s) Responsible</th>
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</tr>
</thead>
</table>

2. Provide professional development on researched-based practices that support our current work.

3. Provide release time for staff to evaluate, plan and develop research based practices for the classroom.

4. Provide grade-level collaboration planning time in providing choice in unit planning.

5. Identify and purchase needed materials in order to provide opportunities for choice for students (at all instructional levels).

6. Communicate educational practices and vocabulary to families and members of community.

7. Research most effective way to provide intensive intervention to students with greatest need.

8. Provide additional resources and support to grade levels determined to have a significant need.
### Result Statements and Actions to be Taken to Reach This Tactic

<table>
<thead>
<tr>
<th>Timeline</th>
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</tbody>
</table>

#### 2.2 Integrate appropriate technological tools and resources to support frequent and regular access and effective instruction and learning. Implement schedules and ideas for use of Chrome Books and computer lab. Increase use apps and access to iPads for TK-1st grade students. Implement keyboarding practice for all students on a developmentally appropriate level.

We will...

1. Purchase technology tools and resources for the site to be utilized by students and teachers in the classroom.

2. Determine how to measure success in integrating technology.

3. Provide PD for smoothly integrating and utilizing tech tools (both hardware and software/web-based tools) in all classrooms, as appropriate and aligned to CCSS for all grade levels.

4. Time to integrate and plan appropriate core curriculum for each grade level utilizing the technology specialist on site. Integrate technology, aligned with CCSS into all curricular areas (utilize tech specialist as

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Section</td>
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<tr>
<td>2.2.1</td>
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<td>2.2.2</td>
</tr>
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<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
</tr>
<tr>
<td>---</td>
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</tbody>
</table>
| resource.  
5. Implement technology integrated lessons aligned to the CCSS.  
| 2.3 Implement strategic interventions, enrichment, and support for students’ academic achievement.  
We will...  
1. Identify resources (including materials and professional learning) to support implementation of intervention and enrichment.  
2. Research and develop additional student enrichment opportunities.  
3. Review implementation of intervention and enrichment opportunities to meet student needs and revise implementation plan as needed.  
4. Provide support to our EL students to help them meet both their academic and language goals. | | | 2.3.2 Bilingual Aide | 2000-2999: Classified Personnel Salaries | Local Control Funding Formula Supplemental Grant (LCFF) | 32682 |
<table>
<thead>
<tr>
<th>Result Statements and Actions to be Taken to Reach This Tactic</th>
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</thead>
<tbody>
<tr>
<td>5. Provide primary language support to English Learner students at the beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher.</td>
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</tbody>
</table>
Planned Improvements in Student Performance

**Planned Improvements: Goal/Tactic #3**

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**Focus: Character & Behavior**

<table>
<thead>
<tr>
<th>District Strategy:</th>
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</thead>
<tbody>
<tr>
<td>Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Goal/Tactic #3:</th>
</tr>
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<tbody>
<tr>
<td>We will foster an environment of compassion and respect in our school community.</td>
</tr>
</tbody>
</table>

**Data Used to Form this Tactic During Strategic Planning:**

| 2014-2015 Parent and Student survey |

**Findings from the Analysis of Current Data:**

- In 2014.15 there were 1 bullying incidents that occurred.
- In 2014.15 there were 36 unsafe behavior, caused or attempted to cause physical injury related infractions that occurred.
- In 2014.15 days were lost to suspensions 14
- In 2014.15 the percentage of parents reporting our school as "unsafe" was
- In 2014.15 the daily average attendance percentage was 95%
- In 2014.15 the percentage of students that are "chronically absent" were 13.3%
- In 2014.15 the amount of days lost to absence was 3449

**Related Objective and how it will be Measured:**

**Behavior Related Goals:**

- **Goal #1**
  - By June 2020, bullying related infractions will decrease to zero as inputted into Zangle from 0 to 0
  - By June 2019, bullying related infractions will decrease to zero as inputted into Zangle from 0 to 0
  - By June 2018, bullying related infractions will decrease to zero as inputted into Zangle from 0 to 0
  - By June 2017, bullying related infractions will decrease to zero as inputted into Zangle from 0 to 0
  - By June 2016, bullying related infractions will decrease to zero as inputted into Zangle from 1 to 0
Goal #2
• By June 2020, unsafe behavior, caused or attempted to cause physical injury related infractions will decrease by 15% as inputted into Zangle from 19 to 16
• By June 2019, unsafe behavior, caused or attempted to cause physical injury related infractions will decrease by 15% as inputted into Zangle from 22 to 19
• By June 2018, unsafe behavior, caused or attempted to cause physical injury related infractions will decrease by 15% as inputted into Zangle from 26 to 22
• By June 2017, unsafe behavior, caused or attempted to cause physical injury related infractions will decrease by 15% as inputted into Zangle from 31 to 26
• By June 2016, unsafe behavior, caused or attempted to cause physical injury related infractions will decrease by 15% as inputted into Zangle from 36 to 31

Goal #3
• By June 2020, days lost to suspension will decrease by 15% from 7.3 to 6.2
• By June 2019, days lost to suspension will decrease by 15% from 8.5 to 7.3
• By June 2018, days lost to suspension will decrease by 15% from 10.1 to 8.5
• By June 2017, days lost to suspension will decrease by 15% from 11.9 to 10.1
• By June 2016, days lost to suspension will decrease by 15% from 14 to 11.9

Goal #4
• By June 2020, the percentage of parents reporting our school as "unsafe" will be reduced by 15% as measured by the district parent survey from to
• By June 2019, the percentage of parents reporting our school as "unsafe" will be reduced by 15% as measured by the district parent survey from to
• By June 2018, the percentage of parents reporting our school as "unsafe" will be reduced by 15% as measured by the district parent survey from to
• By June 2017, the percentage of parents reporting our school as "unsafe" will be reduced by 15% as measured by the district parent survey from to
• By June 2016, the percentage of parents reporting our school as "unsafe" will be reduced by 15% as measured by the district parent survey from to

Attendance Related Goals:

Goal #5
• By June 2020, the daily average attendance percentage will increase from 97% to 97.5%
• By June 2019, the daily average attendance percentage will increase from 96.5% to 97%
• By June 2018, the daily average attendance percentage will increase from 96% to 96.5%
• By June 2017, the daily average attendance percentage will increase from 95.5% to 96%
• By June 2016, the daily average attendance percentage will increase from 95% to 95.5%

Goal #6
• By June 2020, the percentage of students that are "chronically absent" will decrease by 15% from 6.9 to 5.9
• By June 2019, the percentage of students that are "chronically absent" will decrease by 15% from 8.1 to 6.9
• By June 2018, the percentage of students that are "chronically absent" will decrease by 15% from 9.6 to 8.1
• By June 2017, the percentage of students that are "chronically absent" will decrease by 15% from 11.3 to 9.6
• By June 2016, the percentage of students that are "chronically absent" will decrease by 15% from 13.3 to 11.3

Goal #7
• By June 2020, the amount of days lost to absence will decrease by 10% from 2262 to 2036
<table>
<thead>
<tr>
<th>Year</th>
<th>Initial Number</th>
<th>Decrease by 10%</th>
<th>Final Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>2514</td>
<td>10%</td>
<td>2262</td>
</tr>
<tr>
<td>2018</td>
<td>2793</td>
<td>10%</td>
<td>2514</td>
</tr>
<tr>
<td>2017</td>
<td>3104</td>
<td>10%</td>
<td>2793</td>
</tr>
<tr>
<td>2016</td>
<td>3449</td>
<td>10%</td>
<td>3104</td>
</tr>
<tr>
<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------</td>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Teach, model, and reinforce positive character traits to help our students become compassionate and respectful members of our school community.</td>
<td>Aug. 2014 - June 2016 (ongoing)</td>
<td>Principal, Staff, Leadership Team, Parents, PTC, Students</td>
<td>3.0.1 Assemblies &amp; Field trips 0000: Unrestricted</td>
</tr>
</tbody>
</table>
| We will...  
1. Reinforce character traits through curriculum, daily rituals and routines, and recognitions where applicable. | | | General Fund 500 |
<p>| 2. Provide staff training/collaboration time to successfully implement an agreed upon character education program. | | | |
| 3. Teach monthly character education lessons and evaluate effectiveness of lessons in grade level teams. | | | |
| 4. Create weekly/monthly assemblies to teach/model/reinforce character traits. | | | |
| 5. Continue and strengthen established school wide positive behavior system (Cougar Coupons, assemblies, wheel of WOW, student recognition program). | | | |
| 6. Provide ongoing training and | | | |</p>
<table>
<thead>
<tr>
<th>Result Statements and Actions to be Taken to Reach This Tactic</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>support to our stakeholders in implementation of the character education plan. 7. Evaluate, revise, update, expand annually.</td>
<td>Aug. 2014 - June 2016 (ongoing)</td>
<td>Principal, Staff, Leadership Team, Parents, PTC, Students</td>
<td>3.1.1 Incentives 4000-4999: Books And Supplies General Fund 500</td>
</tr>
<tr>
<td>Promote attendance with Attendance Incentive Days and awareness of importance of attendance, which, in turn will increase student achievement. We will... 1. Plan days to provide incentives for students to attend school on days that are traditionally low attendance (i.e.: after vacations). 2. Increase attention to attendance reports of absenteeism, providing mailers, phone calls, pamphlets, etc. 3. Increase attention to positive attention through marquee announcements, certificates, phone calls, and daily announcements made by students.</td>
<td>Aug. 2014 - June 2016 (ongoing)</td>
<td>Principal, Staff, Leadership Team, Parents, PTC, Students</td>
<td>3.1.1 Incentives 4000-4999: Books And Supplies General Fund 500</td>
</tr>
</tbody>
</table>
### Summary of Expenditures in this Plan

#### Total Allocations and Expenditures by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Allocation</th>
<th>Balance (Allocations-Expenditures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Control Funding Formula Supplemental Grant</td>
<td>35,532</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Summary of Expenditures in this Plan

**Total Expenditures by Object Type and Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Object Type</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>12,000.00</td>
</tr>
<tr>
<td>Donations</td>
<td>4000-4999: Books And Supplies</td>
<td>10,000.00</td>
</tr>
<tr>
<td>General Fund</td>
<td>0000: Unrestricted</td>
<td>500.00</td>
</tr>
<tr>
<td>General Fund</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>3,000.00</td>
</tr>
<tr>
<td>General Fund</td>
<td>4000-4999: Books And Supplies</td>
<td>3,600.00</td>
</tr>
<tr>
<td>Local Control Funding Formula Supplemental Grant (LCFF)</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>32,682.00</td>
</tr>
<tr>
<td>Local Control Funding Formula Supplemental Grant (LCFF)</td>
<td>4000-4999: Books And Supplies</td>
<td>2,850.00</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genie Dekker</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Michelle Hanks</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kayla Jonsson</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tiffany Montgomery</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Julie Russell</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Amanda Schwab</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Janatha Shaw</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Shana Walters</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Numbers of members of each category: 1 3 1 2

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

The school site council (SSC) recommends this school plan and proposed 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
   X English Learner Advisory Committee

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 10/21/2015.

Attested:

Shana Walters
Typed Name of School Principal
Signature of School Principal
Date

Amanda Schwab
Typed Name of SSC Chairperson
Signature of SSC Chairperson
Date