

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT
445 Montezuma Street
Rio Vista, CA 94571-1651



BOARD AGENDA BRIEFING

Meeting Date: June 13, 2017

Attachments: X

From: Kathy Wright, Director of Educational Services & Site Principals

Item Number: 10.11

SUBJECT:

Approval of the Bates Elementary, Isleton Elementary and Walnut Grove Elementary School's Single Plans for Student Achievement for the 2017-2018 school year

Action:

Consent Action: X

Information Only:

Background:

Bates Elementary, Isleton Elementary, and Walnut Grove Elementary School's have met with their Site Councils and have approved the attached plans for the 2017-2018 school year.

Status:

Educational Services has reviewed, Bates Elementary, Isleton Elementary and Riverview Middle School's SPSA's and recommends them for Board Approval.

Presenter:

Maria Elena Becerra-Bates Elementary
Antonia Slagle-Isleton Elementary
Carrie Norris- Walnut Grove Elementary

Other People Who Might Be Present: Staff

Cost &/or Funding Sources

N/A

Recommendation:

The RDUSD Board of Trustees approve all Single Plans for Student Achievement as presented.

Time: 2 minutes



SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

River Delta Joint Unified District



Bates Elementary

The District Governing Board approved this revision of the School Plan on :06/13/2017

CDS Code: 34674136033641

Principal: Maria Elena Becerra, Principal

Superintendent: Don Beno

Address: 180 Primasing Ave.
Courtland, CA 95615-0308

Phone: (916) 775-1771

Email: mebecerra@rdusd.org

Web Site: <http://bates-rdusd-ca.schoolloop.com/>



Goals and Actions	Start Date	Completion Date	Amount
» LCAP Priority 1 - Basic Services			
› Priority 1: Bates will provide a safe learning and working environment for all.			
• Facility Needs	08/09/2017	06/01/2018	\$0.00
• Curricular Needs	08/09/2017	06/01/2018	\$0.00
» LCAP Priority 2 - Implementation of State Standards			
› Priority 2: Implementation of State Standards			
• Professional Development for Teaching Staff	08/09/2017	06/01/2018	\$2,000.00
• Supplemental / Ancillary Materials	08/09/2017	06/01/2018	\$600.00
» LCAP Priority 3 - Parent Involvement			
› Priority 3 - Bates Parent Involvement Integral Part of Student Success			
• Communication with Parents	08/09/2017	06/01/2018	\$1,000.00
• Parent Trainings	08/09/2017	06/01/2018	\$2,650.00
• Thursday Work Day	08/09/2017	06/01/2018	\$350.00
• ELAC Responsibilities	08/09/2017	06/01/2018	\$500.00
» LCAP Priority 4 - Pupil Achievement			
› Priority 4: Bates Student Achievement			
• Implement ELA/Math Programs with Intensity and Fidelity	08/09/2017	06/01/2018	\$27,539.00
• Ongoing Assessment and Monitoring System	08/09/2017	06/01/2018	\$2,000.00
• Grade Level/School Wide Collaboration	08/09/2017	06/01/2018	\$0.00
• Continue Dedicated Writing Focus	08/09/2017	06/01/2018	\$600.00
• Continue to Support English Language Development (ELD) Program	08/09/2017	06/01/2018	\$0.00
• Ongoing Professional Development	08/09/2017	06/01/2018	\$1,500.00
• Response to Intervention	08/09/2017	06/01/2018	\$0.00
• Differentiation for Advanced Students	08/09/2017	06/01/2018	\$200.00
» LCAP Priority 5 - Pupil Engagement			
› Priority 5: Student Engagement			
• Student School Attendance	08/09/2017	06/01/2018	\$500.00
• Positive Student Participation/Engagement	08/09/2017	06/01/2018	\$300.00
• Promote a College-going Environment	08/09/2017	06/01/2018	\$0.00

Goals and Actions	Start Date	Completion Date	Amount
• Visual and Performing Arts Opportunities	08/09/2017	06/01/2018	\$1,500.00
» LCAP Priority 6 - School Climate			
› Priority 6: Bates School Climate			
• Positive Actions	08/09/2017	06/01/2018	\$1,000.00
• Positive Student Behavior	08/09/2017	06/01/2018	\$0.00
• School Safety	08/09/2017	06/01/2018	\$2,000.00
» LCAP Priority 7 - Course Access			
› Priority 7: Course Access			
• Instruction at Student Levels	08/09/2017	06/01/2018	\$700.00
• Addressing Student Needs	08/09/2017	06/01/2018	\$350.00
• Technology	08/09/2017	06/01/2018	\$1,500.00
» LCAP Priority 8 - Other Pupil Outcomes			
› Priority 8: Other Pupil Outcomes			
• Necessary Assessments	08/09/2017	06/01/2018	\$0.00
• Regular Student Assessments	08/09/2017	06/01/2018	\$0.00
Total Annual Expenditures for Current Site Plan: \$46,789.00			

GOALS

» GOAL: PRIORITY 1: BATES WILL PROVIDE A SAFE LEARNING AND WORKING ENVIRONMENT FOR ALL.

GOAL AREA: LCAP PRIORITY 1 - BASIC SERVICES

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 1 - Basic Services

LCAP Goal:

- Not Aligned

Goal Statement:

Bates Elementary will provide safe a environment where all teachers are highly qualified, the school facility is safe and in good condition, and all the basic curricular needs (textbooks, desks, etc.) for students are met.

What data did you use to form this goal (findings from data analysis)?

- ◊ Previous SARC information
- ◊ Board Approved Textbooks
- ◊ Common Core Standards
- ◊ Intervention and collaboration

What did the analysis of the data reveal that led you to this goal?

- ◊ These are basic services and tools that we are required to provide for our students each year.
- ◊ All teacher will be provided with the necessary tools to foster student learning.
- ◊ All students and staff require a safe leaning and working environment.

What process will you use to monitor and evaluate the data?

- ◊ Each teacher checks for proper curriculum for his/her classroom.
- ◊ Principal walk thoughts and observations
- ◊ Maintenance of school facility by custodian and district personnel.
- ◊ Input from students, parents, teachers and staff.
- ◊ Maintenance and Operations Director, Superintendent and Principal Walk Through

Strategy:

- ◊ In coordination with the District Office, all students at Bates will have the appropriate textbooks, materials, and technological equipment, as well as facilities necessary so that student learning occurs in a nurturing, safe, and secure environment.
- ◊ In coordination with the District office and Maintenance and Operations, Bates students and staff will have the necessary equipment and materials to satisfy the needs of their jobs in a supportive and safe environment.
- ◊ In coordination with the District Office, Bates will maintain the appropriate level of highly qualified teachers to meet the needs of the students.

ACTION:FACILITY NEEDS

Means of Achievement: Increased educational opportunity

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Principal and Staff will work together to ensure all students have the necessary materials, supplies and technology requirements needed for instruction.
- ◊ As facility needs arise, teachers/staff will inform the custodian and/or principal.
- ◊ The custodian and/or principal will make a work order for the Maintenance and Operations department.
- ◊ Principal will keep a record of needed improvements that are requested.
- ◊ Custodians will inform Maintenance & Operations (M&O) and principal of regular facility maintenance needed.
- ◊ M&O, Superintendent and Principal will do site walk through to request improvements based on the priority.
- ◊ Principal will keep an email record of requested improvements from the Maintenance and Operations department.

- **Measures:**

- ◊ Emails to M&O staff
- ◊ Work Orders placed

- **People Assigned:**

- ◊ Teachers/Staff
- ◊ Custodian
- ◊ Principal
- ◊ M&O Staff
- ◊ District Personnel

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION: CURRICULAR NEEDS

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Staff will inform Principal of curricular needs to ensure all students have the proper and appropriate materials.
- ◊ Principal will ensure that all teachers and staff have all curriculum, materials, supplies and technology needed for instruction and student learning.
- ◊ Principal will notify the District Office (DO) to order any needed curriculum for students.

- **Measures:**

- ◊ Teacher - Principal communication
- ◊ Principal communication with District Office - Educational Services department

- **People Assigned:**

- ◊ Teachers/Staff
- ◊ Principal
- ◊ District Office Personnel

Start Date: 08/09/2017

Completion Date: 06/01/2018

» GOAL: PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS

GOAL AREA: LCAP PRIORITY 2 - IMPLEMENTATION OF STATE STANDARDS

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- Not Aligned

Goal Statement:

All teachers will continue to teach Common Core State Standards and use Common Core Instructional Strategies in ELA/ELD and Math with district-provided curriculum.

What data did you use to form this goal (findings from data analysis)?

- ◊ 2015-2016 will be our second year of implementation of the Common Core State Standards for California.
- ◊ 2015-2016 was the first year of implementation of the new district adopted Math curriculum.
- ◊ 2016-2017 will be the first year of implementation of a English Language Art curriculum.

What did the analysis of the data reveal that led you to this goal?

- ◊ Teachers during the 2014-2015 received continued training in Common Core Standards in both ELA and Math, and how it effects and changes instructional strategies.
- ◊ Teachers at Bates used many of these strategies during the 2014-2015 school year, fully implemented those strategies in 2015-16 and will continue in the 2016-2017 year.

What process will you use to monitor and evaluate the data?

- ◊ Staff and administration will maintain a a system of monitoring tools to gauge implementation of Common Core Standards in the classroom via verbal and electronic feedback to teachers from classroom observations done by administration.
- ◊ We will monitor student progress toward comprehension of standards through curricular, district adopted assessment and state-wide assessments.

Strategy:

- ◊ Each month, there will continue to be a specific Instructional Strategy Focus for the teachers. The focus strategy will be talked about, discussed, and examples given during the Staff Meeting at the beginning of each month. Data will be collected by the principal during the Walk Throughs.
- ◊ Continued development/feedback on the implementation of Common Core Standards/Teaching Methodologies throughout the year.

ACTION: PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF

Means of Achievement: Staff development and professional collaboration**Action Type: Form A: Planned Improvements in Student Performance**

- **Task:**

- ◊ Teachers will utilize materials, resources and strategies from Step Up to Writing during the allotted writing period of the school day.
- ◊ Teachers will be provided professional development/training in the alignment of ELD standards across all subject areas from the site-based ELD specialist.
- ◊ Teachers will given collaboration time address the Designated and Integrated ELD
- ◊ Teachers will utilize materials, resources, and strategies from the ELD standards alignment training in all subject areas.
- ◊ Teachers will be provided training on the Next Generation Science Standards (NGSS).
- ◊ Teachers will begin to provide "Professional Peer Feedback" by observing other colleagues and provide positive feedback.

- **Measures:**

- ◊ Agendas/Resources from ELD and NGSS Standard alignment trainings
- ◊ Classroom Walkthroughs
- ◊ Observations
- ◊ Quarterly Professional Peer Feedback

- **People Assigned:**

- ◊ Teachers/Staff
- ◊ Principal
- ◊ ELD specialist/trainer
- ◊ NESS/GLAD trainer
- ◊ Substitutes
- ◊ Teacher on Special Assignment (TOSA)

Start Date: 08/09/2017**Completion Date: 06/01/2018**

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration	Substitute Teachers	\$2,000.00

> ACTION:SUPPLEMENTAL / ANCILLARY MATERIALS

Means of Achievement: [Improvement of instruction strategies and materials](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Teachers will continue to utilize district-supplied supplemental materials (i.e. Curriculum Associates) that help teachers and students become more familiar with Common Core standards and testing format (e.g. MAP testing).
- ◊ Teachers will continue to utilize online keyboarding programs with students to practice Common Core technology standards
- ◊ Teachers will use other district or site-funded supplemental materials for the purpose of implementing Common Core standards and enhancing instruction.
- ◊ Teachers will use the Professional Peer Feedback from their colleagues to improve teaching practices to meet the needs of the students and increase the academic conversations in class.
- ◊ Teachers will have an interactive whiteboard IPEVO in the classroom for students to have better access to technology.

- **Measures:**

- ◊ Lesson Plans
- ◊ Classroom Walkthroughs / Observations
- ◊ Student Work / Student Data
- ◊ Computer Lab and Schedule
- ◊ Free Online Keyboarding program
- ◊ Online curriculum - Imbedded support
- ◊ IPEVO Training
- ◊ Quarterly Professional Peer Feedback

- **People Assigned:**

- ◊ District Personnel (Supplemental Materials)
- ◊ Teachers / Staff
- ◊ Principal
- ◊ TOSA

Start Date: [08/09/2017](#)

Completion Date: [06/01/2018](#)

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Online Keyboarding Program	\$0.00
Site Supplemental and Concentration	Replace or Purchase IPEVOs	\$600.00

» GOAL: PRIORITY 3 - BATES PARENT INVOLVEMENT INTEGRAL PART OF STUDENT SUCCESS

GOAL AREA: LCAP PRIORITY 3 - PARENT INVOLVEMENT

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 3 - Parent Involvement

LCAP Goal:

- Not Aligned

Goal Statement:

Provide a safe and comfortable environment on campus so that by June of 2018, parental involvement will have increased by over half of parents/guardians in each classroom. The school expectation is that all parents/guardians participate in at least one school event during the year (PTA, ELAC meetings, Activity Day, Parent Trainings, Coffee with the Principal, Monthly Awards/Sing-Alongs, Field Trips, AR Incentives, Movie Night, Winter Program, Band Concerts, Back-to-School Night, Open House, etc).

What data did you use to form this goal (findings from data analysis)?

- ◊ Written and implied data from teachers/staff
- ◊ Parent Feedback / Suggestions
- ◊ Sign-ins from 2017-2018 school year

What did the analysis of the data reveal that led you to this goal?

- ◊ While there is some data gathered via sign-ins at certain events, not enough data was gathered during 2016-2017 to know for certain what percentage of parents participated in at least one school event during the year.
- ◊ From the data we have indeed gathered, as well as observational data from Bates staff, we estimated about 85% of the parents participated in at least one school event.

What process will you use to monitor and evaluate the data?

- ◊ Parent Sign-Ups (with phone numbers) at Back to School Night for all calendared school events.
- ◊ Provide a list of all calendared PTA / ELAC meetings for all 2017-2018 and distribute at Back to School Night
- ◊ We will ensure parent/family sign-ins at all events in which parents participate.
- ◊ For those events where sign-ins are less practical (Sing-Along/Recognition, etc.), students will report parent/family participation to their teacher.
- ◊ Parents will be personally invited to attend the Sing-Along when their students are being recognized.
- ◊ Parent Engagement Incentive program for the parents to continue to attend meetings, academic nights, Thursday work day etc.

Strategy:

- ◊ Further develop a school culture that generates parent participation throughout the entire school year, during and after school hours, and at school events.
- ◊ Improve the school/home connection through more parent participation on site at the school.
- ◊ Provide each parent with a ticket at every school event for an incentive drawing at the end of the school year.



ACTION: COMMUNICATION WITH PARENTS

Means of Achievement: [Involvement of staff, parents and community](#)

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Monthly communication with parents will be communicated through the school-issued bulletin - in English and Spanish.
- ◊ Provide parents with a copy of the monthly calendar of events on a monthly basis for the 2017-2018 school year.
- ◊ Most communication from class/school will be sent home in the Wednesday Messenger folder.
- ◊ Site-controlled Facebook page will be maintained for purposes of announcements and information for Bates families.
- ◊ All parent information sent home will be translated for parents/families.
- ◊ Teachers will be making positive calls to students on a weekly basis.
- ◊ Meetings with non-English speaking parents will provide translator/interpreter.
- ◊ Phone messages/reminders will be sent home as necessary.
- ◊ Progress reports will be mailed home for struggling students in each quarter/Report Cards each quarter for all students.
- ◊ Teachers will hold Parent/Student conferences, with translation/interpretation as needed.
- ◊ Parents will be invited to participate in Student Success Team (SST) meetings for their student.
- ◊ Upcoming events will be noted on the school marquee.
- ◊ Teachers' school phone numbers and email addresses will be made available to parents.
- ◊ No school events will be scheduled on PTA & ELAC meetings to ensure greater participation in those meetings.
- ◊ Principal will attend Courtland Town Association meetings to share information about the school with parents/community members.

- **Measures:**

- ◊ Monthly Newsletters
- ◊ Monthly Calendar of Events
- ◊ Quarterly Positive Call - Contract Log
- ◊ Facebook Calendar of posts
- ◊ Phone Dialer logs
- ◊ Sign-Ins from Parent/Teacher Conferences
- ◊ Progress Reports
- ◊ Report Cards
- ◊ SST copies

- **People Assigned:**

- ◊ Principal
- ◊ Secretary
- ◊ Teachers/Staff
- ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Day Care Services	\$500.00
Discretionary	Day Care Services	\$500.00

> ACTION:PARENT TRAININGS

Means of Achievement: [Involvement of staff, parents and community](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Schedule four Parent Academic Nights for the 2017-2018 school year.
- ◊ Parent trainings to helping their children to be successful at school will be scheduled in the evenings and invitations/reminders will be sent home.
- ◊ The Parent Academic Nights will provide valuable information regarding expectations, grade level standards, ideas on how parents can help their students with their school work and on Science Technology Engineering & Mathematics (STEM).
- ◊ ELAC parent will be selected to attend CABE conference and report back to other parents at ELAC/DELAC meetings.
- ◊ Parents will receive advice and/or materials/resources to assist students in schoolwork and homework.
- ◊ Parents will also receive advice and guidance on A-G requirements and college awareness information.
- ◊ Food/Snacks will be provided for parents attending the trainings.
- ◊ Quarterly Parent Academic Nights will be available for all parents (Translation available).
- ◊ Day Care will be provided for the parent meetings/trainings.

- **Measures:**

- ◊ Agendas of Parent Academic Nights
- ◊ Sign-In Sheets
- ◊ Parent Feedback Forms
- ◊ CABE Conference

- **People Assigned:**

- ◊ Principal
- ◊ Teachers/Staff
- ◊ Counselor
- ◊ Guest Speakers

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Food/Snacks/Supplies for Parent Trainings	\$350.00
Lottery: Unrestricted	Translation Services	\$300.00
Discretionary	Translation Services	\$500.00
Site Supplemental and Concentration	CABE Registration	\$1,500.00

ACTION:THURSDAY WORK DAY

Means of Achievement: [Involvement of staff, parents and community](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**
 - ◊ In 2015-2016 Parent Feedback about the Wednesday Work Day was to move it to Thursdays.
 - ◊ Thursdays will be designated as Parent Work Days to help teachers prepare for their lessons.
 - ◊ Monthly Newsletters from Principal will include reminders of Parent Thursday Work Days.
 - ◊ PTA & ELAC meetings will include reminders of Parent Thursday Work Days.
 - ◊ Coffee with the Principal will also remind parents of the Thursday Work Days.
 - ◊ Parental involvement on Parent Work Day to increase over 2017-2018 school year participation.
 - ◊ Goal is to have an average of three (3) volunteers each Thursday.

- **Measures:**
 - ◊ Sign-In Sheets
 - ◊ Work Completed in the Tub

- **People Assigned:**
 - ◊ PTA & ELAC Parents
 - ◊ Teachers
 - ◊ Principal

Start Date: [08/09/2017](#)

Completion Date: [06/01/2018](#)

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Food/Snacks/Supplies for Parent Meetings	\$350.00

> ACTION:ELAC RESPONSIBILITIES

Means of Achievement: [Monitoring program implementation and results](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ By September 2017, ELAC will put on the agenda a discussion of Bates parents' needs to ensure their children succeed.
- ◊ The parent needs will develop as the ELAC goals for the 2017-2018 school year.
- ◊ ELAC parents will select the topics they are interested in learning about for the 2017-2018 school year.
- ◊ Advise School Site Council (SSC) on the school's program, goals, and objectives for EL programs/services.
- ◊ Advise the principal and staff on the school's program for English Learners.
- ◊ Assist in the development of the school's needs assessment by conducting a district-wide needs assessment on a school-by-school basis.
- ◊ Provide and discuss the DELAC's summary of all schools' surveys.
- ◊ Advise the school on practices to make parents/guardians aware of the importance of regular school attendance.
- ◊ Elect at least one member to the DELAC.
- ◊ Provide training/materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.
- ◊ Provide training on the District's Uniform Complaint Procedures, including Williams requirements.

- **Measures:**

- ◊ DELAC Agendas
- ◊ ELAC Agendas
- ◊ Sign-Ins
- ◊ Parent Survey (on topics)

- **People Assigned:**

- ◊ ELAC Advisor (ELD teacher)
- ◊ Principal
- ◊ ELAC Parents

Start Date: [08/09/2017](#)

Completion Date: [06/01/2018](#)

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Child Care Costs	\$500.00



GOAL: PRIORITY 4: BATES STUDENT ACHIEVEMENT

GOAL AREA: LCAP PRIORITY 4 - PUPIL ACHIEVEMENT

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Not Aligned

Goal Statement:

Previous goals had set the goal of percentage of students at a Proficient or Advanced level at seventy-five percent (75%) in English Language Arts (ELA), and Mathematics. Because testing in 2013-2014, was a "test run" of the new Common Core SBAC assessment, there was no data to use for goal-setting in 2014-2015.

This 2016-2017 data is available for both ELA and for Math. The ELA goal for this school year is to have students be at Exceeded Standard or/and Met Standard at a seventy-five percent (75%) in this area.

The goal for Math is to have students be at Exceeded Standard or/abd Met Standard at a seventy percent (70%).

Our state testing for 5th Grade Science is now part of the CAASPP system, but remains in the format of the former CST tests. The goal for percentage of students scoring Proficient/Advanced for the test administered in the Spring of 2017 is an increase of 25%.

English Learner students scoring Early Advanced/Advanced on the CELDT test will increase from 39% in 2016 to 49% in 2017 to 53% in the 2018.

In 2016-2017, ten percentage (10%) of all English Learners were Reclassified RFEP and the 2017-2018 is a transitional year from CELDT testing to ELPAC tests. We anticipate less opportunities for students to be reclassified RFEP. In 2017-2018, the district will be researching and exploring other assessments so more English Learners can be Reclassified RFEP.

In 2014-2015, sixty-nine (69%) of 5th grade students met the Healthy Fitness Zone target in 4 out of 6 areas, with "Flexibility" and "Body Composition" being the areas our students struggled with the most. In 2017-2018, the goal is for one hundred percent (100%) of 5th grade students to meet the Healthy Fitness Zone in 4 out of 6 Physical Fitness Zones.

What data did you use to form this goal (findings from data analysis)?

- ◊ SBAC Results will be used for the first time to create goals for 2016-2017
- ◊ STAR Science Results
- ◊ CELDT Results
- ◊ Reclassification Data
- ◊ MAP Scores for Grades 2-6
- ◊ STAR Early Literacy for Grades K-3
- ◊ STAR Physical Fitness Results

What did the analysis of the data reveal that led you to this goal?

- ◊ Because of the new testing format, we have no previous SBAC data.
- ◊ In 2013-2014, the percentage of students scoring Early Advanced/Advanced on the CELDT test was 37%.
- ◊ In 2014-2015, the percentage of students scoring Early Advanced/Advanced on the CELDT test was 36%
- ◊ in 2015-2016, the percentage of students scoring Early Advanced/Advanced on the CELDT test was 33%.
- ◊ In 2016-2017, there was a high percentage of students scoring Early Advanced/Advanced on the CELDT test was 39%.
- ◊ Results from the 2014 STAR Physical Fitness revealed 69% of our 5th grade students met the Healthy Fitness Zone in 4 out of 6 Physical Fitness Zones.
- ◊ Results from the 2015-2016 CAASPP Science Assessment revealed 52% of our 5th grade students scored Proficient/Advanced.
- ◊ The Results from the 2016-2017 CAASPP Science Pilot Assessment will become available during the summer of 2017.

What process will you use to monitor and evaluate the data?

- ◊ Data results from 2016-2017 SBAC ELA and Math will be discussed and examined by staff in beginning of 2017-2018 school year.
- ◊ Data results from 2016-2017 CAASPP Science will be discussed and examined by 4th and 5th grade staff when results become available in the 2017-2018 school year.
- ◊ Data results from the 2016-2017 CAASPP Physical Fitness will be discussed and examined by staff when results become available in the 2017-2018.
- ◊ Staff Members will be involved in the goal-setting process for State Assessments during the 2017-2018 school year.

Strategy:

- ◊ Continue to set high academic individual goals for each student.
- ◊ Have Parent/School meetings (IEP, SST) meetings to discuss supporting student success.
- ◊ Provide additional differentiated and targeted instruction (RTI) for struggling students.
- ◊ Staff Training on new standards, testing formats and strategies.



ACTION:IMPLEMENT ELA/MATH PROGRAMS WITH INTENSITY AND FIDELITY

Means of Achievement: [Alignment of instruction with content standards](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Teachers trained in Common Core ELA and Math implement the recommended teaching and testing strategies.
- ◊ Teachers adhere to school-wide ELA/Math curriculum minutes.
- ◊ Implementation of supplemental ELA standards-based materials that compliment Common Core standards.
- ◊ All teachers will have a specific teaching focus on the student subgroups needing the most help (Hispanic/English Learners).
- ◊ Teachers will begin the development of a pacing guide for ELA and math.
- ◊ Employ part-time Bilingual Instructional Assistants to work primarily with English Learner students in grades K-1.
- ◊ Teachers work with After-School Program staff to provide additional ELA/Math resources/help for target students.
- ◊ Teachers work and collaborate with California Mini-Corps students from Sacramento State University to provide additional support to Migrant Education students.

- **Measures:**

- ◊ Teachers have Data/Test Chats with all of their students
- ◊ Visible classroom examples of implementation of Common Core standards
- ◊ Teacher Lesson Plans
- ◊ Principal Walk-Through Observations/Formal Observations
- ◊ ELA / Math Curricular Assessments
- ◊ SBAC Interim Benchmarks
- ◊ Professional Peer Feedback

- **People Assigned:**

- ◊ Teachers/Staff
- ◊ Principal

Start Date: [08/09/2017](#)

Completion Date: [06/01/2018](#)

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	School Materials/Leases	\$1,500.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Bilingual Aides	\$8,400.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	School Materials/Leases	\$1,773.00
Discretionary	Instructional/Bilingual Aides	\$10,500.00
Site Supplemental and Concentration	School Materials/Leases	\$5,366.00

ACTION: ONGOING ASSESSMENT AND MONITORING SYSTEM

Means of Achievement: [Monitoring program implementation and results](#)

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Staff will review CELDT, SBAC ELA, Math & Science and Physical Fitness Results.
- ◊ Administer entry level assessments for Kinder students (STAR Early Lit., Common Core Math Assessment and CELDT).
- ◊ Implement regular curricular monitoring assessments (Math Unit/Chapter Tests, ELA Unit Tests, Fluency Tests, RenLearn Assessments).
- ◊ Provide teachers the opportunity to attend conferences that support student achievement.
- ◊ Administer MAP Assessments and use data to drive instruction.
- ◊ Follow district calendar for administration, collection, and analysis of monitoring assessments.
- ◊ Set up electronic data collection and recording for each teacher (Academic Conferencing after 1st and 3rd quarters).
- ◊ Teachers utilize District-provided SBAC practice materials.
- ◊ Celebrate student success on SBAC and CELDT testing with Medals Ceremonies.

- **Measures:**

- ◊ Clear teacher documentation of monitoring of assessments.
- ◊ Calendar of assessment administration and data analysis.
- ◊ Assessment data shared by teachers with administration.
- ◊ Data reports disaggregated by subgroups.

- **People Assigned:**

- ◊ Principal
- ◊ Teachers/Staff
- ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Medals for Student Achievement	\$500.00
Site Supplemental and Concentration	Cost of Substitute Teachers - Conferences	\$1,500.00

ACTION: GRADE LEVEL/SCHOOL WIDE COLLABORATION

Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Calendar one collaboration meeting per month to focus on Common Core instructional strategies, assessment data analysis, and/or lesson planning.
- ◊ Identify school site leaders in specialized areas (GLAD, AR, Technology, SDAIE) and utilize their input for staff collaboration.
- ◊ Use a data recording tool for site collaboration meetings.
- ◊ Teachers share specific input/feedback on how to improve teaching strategies and student performance.
- ◊ Principal, RTI staff, and rotating teachers will meet a minimum of once (1x) each month to collaborate on progress of students receiving intervention services.

- **Measures:**

- ◊ Collaboration agendas/minutes
- ◊ Short-term objectives achieved (target objectives identified in collaboration meeting)
- ◊ Modifications to lesson plans/teaching strategies
- ◊ Students below benchmark identified and provided additional support
- ◊ Data analysis of significant grade-level and school-wide subgroups in SBAC Interim Benchmarks, District Assessments, and curricular assessments

- **People Assigned:**

- ◊ Principal
- ◊ Teacher/Staff
- ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION:CONTINUE DEDICATED WRITING FOCUS

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- Task:

- ◊ Provide dedicated writing period for students in grades K-6 (attempt extended writing period 3x/week for 50 minutes each vs. 5x/week for 30 minutes each).
- ◊ Provide staff with opportunities to collaborate and share student successes with Step Up to Writing curriculum.
- ◊ Implement writing strategies learned in training.
- ◊ Continue with the implementation of the academic conversations in every classroom.
- ◊ Conduct three (3) school-wide writing assessments, using District-provided writing prompt as assessment tool.
- ◊ Invite author of children's books to visit Bates and talk about benefits of reading/writing
- ◊ Student Authors Writing Contests (poem, short story, etc.)

- Measures:

- ◊ School schedule
- ◊ Agendas for writing curriculum training
- ◊ Classroom walkthroughs/observations
- ◊ Writing assessment results
- ◊ Writing Rubrics

- People Assigned:

- ◊ Principal
- ◊ Teachers/Staff
- ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Author Day Expenses (including snacks/lunch)	\$600.00



ACTION:CONTINUE TO SUPPORT ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRAM

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Dedicate a teacher (bilingual, if possible) to head the English Language Development (ELD) Program.
- ◊ Provide ELD and dedicate thirty (30) minutes daily to the ELD program.
- ◊ Continue the ongoing training for staff in SDAIE teaching strategies for English Learners.
- ◊ Continue to train staff in new Common Core ELD standards/correlation to ELA.
- ◊ Provide grade-level parent training in school success with focus on Hispanic/English Learner needs.
- ◊ Have a "Student Success Booth" at Back-to-School Night, to give information to parents about how to help with student success, with an emphasis on the importance of homework monitoring.
- ◊ Celebrate student success on CELDT testing with medals.

- **Measures:**

- ◊ ELD schedule/classes developed by ELD teacher
- ◊ ELD embedded curriculum
- ◊ Agenda for staff training in SDAIE strategies
- ◊ Agendas/Sign-ins for parent trainings
- ◊ CELDT test scores
- ◊ Classroom walkthroughs/observations

- **People Assigned:**

- ◊ Principal
- ◊ ELD Teacher
- ◊ Teachers/Staff
- ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION: ONGOING PROFESSIONAL DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Teachers will receive staff development from district in Schoolloop (website, student/parent portal, etc.).
- ◊ Teachers will attend site-provided, district-provided and/or county-provided staff development in areas including ELA, Math, ELD, Common Core Standards, etc.
- ◊ Teachers will be given release time to develop lessons and/or collaborate with other teachers. Teachers will be allowed to visit a teacher/s in this district (or another district) to view high-quality Common Core instruction with similar curriculum and will share with staff what they observed.

- **Measures:**

- ◊ Classroom observations
- ◊ Curriculum assessments
- ◊ Workshop agendas/evaluations
- ◊ Release time for teachers
- ◊ Sharing of observations with other staff at collaboration/staff meetings

- **People Assigned:**

- ◊ Principal
- ◊ Teachers/Staff
- ◊ Trainers

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration	Substitute Teachers for Peer Observations	\$1,500.00

> ACTION:RESPONSE TO INTERVENTION

Means of Achievement: [Increased educational opportunity](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Continue process for identifying students qualifying for Tier 2 and Tier 3 (pull-out) intervention services for ELA.
- ◊ Identify staff to provide Tier 2 and Tier 3 intervention services.
- ◊ Implement supplemental materials purchased in 2014-2015 (SIPPS, 3rd edition, Read Naturally - Read Live).
- ◊ Create plan for providing Math intervention services to students that includes the help of the After-School Program.
- ◊ Implement a "Math Fact Practice Club" in After-School Program that tracks progress and rewards achievements.
- ◊ Principal, RTI team, and rotating teachers meet monthly to discuss student progress and needs in RTI.

- **Measures:**

- ◊ Students receiving RTI services show growth in Pre/Post tests of RTI curriculum.
- ◊ Students receiving RTI services show growth in STAR Early Literacy (1+ year's growth) and/or growth in STAR Reading
- ◊ Supplemental materials used regularly
- ◊ Teachers/Instructional aides trained in intervention programs

- **People Assigned:**

- ◊ Principal
- ◊ Resource Teacher
- ◊ ELD/RTI Teacher
- ◊ Teachers
- ◊ Instructional aides

Start Date: 08/09/2017

Completion Date: 06/01/2018

ACTION: DIFFERENTIATION FOR ADVANCED STUDENTS

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Identify Advanced students in ELA/Math through MAP testing/SBAC Interim benchmarks, GATE testing, and Curricular assessments.
- ◊ Monthly STAR Early Lit Assessments for grades K-3.
- ◊ Using the adopted curriculum, provide Advanced students with challenging activities and opportunities.
- ◊ Purchase/obtain additional curricular resources, as necessary/requested.
- ◊ Provide access to Academic Talent Search testing/information.

- **Measures:**

- ◊ MAP testing/SBAC Interim benchmark assessments, GATE Testing, Curricular assessments
- ◊ STAR Early Lit
- ◊ Lesson Plans
- ◊ Student work
- ◊ Classroom walkthroughs/observations

- **People Assigned:**

- ◊ Principal
- ◊ Teachers
- ◊ Instructional Aide(s)
- ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Supplemental Materials	\$200.00

» GOAL: PRIORITY 5: STUDENT ENGAGEMENT

GOAL AREA: LCAP PRIORITY 5 - PUPIL ENGAGEMENT

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 5 - Pupil Engagement

LCAP Goal:

- Not Aligned

Goal Statement:

Bates Elementary will maintain an engaging, well-attended, and college-minded environment for students. Students will have opportunities to serve as student leaders, to learn about and plan for college, and participate in arts-related activities.

What data did you use to form this goal (findings from data analysis)?

- ◊ Student attendance data from Aeries Student Data Management System.
- ◊ Student participation and enthusiasm for College Week activities.
- ◊ Student reaction to B Street Theatre performances.
- ◊ Student participation in Band.

What did the analysis of the data reveal that led you to this goal?

- ◊ Student attendance for the 2014-2015 school year was 97%, which is slightly lower than the desired goal of 97.5%.
- ◊ Students love working as student leaders in Student Council.
- ◊ Students thoroughly enjoy each B Street Theatre School Tour presentation.
- ◊ Students in grades 4-6 like the option of participation in band.

What process will you use to monitor and evaluate the data?

- ◊ Attendance Data on regular basis (monthly).
- ◊ Student participation in Student Council.
- ◊ Invoices with B Street Theatre and student feedback.
- ◊ Student participation and feedback from College Week activities.

Strategy:

- ◊ Through use of positive reinforcements, students and families desire to come to school more frequently.
- ◊ Trophies/extra recess issued to class with best attendance in the previous month.
- ◊ Establish communication with students who have chronic absenteeism or tardies to find solutions to issues so that attendance improves.
- ◊ Continue with established pattern of B Street Theatre School Tour performances and College Week activities.

› ACTION:STUDENT SCHOOL ATTENDANCE

Means of Achievement: [Increased educational opportunity](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ School will have a goal of 97.5% overall attendance.
- ◊ Quarterly perfect attendance recognition/incentives.
- ◊ Students who have perfect attendance each semester will receive recognition/award.
- ◊ K-3 class and 4-6 class with best attendance will get the trophy at Sing-Along.
- ◊ Teachers will encourage superior attendance and recognize it in their classrooms.
- ◊ Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with administration/counselor.
- ◊ Student Council will promote school attendance at Sing-Alongs.

- **Measures:**

- ◊ Student recognitions/awards for perfect attendance
- ◊ Placement of trophies in classrooms
- ◊ Attendance data from Aeries
- ◊ Copies of chronic absenteeism letters/notes from parent meetings

- **People Assigned:**

- ◊ Principal
- ◊ Secretary
- ◊ Student Council Advisor(s)
- ◊ Teachers/Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Recognitions for Attendance	\$500.00

> ACTION: POSITIVE STUDENT PARTICIPATION/ENGAGEMENT

Means of Achievement: Auxiliary services for students and parents

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Students will elect peers to be the school leaders in Student Council positions.
- ◊ Student Council will provide a positive environment by planning events, such as Spirit Week, and making signs and announcements encouraging positive actions and participation in school events.
- ◊ Student council members will attend a monthly leadership academy after school to learn or improve students' leadership skills.
- ◊ Each classroom teacher will select at least one Student of the Month, recognizing a trait that has been studied in the recent Positive Action Unit.
- ◊ Sing-Along/Student recognition will occur at the end of each month.
- ◊ Student council members will participate in a Leadership academy at the beginning of the school year.
- ◊ Students in grades 4-6 will have access to Intramural sports (i.e. football, basketball, volleyball, and soccer), through the After-School Program.
- ◊ Each class will go on at least one field trip each school year.

- **Measures:**

- ◊ Student Council elections
- ◊ Student Recognition at Sing-Along
- ◊ Participation in Intramural sports
- ◊ Field Trip participation
- ◊ Leadership Academy participation log

- **People Assigned:**

- ◊ Principal
- ◊ Student Council Advisor(s)
- ◊ Teachers/Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Student Council Materials/Expenses	\$300.00

ACTION:PROMOTE A COLLEGE-GOING ENVIRONMENT

Means of Achievement: Increased educational opportunity

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Ensure that K-6 students understand what college is and prepare for college readiness by engaging in class discussions throughout the year and in the culminating College Week in May.
- ◊ Address socio cultural awareness through classroom presentations, parent presentations and college visitations.
- ◊ Ensure that all K-6 students participate in College Week activities, which include Delta High Seniors Presentation, "Touch a College" presentation, 6th grade field trip to UC Davis or Sacramento State University etc.
- ◊ If available, provide Reservation for College materials to teachers early in the year, so lessons can be taught throughout the year.
- ◊ Provide parent presentations in the evenings to motivate parents and educate them on College going.

- **Measures:**

- ◊ Parent Sign-in sheets to the College presentations
- ◊ Student participation in Academic Talent Search assessment
- ◊ Student attendance/participation during College Week

- **People Assigned:**

- ◊ Principal
- ◊ Teachers/Staff
- ◊ Community Volunteers
- ◊ Counselor
- ◊ Delta High School Seniors
- ◊ Guest Speakers

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION:VISUAL AND PERFORMING ARTS OPPORTUNITIES

Means of Achievement: [Increased educational opportunity](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ School will schedule B Street Theatre School Tour for Fall and Spring Performances.
- ◊ School will allow opportunities for students to write and submit their own plays or skits.
- ◊ Students in grades 4-6 will be allowed opportunities to play in the school band.
- ◊ School band will plan and perform a Band Concert during the school year.
- ◊ School will purchase/borrow needed Band instruments.

- **Measures:**

- ◊ Performance dates for B Street Theater School Tour
- ◊ Inventory of Band instruments
- ◊ Band Practice schedules
- ◊ Band Concert dates

- **People Assigned:**

- ◊ Principal
- ◊ Band Teacher
- ◊ Teachers/Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	B Street Theatre School Tour	\$1,000.00
Lottery: Unrestricted	Repair/Refurbish Band Instruments	\$500.00

» GOAL: PRIORITY 6: BATES SCHOOL CLIMATE

GOAL AREA: LCAP PRIORITY 6 - SCHOOL CLIMATE

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- Not Aligned

LCAP Goal:

- Not Aligned

Goal Statement:

Bates Elementary will continue to provide and maintain a positive and safe school for all students.

What data did you use to form this goal (findings from data analysis)?

- ◊ Suspension/Expulsion rates - The suspension rate for Bates (total # of days of suspension/total number of students) was about 12% for 2014-2015 school year, a 9% for the 2015-2016 and about a 6% for the 2016-2017.
- ◊ Discipline Referrals - the number of classroom/cafeteria/bus referrals were 58 in the 2015-2016 school year.

What did the analysis of the data reveal that led you to this goal?

- ◊ Discipline Referrals have decreased with the increase in counseling services from school counselor, district social worker, and Rio Vista Care.

What process will you use to monitor and evaluate the data?

- ◊ Discipline Referral data
- ◊ Data from school counselor
- ◊ Informal/Formal observations of classroom/playground behaviors

Strategy:

- ◊ Continue with Positive Action curriculum and school-wide reinforcements.
- ◊ Continue with support services with school counselor (ind. and group sessions).
- ◊ Provide appropriate supervision during recess/lunch times.

> ACTION: POSITIVE ACTIONS

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

- Task:

- ◊ Teachers will teach lessons from the district-adopted curriculum, Positive Action, that helps students understand their thought process in making decisions and how to make good decisions or positive actions.
- ◊ Bates will have at least one (1) assembly during the year that promotes good decision-making, positive actions, anti-bullying, etc.
- ◊ Bates will have Sing-Along assemblies/Student Recognition at the completion of each month.
- ◊ During the Sing-Alongs, students will be recognized for positive character traits displayed at the school and students receive recognition, via prizes, for having been "caught" doing a good thing(s).
- ◊ Students will be recognized weekly, over the speaker system, for been caught doing a positive action and receive a prize from the office.
- ◊

- Measures:

- ◊ Student Awards/Recognition
- ◊ Lesson Plans

- People Assigned:

- ◊ Principal
- ◊ Teachers/Staff
- ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Rewards/Recognitions/Prizes	\$1,000.00

> ACTION: POSITIVE STUDENT BEHAVIOR

Means of Achievement: Auxiliary services for students and parents

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

As is possible when sharing a counselor with another elementary school,

- ◊ 4th-6th grade students will be trained in Peer Mediation through the school counselor to help mediate conflicts that may occur between students.
- ◊ A schedule of Peer Mediators will be developed, announced each day, and posted around school.
- ◊ The total number of discipline referrals will decrease from the previous year and the suspension rate will be 5% or less of the student body (ex: for 200 students, no more than 10 days of at-home suspensions)
- ◊ School counselor will provide bullying prevention lessons to classes.
- ◊ School counselor will provide counseling services to individuals or small groups, with a focus on decision-making, understanding one's own feelings, and the feelings of others, anger management, and social appropriateness.

- **Measures:**

- ◊ Peer Mediator schedule
- ◊ Student discipline data from Aeries
- ◊ Counseling schedule/calendar

- **People Assigned:**

- ◊ Teachers/Staff
- ◊ School Counselor
- ◊ Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION:SCHOOL SAFETY

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Staff will provide a before-school supervisor for the students who arrive on the "early bus".
- ◊ Staff will provide at least two (2) yard supervisors during the before-school recess and at the first recess.
- ◊ Staff will provide supervision during the lunch recess.
- ◊ Staff will provide a bus monitor immediately after school.
- ◊ Administration and Staff will work with the district to create a comprehensive site safety plan.
- ◊ Administration will work with district Maintenance and Operations staff to repair/fix any unsafe conditions on school site.

- **Measures:**
 - ◊ Yard Supervision assignments
 - ◊ Completion of comprehensive site safety plan
 - ◊ Repair of unsafe conditions
- **People Assigned:**
 - ◊ Principal
 - ◊ Teacher/Staff
 - ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration	Yard Duty Supervision	\$2,000.00

» GOAL: PRIORITY 7: COURSE ACCESS

GOAL AREA: LCAP PRIORITY 7 - COURSE ACCESS

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 7 - Course Access

LCAP Goal:

- Not Aligned

Goal Statement:

Students will have access to the differentiation of instruction that meets their needs. This instruction will be both for students who struggle accessing the core standards and for those who excel with the standards. Additionally, students will have access to the necessary technology to meet Common Core standards and to prepare them for middle school and beyond.

What data did you use to form this goal (findings from data analysis)?

- ◊ Students needing Response to Intervention (RTI) help
- ◊ Students qualifying for GATE

What did the analysis of the data reveal that led you to this goal?

- ◊ Bates has students who struggle, do well, and excel - and all of them need to be challenged at their levels.
- ◊ Using and becoming proficient with technology prepares students for later education and allows for advanced differentiation.

What process will you use to monitor and evaluate the data?

- ◊ Assessment data of students in RTI
- ◊ Number of students qualifying for GATE
- ◊ Classroom/district assessment data
- ◊ Needs analysis of technology

Strategy:

- ◊ All students will have access to core grade-level curriculum and technology.
- ◊ All students will have access to differentiated curriculum to meet their academic needs.

ACTION:INSTRUCTION AT STUDENT LEVELS

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Students will receive instruction at their level of need during ELA/Math Universal Access (UA) time.
- ◊ SIPPS 3rd Edition and Read Live (Read Naturally - online version) have been purchased as RTI materials for 2016-2017.
- ◊ SIPPS Training for a teacher who needs the training.
- ◊ Students who need help beyond class time will receive instruction using materials such as Lexia, Language!, SIPPS, and Read Naturally with the purpose of trying to access the core standards.
- ◊ Students who regularly exceed the core standards and/or qualify for GATE will be given challenging activities and opportunities to extend their learning.

- **Measures:**

- ◊ RenLearn Assessments (STAR Early Lit, STAR Reading, STAR Math)
- ◊ Lexia Assessments
- ◊ SIPPS, 3rd Edition.
- ◊ Curricular and SBAC interim benchmark assessments
- ◊ GATE testing results
- ◊ RTI curricular assessments
- ◊ Classroom walkthroughs/observations

- **People Assigned:**

- ◊ Principal
- ◊ ELD/RTI teacher
- ◊ RSP teacher
- ◊ Teachers/Staff
- ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration	SIPPS Training	\$700.00

> ACTION: ADDRESSING STUDENT NEEDS

Means of Achievement: [Increased educational opportunity](#)

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Student academic needs will be discussed at Academic Conferences/Collaboration Meetings.
- ◊ School will meet with parents of students with significant academic/behavioral/other needs in an SST.
- ◊ Teachers and staff will work together to come up with ways to help students in their areas of need (i.e. push-in help, pull-out help, Mini-Corps tutors, etc.).
- ◊ RTI/ELD and RSP teacher will form committee with principal and rotating teachers to meet monthly to discuss progress/needs of students receiving interventions during the school day and beyond.

- **Measures:**

- ◊ Meeting notes from Academic Conferences
- ◊ Meeting notes from RTI Monthly Meetings
- ◊ Meeting notes from SSTs Meetings
- ◊ Staffing considerations for students needing extra help

- **People Assigned:**

- ◊ Principal
- ◊ Teachers/Staff
- ◊ Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Food/Snacks for Academic Conference/Collaboration Meetings	\$350.00

ACTION:TECHNOLOGY

Means of Achievement: [Improvement of instruction strategies and materials](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ A 30+ station computer lab will be maintained.
- ◊ A computer lab schedule will be created to ensure all students have consistent access.
- ◊ Technology issues will be communicated to principal/Data Path and weekly visits from Data Path technician.
- ◊ Each classroom will have at least 2 working computers.
- ◊ Each classroom will have an IPEVO in the classroom to make any whiteboard interactive and available for students.
- ◊ Students will have access to two set of Chromebooks to work in the classroom.
- ◊ Each classroom teacher will have one (1) working laptop computer.
- ◊ Computers with minor repair needs will be taken to Core Care for repair.
- ◊ Teachers will receive a beginning-of-year troubleshooting training for site technology, provided by Data Path.
- ◊ Students will have access to keyboarding and word processing programs.
- ◊ Students will have continued access to computer/internet based instructional programs (i.e. Lexia, RenLearn products).
- ◊ Teachers will incorporate more technology into their lessons (i.e. short media clips, PowerPoint presentations, information found on the internet, etc.).
- ◊ Access to wireless internet will be school-wide, including the cafeteria/gym.

- **Measures:**

- ◊ Posted Computer Lab schedule
- ◊ Technology trouble tickets
- ◊ IPEVO Teacher Trainings
- ◊ Chromebook Cart check out log
- ◊ Licensing for RenLearn and Lexia (district-funded)
- ◊ Licensing for All the Right Type keyboarding program (site funding)

- **People Assigned:**

- ◊ Teachers/Staff
- ◊ Principal
- ◊ Data Path Staff
- ◊ District Office

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Technology Parts/Upgrades/Repairs	\$1,500.00

» GOAL: PRIORITY 8: OTHER PUPIL OUTCOMES

GOAL AREA: LCAP PRIORITY 8 - OTHER PUPIL OUTCOMES

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 8 - Other Pupil Outcomes

LCAP Goal:

- Not Aligned

Goal Statement:

75% of Bates students will meet their RIT goal in MAP testing by the end of the school year. Each class will need to take at least a Fall and Spring test to get accurate results, with more accurate results occurring with Fall, Winter, and Spring testing.

If SBAC Interim assessments are given, the goal is to establish a baseline after the 1st Interim assessment and create student/class/school goals after knowing the baseline data (SBAC Interim Assessments have not been given yet).

On curricular assessments (ELA and Math), the goal is that 75% of the students will score at the "Standard Met/Standard Exceeded" or "Proficient/Advanced". With a new math curriculum for 2015-2016 that correlates directly to Common Core standards, this will be an important piece of data in preparation for the EOY SBAC test. For ELA, because our materials/assessments still reflect the old CA State Standards, assessment results will be from a combination of Theme Skills Tests and Curriculum Associates (CCSS-based) assessments.

What data did you use to form this goal (findings from data analysis)?

- ◊ Because this was the first year of MAP testing, there are some results that are promising, but most are incomplete. In order to have more valid results, an end-of-the-year MAP assessment should be given. However, due to the closeness in testing windows with the SBAC and the MAP window, most classes did not take a Spring MAP test. For the one class that did, the results were that 86% of the students achieved their MAP RIT goal in Math and 48% of students achieved their MAP RIT goal in ELA.

What did the analysis of the data reveal that led you to this goal?

- ◊ The analysis revealed that in order to get data that is useful, all three testing periods of MAP testing need to be employed. And while it is just one form of assessment, it is important in showing growth.
- ◊ One thing that we continue to grapple with is a simple and logical way of tracking and looking at the data - that is easy for teachers to access and for the administration. Tracking MAP testing results is easy because it is web-based.

What process will you use to monitor and evaluate the data?

- ◊ School Loop
- ◊ Academic Conferences to discuss student progress and test results.

Strategy:

- ◊ Staff and students will monitor student learning and standards mastery through the use of assessment data as a means to drive and differentiate instruction in the classroom.

ACTION: NECESSARY ASSESSMENTS

Means of Achievement: Monitoring program implementation and results

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**
 - ◊ Following the district lead, the school will create a matrix of necessary assessments throughout the school year to follow student progress.
 - ◊ An assessment calendar will be produced and teachers will give the students their required assessments.
 - ◊ Assessments such as Fluency, STAR Reading, STAR Early Lit, BPST-II will be considered for knowing students' academic levels and areas of need.
 - ◊ Teachers/Staff will meet to discuss results and how the results will change teaching strategies or student placements in regular education or RTI.
- **Measures:**
 - ◊ Results of agreed-upon assessments
 - ◊ Weekly Lesson plans
 - ◊ Assessment Calendar

- **People Assigned:**

- ◊ Teachers/Staff
- ◊ Principal
- ◊ District Office

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION:REGULAR STUDENT ASSESSMENTS

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Students will take ELA Theme Skills Tests after completion of each theme.
- ◊ Students will take ELA assessments from the Ready Common Core Supplemental CCSS Materials.
- ◊ Students will take Math Topic/Chapter tests after completion of each topic or chapter.
- ◊ Students will take MAP Assessments and/or SBAC Interim Assessments using the computers.
- ◊ Teachers will utilize the results of these assessments to drive their instruction.

- **Measures:**

- ◊ Results of ELA, Math, and SBAC Interim Assessments
- ◊ MAP Assessment Reports
- ◊ Lesson Book

- **People Assigned:**

- ◊ Teachers/Staff
- ◊ Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

» FUNDING PROGRAMS INCLUDED IN THIS PLAN

- Each state and federal categorical program in which the school participates.

Total Site Plan Budget :	\$44,624.00
Total Annual Expenditures for Current School Plan:	(\$46,789.00)
Balance:	(\$2,165.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
1100	Lottery: Unrestricted	\$7,120.00
	Addressing Student Needs	(\$350.00)
	Parent Trainings	(\$300.00)
	Implement ELA/Math Programs with Intensity and Fidelity	(\$1,500.00)
	ELAC Responsibilities	(\$500.00)
	Communication with Parents	(\$500.00)
	Ongoing Assessment and Monitoring System	(\$500.00)
	Student School Attendance	(\$500.00)
	Positive Student Participation/Engagement	(\$300.00)
	Visual and Performing Arts Opportunities	(\$1,000.00)
	Visual and Performing Arts Opportunities	(\$500.00)
	Positive Actions	(\$1,000.00)
	Balance:	\$170.00
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$15,564.00
	Implement ELA/Math Programs with Intensity and Fidelity	(\$8,400.00)
	Implement ELA/Math Programs with Intensity and Fidelity	(\$1,773.00)
	Balance:	\$5,391.00
100	Discretionary	\$11,900.00
	Implement ELA/Math Programs with Intensity and Fidelity	(\$10,500.00)
	Communication with Parents	(\$500.00)
	Parent Trainings	(\$500.00)
	Parent Trainings	(\$350.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
	Technology	(\$1,500.00)
	Supplemental / Ancillary Materials	(\$0.00)
	Thursday Work Day	(\$350.00)
	Continue Dedicated Writing Focus	(\$600.00)
	Differentiation for Advanced Students	(\$200.00)
	Balance:	(\$2,600.00)
710	Site Supplemental and Concentration	\$10,040.00
	School Safety	(\$2,000.00)
	Supplemental / Ancillary Materials	(\$600.00)
	Professional Development for Teaching Staff	(\$2,000.00)
	Instruction at Student Levels	(\$700.00)
	Parent Trainings	(\$1,500.00)
	Ongoing Assessment and Monitoring System	(\$1,500.00)
	Ongoing Professional Development	(\$1,500.00)
	Implement ELA/Math Programs with Intensity and Fidelity	(\$5,366.00)
	Balance:	(\$5,126.00)

» SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Maria Elena Becerra	Principal	916-775-1771	05/15/2017
Ruth Crisantos	Parent or Community Member	ruthcrisantos@yahoo.com	05/15/2017
Juanita Vaca	Parent or Community Member	vacafamily5@gmail.c om	05/15/2017
Diann Torgeson	Classroom Teacher	916-775-1771	05/15/2017
Mallory Brown	Other School Staff	916-775-1771	05/15/2017
Liz Rodarte	Parent or Community Member	916-270-9079	05/15/2017
Jessica Turk	Classroom Teacher	916-775-1771	05/15/2017

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	3	0

» 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:

English Learner Advisory Committee



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 here in 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:

05/15/2017

Attested:

Maria Elena Becerra, Principal
Typed name of School Principal


Signature of School Principal

5/15/17
Date

Ruth Crisantos
Typed name of SSC Chairperson


Signature of SSC Chairperson

5/15/17
Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

Bates staff utilize state and local assessment to guide instruction and improve student achievement. Monthly collaborations are conducted to analyze data and assessments.

The following groups of data are analyzed during these meetings by both teachers and administrator:

- MAP Testing/SBAC Interim Assessment Results
- Subgroup analysis (EL's, ethnicities, reclassified students, etc.)
- CELDT and ELPAC assessment for English Learners
- Reclassification rates
- Houghton Mifflin Curricular Tests/Theme Skills Tests/Ready Common Core Assessments
- Math tests
- STAR Reading
- STAR Math
- STAR Early Literacy for Grades K-3
- STAR Reading

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

Bates staff use curriculum-embedded assessments in the following content areas:

- English Language Arts
- Math
- Social Studies
- Science
- ELD

The results of these assessments are used to analyze student understanding of the concepts taught and to modify future instruction so that students will achieve proficiency.

Status of meeting requirements for highly qualified staff (ESEA):

All Bates teachers and aides meet the NCLB requirements for highly qualified staff.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

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

100 % of Bates Elementary School teachers and paraprofessionals are highly qualified based upon district reports. All teachers have EL qualification.

The school continues the process of aligning staff development to content standards, assessing student performance, and professional needs.

Common Core Standards Training will occurred in the 2015-2016 school year in areas of ELA and Math. Instructional assistance and support for beginning teachers is implemented by BTSA. GLAD consultants serve as teacher/coaches. Currently an early release day is provided weekly for teacher planning/professional development.

Two days a month are used for grade level collaboration, data analysis, and improved instructional strategies. Additional ongoing collaboration between the Extended Program, CA Mini-Corps, ELD/RTI Teacher with the classroom teachers to better support student performance.

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

Bates is very proud of the academic growth that has occurred during the past few years and all are enthusiastic about the awards and recognition given to Bates from the state of California Department of Education - such as the California Distinguished School, the Title 1 Academic Achievement Award, and the California Business for Education Excellence Honor Roll Awards. It reflects a lot of hard work and dedication on the part of the staff, students, and families.

The staff at Bates continues to look at areas that can be improved and groups of students that need extra help. For the 2014-2015 school year, the staff at Bates will continue to receive training and staff development with Common Core standards and teaching strategies, and continue practicing Strategic Schooling strategies implemented in 2010-2011 with the ELD students. The implementation of the strategies shared and learned at the trainings will be key to helping our Hispanic, English Learner, and Socioeconomically Disadvantaged students achieve greater proficiency.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teachers at Bates have two Wednesdays per month dedicated for staff meetings and staff collaboration. Because of the size of the school and number of students, most grades have one teacher per grade level. Our collaboration meetings at times are at the whole-school level, while other times it is more appropriate to have collaboration time with multi-grade level teams meeting together to discuss student performance and analyze data.

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

1. Bates Elementary School uses state and local assessments to modify instruction and improve student achievement. Students are routinely assessed using standards-based materials which directly relate to the curriculum to check progress. A needs assessment of parents is conducted yearly to identify parental needs and concerns.
2. The staff uses data to monitor student progress on curriculum-embedded assessments and modify instruction. Groups meet frequently to flexibly group students using this data. STAR data results are used in part to determine placement in intervention, instructional groups, SST referrals, at-risk of retention referrals, reclassification, GATE placements, cohort analysis, overall school wide progress, purchases of instructional materials, and during staff development opportunities. CELDT and ELPAC assessments determine placement for ELD instruction and reclassification eligibility.
3. Student scores are used to monitor and target ELD subgroups not making adequate language progress. District-provided

assessments for language arts and math are used to provide skills-specific analysis of student performance and are used to modify ongoing, differentiated instruction in the classroom.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

At Bates, we follow the recommended instructional minutes for reading/language arts and mathematics, as verified in annual language arts implementation reviews and audits. Specifically, our students receive 150-180 minutes of English Language Arts instruction and 90-100 minutes of Math instruction on a daily basis.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Lesson pacing guides for language arts will be developed for all tracks and actively used by all teachers. Efforts are made at the district level to organize collaborations to create appropriate Math and English Language Arts pacing this 2017-2018.

Teachers have the flexibility to teach at the pace of the class and provide appropriate interventions. For students needing additional intervention, there are intervention groups that the students attend, receiving help in their areas of need. These intervention groups occur while that content area is being addressed in class, ensuring that they don't miss educational opportunities in other content areas in which they may have proficiency.

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

There is sufficient standards-based instructional material available that is appropriate for all groups in Math, Language Arts, and EL intervention.

River Delta Unified School District provides a quality, rigorous curriculum to all students so that they reach high levels of academic achievement. There is alignment of curriculum, instruction, and materials to content and performance standards. We follow the recommended instructional minutes for reading/language arts and mathematics, as verified in annual language arts implementation reviews and audits. Bates School has availability of standards-based instructional materials appropriate to all student groups. All instructional materials used are SBE-adopted and standards aligned. Core subject materials and intervention programs are listed below:

- McGraw Hill ELA/ELD Wonders Grades K-6
- Houghton Mifflin Mathematics - Math Expressions Grades K-6
- Houghton Mifflin Social Studies,
- Houghton Mifflin Science
- School Intervention Programs Program include: SLA Corrective Reading (ELA Grades 4-6), SIPPS, and Read Naturally.

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

Staff at Bates use the SBE-adopted and standards-based instructional materials each scheduled day in all of the core content areas. Those trained in Intervention instructional materials use the Intervention materials each day, according to the groups they work with.

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

Differentiated instruction, SDAIE strategies, GLAD strategies, Accelerated Math, Accelerated Reader, Fluent Reader, Math Facts in a Flash, English in a Flash, SIPPS, Language!, SRA Corrective Reading, Sentence Writing (Strategic Instruction

Model), and supplemental material from SBE adopted curriculum are some of the services provided by the regular program that help support students who test below grade level achievement on state standards.

Classroom teachers meet varying needs of under performing students through the use of research based, adopted instructional materials, differentiated grouping, and the use of extra support materials that supplement the core instructional program. The categorically funded intervention program (Avenues) provides services to children identified by the school as at-risk of failing to meet the state's academic content standards due to a language barrier.

There are many resources available for the family, school, district, and community to assist students who are below basic and far below basic. The ASES after-school program provides 3+ hours of academic, enrichment, and physical activity to at risk students. The SSC, PTA, ELAC, and school staff are active participants in student life, site planning and fund raising.

Research-based educational practices to raise student achievement at this school (ESEA):

The staff at Bates continues to implement and use GLAD strategies, which are research-based and proven to have a profound effect on students, and especially Bates students. We continue to employ other research-based practices, from increased parental involvement, to supplementing core curriculum that may be weak in certain standards with stronger curriculum to receiving additional training in Common Core Standards during the 2013-2014 school year, which gives teachers and students research-based strategies to increase student achievement.

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

Resources are available from family, school, district, and community to assist under-achieving students, and this is a large component of our current plan. All of Bates SSC/ELAC meetings each year are dedicated to providing parents with information to assist students at home and increase involvement at the school. Additional parent trainings are provided by teachers and the ELD teacher to help parents with homework and support student classroom learning at home.

The previous school plan laid out strategies to increase parent involvement. One of the goals of this plan is to do the same. Parents, community representatives, classroom teachers, and other school personnel actively participate in the planning, implementation, and evaluation of consolidated application programs.

The Parent Teacher Association (PTA) represents parents and teachers. The PTA contributes much time and energy to fund-raising, but they go beyond that by assisting teachers in the classrooms, coordinating and funding educational assemblies and activities, and serving on the School Site Council and English Learners Advisory Committee. Parents may volunteer to assist with a wide variety of activities: classroom parties, field trips, School Site Council, Red Ribbon Week, and book fairs.

Bates Staff also helps organize and sponsor a "College Week", punctuated by a special "College Day" assembly and celebration of local high school graduates going on to college.

The ACES after school program provides three or more hours of academic, enrichment, and physical activity to all students, including under-achieving students, every day school is in session.

The CA Mini-Corps college student provides additional academic support to Migrant Education students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

Parents, community members, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs through the School Site Council, PTA, and ELAC committees. Parents are notified of each meeting in the monthly newsletters and with a reminder telephone call the day before the meetings.

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

The services provided by categorical funds enable under-performing students to meet standards. Bates School has been designated School-wide Title I, and all programs will receive fiscal support from both the site and district.

Fiscal support (EPC):



SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

River Delta Joint Unified District



Walnut Grove Elementary

The District Governing Board approved this revision of the School Plan on

CDS Code: 34674136033708

Principal: Ms. Carrie Norris, Principal

Superintendent: Don Beno

Address: 14181 Grove St.
Walnut Grove, CA 95690

Phone: (916) 776-1844

Email: cnorris@rdusd.org

Web Site: <http://wg-rdusd-ca.schoolloop.com/>



Goals and Actions	Start Date	Completion Date	Amount
» LCAP Priority 1 - Basic Services			
› Priority 1: Basic Services			
• Facility Needs	08/09/2017	06/01/2018	\$825.00
• Curricular Needs	08/09/2017	06/01/2018	\$0.00
» LCAP Priority 2 - Implementation of State Standards			
› Priority 2: Implementation of State Standards			
• Professional Development for Teaching Staff	08/09/2017	06/01/2018	\$4,600.00
• Supplemental/Ancillary Materials	08/09/2017	06/01/2018	\$6,900.00
» LCAP Priority 3 - Parent Involvement			
› Priority 3: Parent Involvement			
• Communication with Parents	08/09/2017	06/01/2018	\$9,073.00
• Grade Level Parent Trainings	08/09/2017	06/01/2018	\$510.00
• Parent Volunteer Work Days	08/09/2017	06/01/2018	\$950.00
• ELAC Responsibilities	08/09/2017	06/01/2018	\$1,750.00
• Parent Involvement Opportunities	08/09/2017	06/01/2018	\$2,600.00
» LCAP Priority 4 - Pupil Achievement			
› Priority 4: Student Achievement			
• Implement ELA/Math Programs with Intensity and Fidelity	08/09/2017	06/01/2018	\$5,000.00
• Ongoing Assessment and Monitoring	08/09/2017	06/01/2018	\$1,000.00
• Grade Level/School Wide Collaboration	08/09/2017	06/01/2018	\$1,760.00
• Continue Dedicated Writing Focus	08/09/2017	06/01/2018	\$0.00
• Continue Academic Language Campaign	08/09/2017	06/01/2018	\$750.00
• Continue Reading Campaign	08/09/2017	06/01/2018	\$8,839.00
• Continue to Support English Language Learner Program	08/09/2017	06/01/2018	\$1,250.00
• Response to Intervention	08/09/2017	06/01/2018	\$1,000.00
• Differentiation for Advanced Students	08/09/2017	06/01/2018	\$150.00
• Social Studies and Science	08/09/2017	06/01/2018	\$300.00
• Physical Fitness and Health	08/09/2017	06/01/2018	\$200.00
» LCAP Priority 5 - Pupil Engagement			

Goals and Actions	Start Date	Completion Date	Amount
› Priority 5: Pupil Engagement			
• Student School Attendance	08/09/2017	06/01/2018	\$1,000.00
• Positive Student Participation/Engagement	08/09/2017	06/01/2018	\$450.00
• Promote a College Going Environment	08/09/2017	06/01/2018	\$750.00
• Visual and Performing Arts Opportunities	08/09/2017	06/01/2018	\$1,250.00
» LCAP Priority 6 - School Climate			
› Priority 6: School Climate			
• Positive Action	08/09/2017	06/01/2018	\$500.00
• Positive Student Behavior	08/09/2017	06/01/2018	\$700.00
• School Safety	08/09/2017	06/01/2018	\$8,400.00
• Include Community Based Programs to Support Student Success	08/09/2017	06/01/2018	\$0.00
• Become a School Wide AVID Elementary Schoo (Advancement Via Individual Determination)	08/09/2017	06/01/2018	\$400.00
» LCAP Priority 7 - Course Access			
› Priority 7: Student Acheivement			
• Instruction at Student Levels	08/09/2017	06/01/2018	\$0.00
• Addressing Student Needs	08/09/2017	06/01/2018	\$0.00
• Technology	08/09/2017	06/01/2018	\$6,500.00
Total Annual Expenditures for Current Site Plan: \$67,407.00			

GOALS

» GOAL: PRIORITY 1: BASIC SERVICES

GOAL AREA: LCAP PRIORITY 1 - BASIC SERVICES

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 1 - Basic Services

LCAP Goal:

- Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction

Goal Statement:

Walnut Grove Elementary School will provide an environment where all teachers are highly qualified, the school facility is safe and in good repair, and all the basic curricular needs (textbooks, desks, etc.) for students are met.

What data did you use to form this goal (findings from data analysis)?

Previous SARC information
 Safety Committee Walk Through
 William's Visit Walk Through

What did the analysis of the data reveal that led you to this goal?

These are the basic services that we are required to provide for our students each year.

What process will you use to monitor and evaluate the data?

Prior to the start of school, teacher/admin conduct inventory and orders needed curriculum
 Maintenance of school facility by custodian, district
 Regular Safety Walk Throughs by custodian, admin, Safety Committee

Strategy:

» ACTION: FACILITY NEEDS

Means of Achievement: Increased educational opportunity**Action Type: Form A: Planned Improvements in Student Performance****• Task:**

- As facility needs arise, teachers/staff will inform the custodian and/or principal.
- The custodian and/or principal will make a work order for the Maintenance and Operations department.
- The principal will keep a record of needed improvements that are requested.
- Custodians will inform M&O and principal of regular facility maintenance needed.
- Perform quarterly Walk Throughs with Safety Committee to look at Facility Needs/Concerns

• Measures:

- E-mails to Maintenance and Operations
- Work Orders Placed

• People Assigned:

- Teachers/Staff
- Custodian
- Principal
- District Maintenance and Operations

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Replace Classroom Furniture as Needed	\$500.00
Lottery: Unrestricted	Install 2.5 Gal. Elec Point of Use Water Heater in Office and Family Resource Center	\$325.00


ACTION: CURRICULAR NEEDS

Means of Achievement: Alignment of instruction with content standards**Action Type: Form A: Planned Improvements in Student Performance****• Task:**

- Staff will inform principal of curricular needs to ensure all students have the appropriate materials.
- Principal will contact DO or order any needed curriculum for the students.
- At the end of each year, an inventory of curriculum will be done in order to request adequate materials from the DO.

• Measures:

- Teacher Communication
- Communication with District Office

- **People Assigned:**

- Teachers/Staff
- Principal
- District Office

Start Date: 08/09/2017

Completion Date: 06/01/2018



GOAL: PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS

GOAL AREA: LCAP PRIORITY 2 - IMPLEMENTATION OF STATE STANDARDS FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Goal Statement:

Provide an instructional program that supports full implementation of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development Standards (ELD) in grades TK-6th.

What data did you use to form this goal (findings from data analysis)?

We now have Common Core aligned curriculum in ELA, ELD, and Math provided by the district. The Next Generation Science Standards (NGSS) are embedded in our new ELA curriculum, but additional focus on these standards is needed, as new assessments in science will occur in spring 2018.

What did the analysis of the data reveal that led you to this goal?

The Common Core standards and English Development Standards are fully implemented at Walnut Grove School. The Next Generation Science Standards (NGSS) is a continued area of needed focus for the Walnut Grove staff during the 2017-18 school year.

What process will you use to monitor and evaluate the data?

The principal will monitor the implementation of Common Core Standards, ELD Standards, and Instructional Strategies through Walk Throughs and observations, Instructional Rounds, feedback to teachers, staff collaboration days, and discussions with staff members.

Strategy:



ACTION: PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF

Means of Achievement: [Staff development and professional collaboration](#)

Action Type: [Form A: Planned Improvements in Student Performance](#)

• Task:

- Teachers will be provided ongoing professional development in new Common Core ELA/ELD curriculum, as well as ongoing training in new math program.
- Teachers will utilize materials, resources, and strategies from Wonders and Step Up to Writing during the allotted writing period of the school day.
- Teachers will continue to be provided professional development/training in the alignment of ELD standards across all subject areas.
- Teachers will utilize materials, resources, and strategies from the ELD standards alignment training in all subject areas.
- Teachers will continue to receive professional development on the new ELA Common Core Frameworks.
- Teachers will have the opportunity to attend local Common Core Professional Development.
- Teachers will participate in a GLAD refresher training.
- Teachers who have not yet been GLAD trained will be trained in GLAD.
- Schedule 40+ hours of PD for all staff.
- Provide staff opportunities to observe peers at WGE and at other schools.
- Teachers will be given release time to develop lessons and/or collaborate with other teachers.
- Teachers will be given the opportunity to attend professional development on the Next Generation Science Standards and new History Standards.
- Provide additional days before school starts for new staff to be trained by site leaders on school initiatives.

• Measures:

- Agendas/Resources from Common Core Professional Development
- Agendas/Resources from ELD Standards Alignment Trainings/Frameworks Trainings
- Classroom Walkthroughs/Observations
- Agendas/ Materials from other professional development

- **People Assigned:**

- Teachers/Staff
- Principal
- ELD Teacher

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Refreshments for Trainings	\$300.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Professional Development	\$1,000.00
Lottery: Unrestricted	Subs for Release time for teachers to observe/collaborate	\$800.00
Site Supplemental and Concentration Grant	Professional Development (EL Focused)	\$500.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Pre-Service Days for new teachers (PD provided by site leaders and experts)	\$2,000.00



ACTION:SUPPLEMENTAL/ANCILLARY MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- Teachers will continue to utilize keyboarding programs with students in 2nd-6th grade to practice Common Core technology standards and gain proficiency in keyboarding skills.
- Teachers will use other district or site funded supplemental materials for the purpose of implementing Common Core standards and differentiating and enhancing instruction to meet the needs of all learners.
- Teachers in K and 1st will use the district created GLAD units, highlighting the Next Generation Science Standards. (NGSS)
- Supplemental Resources will be provided through the school site for supplementing the current district science adoption. (Materials and supplies for science experiments, etc)

- **Measures:**

- Lesson Plans
- Classroom Walkthroughs/Observations
- Instructional Rounds
- Student Work
- Computer Lab/Keyboarding Schedule

- **People Assigned:**

- District Personnel
- Teachers/Staff
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Materials	\$5,000.00
Discretionary	Typing Program for 2nd-6th Grade	\$900.00
Site Supplemental and Concentration Grant	Supplemental Materials	\$1,000.00

» GOAL: PRIORITY 3: PARENT INVOLVEMENT

GOAL AREA: LCAP PRIORITY 3 - PARENT INVOLVEMENT

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 3 - Parent Involvement

LCAP Goal:

- Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal Statement:

Walnut Grove School in conjunction with First Five School Readiness and Head Start Pre-school will provide meaningful and varied opportunities for parents to be involved in supporting their child's academic achievement. Parents will feel safe and comfortable enough on campus so that by June of each year, parental involvement will have included 100% of Walnut Grove families.

What data did you use to form this goal (findings from data analysis)?

Written and implied data from teachers/staff
 Sign-ins from 2017-18 school year
 Photographs from school events

What did the analysis of the data reveal that led you to this goal?

We would like all parents to participate in at least one school event during the school year.

What process will you use to monitor and evaluate the data?

Office Sign-in sheets
 Event Sign-in sheets

Strategy:



ACTION: COMMUNICATION WITH PARENTS

Means of Achievement: **Involvement of staff, parents and community**

Action Type: **Form A: Planned Improvements in Student Performance**

• Task:

- Teachers will utilize weekly folders for all students to communicate student progress, achievements, upcoming events and important school dates.
- Teachers in grades 2nd-6th will use the AVID planner system nightly for communication with parents.
- Teacher in grades 2nd-6th will use a uniform binder organization system with their students. (AVID)
- Teachers will provide frequent and regular feedback on students' academic progress on assessments through the purple folders.
- School staff will Utilize Home Dialer Program on a regular basis to communicate upcoming events with parents in both English and Spanish.
- Principal and teachers will send home a monthly newsletter in both English and Spanish to increase parental involvement and awareness of school events. (New Calendar Format to be used)
- Fund translator/Parent Liaison 1 hour each day.
- All meetings with non-English speaking parents will be provided a translator.
- Progress reports will be mailed home for struggling students quarterly/Report cards quarterly for all students.
- Teachers will hold parent/teacher conferences for all students with translation services as needed, but at least once/year.
- Parents will be invited to participate in Student Study Team (SST) meetings for their student.
- Upcoming events will be noted on the office and FRC screens.
- Teachers school phone numbers and e-mail addresses will be made available to parents.
- No school events will be scheduled during PTA/ELAC meetings to ensure greater participation in those meetings.

• Measures:

- Monthly Bulletins
- Phone Dialer logs
- Sign-ins from parent/teacher conferences
- Progress Reports
- Report Cards
- SST documents

- **People Assigned:**

- Principal
- Secretary
- Teachers/Staff
- Counselor
- First Five Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Postage	\$500.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Translation/Parent Liaison Services 1 hour/day	\$8,573.00

ACTION: GRADE LEVEL PARENT TRAININGS

Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- Grade level parent meetings, educating parents in helping their child be successful in school, will be scheduled and invitations/reminders will be sent home.
- Training will include the AVID binder/planner system for 2nd-6th grade.
- Parents will receive materials/resources to assist students in schoolwork and homework.
- For students in 1st - 6th grades, training will include showing parents how to login to Ren Learn to check their child's progress.
- School supplies gift will be given to a parent in each grade level span as a door prize.
- Food/Snacks will be provided for parents attending the trainings.
- Trainings will be translated for Spanish speaking parents.

- **Measures:**

- Agendas of Parent Training Meetings

- Sign-in sheets
- Parent Feedback

- **People Assigned:**

- Teachers/Staff
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Food/Snacks/Supplies for Parent Trainings	\$250.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Roving sub for teacher for grade level trainings	\$260.00

ACTION:PARENT VOLUNTEER WORK DAYS

Means of Achievement: *Involvement of staff, parents and community*

Action Type: *Form A: Planned Improvements in Student Performance*

- **Task:**

- Tuesdays and Wednesdays will be designated as Parent Work Days to help teachers prepare for lessons.
- Monthly Newsletters/PTA/ELAC meetings will include reminders of Parent Work Days.
- Parent Work Day goal is to have an average of at least six (6) volunteers each Tuesday/Wednesday.
- Host "thank you" tea in June for all Parent Volunteers.
- In order to remove barriers for active parent participation, principal will work with the school nurse, school district and local health agencies to provide free TB testing for all interested parents who wish to participate in activities on campus, but have no other means to secure a TB test. TB "Drive" to be held during Back to School Night in August, 2015.
- At least one weekend Parent Work Day will be held annually for the purpose of building community through completion of school projects.

- **Measures:**

- Sign-in sheets

- **People Assigned:**

- PTA/ELAC
- Teachers
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	TB Tests	\$250.00
Lottery: Unrestricted	Saturday Parent Work Day Refreshments	\$200.00
Lottery: Unrestricted	Saturday Parent Work Day Materials for School Beautification	\$500.00

ACTION:ELAC RESPONSIBILITIES

Means of Achievement: [Involvement of staff, parents and community](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- Hold school elections for parents participation in ELAC. (in accordance with State laws and ELAC By-laws)
- Schedule at least 5 ELAC meetings each year. (Oct, Nov, Dec, Jan, Feb)
- Assist in the development of the school's needs assessments and site parent survey
- By October of each year, the ELAC will agendize a meaningful discussion of their needs as to ensure their children academic success at Walnut Grove and present this information to SSC.
- These needs will be developed as the ELAC goals for the year.
- Advise SSC on the school's goals and objectives for the ELD program/services and needs of English Language Learners.
- Provide ELAC parents a tour of all EL programs at Walnut Grove School, as well as provide access to review all materials used for EL students.
- ELAC to advise the principal and staff on the school's program for English Learners.
- Elect at least one member to the DELAC.(2 year term)
- Provide parent training in the areas of discipline, nutrition and helping their students be successful in school.
- Provide parent training on how to become an active participant on campus.
- Provide parent training on the District's Uniform Complaint Procedures, including Williams requirements.
- Send parent/teacher team to local CABA leadership conference and State CABA Conference.

- **Measures:**

- Agendas
- Sign-ins
- Site Council Minutes

- **People Assigned:**

- ELAC Advisor
- ELD teacher

- Principal
- ELAC

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration Grant	Child Care Costs	\$200.00
Site Supplemental and Concentration Grant	Refreshments for ELAC meetings/Trainings	\$350.00
Site Supplemental and Concentration Grant	CABE Conference	\$1,200.00



ACTION:PARENT INVOLVEMENT OPPORTUNITIES

Means of Achievement: **Involvement of staff, parents and community**

Action Type: **Form A: Planned Improvements in Student Performance**

- **Task:**

- As a whole, parents will complete at least 500 hours of voluntary service at Walnut Grove School.
- Implement sign in system in the office, which also tracks numbers of hours volunteered. (Recognition System for 50+, 100+, 200+, etc)
- Provide Latino Family Literacy Program for parents of elementary age students.
- Host an Open House Barbecue.
- Host monthly Coffee and Conversation with the Principal Parent Forums to give parents a venue to discuss concerns, ask questions, and receive information.
- Host a Title 1 Parent Meeting.
- Provide child care for parent training/events as needed.
- Host Kinder/TK Round Up for incoming parents.
- Support PTA events, such as Harvest Festival, fundraisers, and Spring Fling dance.
- Support ELAC/ASP Cinco de Mayo Event.
- Create and host monthly theme nights, such as Family Math Night, Reading Night, Game Night, Science Fair etc.
- Send a minimum of 1 parent from our site to the annual Title I Conference or equivalent training.
- Hold multiple "Volunteer Trainings" in the fall, so all parents who want to volunteer at school are trained and cleared.
- Coordinate parent trainings through the district to support parents in helping their child/children on homework, specifically on navigating the website for the new math and ELA curriculum
- Hold multiple AVID parent nights to educate parents on the new school wide AVID initiative and what this means for their child

- Work with Adult Ed to provide parent education classes focused on leadership and technology.
- Provide Loving Solutions/Parent Project classes in English/Spanish
- Provide child care and translation services at all events
- Host a parent tea to recognize parent volunteers. (Tie into recognition system)

- **Measures:**

- Master Calendar will illustrate activities that allow for parental involvement.
- Sign-in sheets from events

- **People Assigned:**

- Teachers/Staff
- Principal
- PTA/ELAC
- Parents
- First Five Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Refreshments for parent meetings	\$550.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Title I Parent Conference	\$500.00
Site Supplemental and Concentration Grant	Child Care for Latino Family Literacy Nights	\$250.00
Site Supplemental and Concentration Grant	Latino Family Literacy/Parent Project Materials	\$250.00
Site Supplemental and Concentration Grant	Salary for Latino Family Literacy Project	\$550.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Salary for Parent Project Facilitator	\$500.00

» GOAL: PRIORITY 4: STUDENT ACHIEVEMENT

GOAL AREA: LCAP PRIORITY 4 - PUPIL ACHIEVEMENT

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted

the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Goal Statement:

Forty-six percent (46%) of Walnut Grove students will score Standards Met or Exceeded in English Language Arts (ELA), and Thirty-seven percent (37%) of Walnut Grove students will score Standards Met or Exceeded in Math on the CAASPP tests administered in the Spring of 2018.

We will reduce the number of students with standards "Not Met" by 5%. In ELA this number will be reduced from 33% to 28%, and in Math this number will be reduced from 30% to 25% standards "Not Met".

In the spring of 2018 all Annual English Language Learners will take the new ELPAC exam instead of CELDT. Baseline scores will be determined. No less than 20 students over two years will be reclassified as Fluent English Proficient. (RFEP)

All 6th grade ELL students who have attended US schools since kindergarten will meet redesignation criteria prior to leaving for middle school.

One hundred percent (100%) of 5th grade students will meet the Healthy Fitness Zone in 4 out of 6 Physical Fitness Zones.

What data did you use to form this goal (findings from data analysis)?

- CAASPP Results from spring 2014-15, 15-16 (16-17 scores will be input after summer 2017, when available)
- CELDT Results
- Reclassification Data
- Physical Fitness Results

What did the analysis of the data reveal that led you to this goal?

Baseline Scores in CAASPP are as follows:

2014-15 ELA: 34% met or exceeded standards, 2015-16 ELA: 44% met or exceeded standards

2014-15 Math: 27% met or exceeded standards, 2015-16 Math: 35% met or exceeded standards

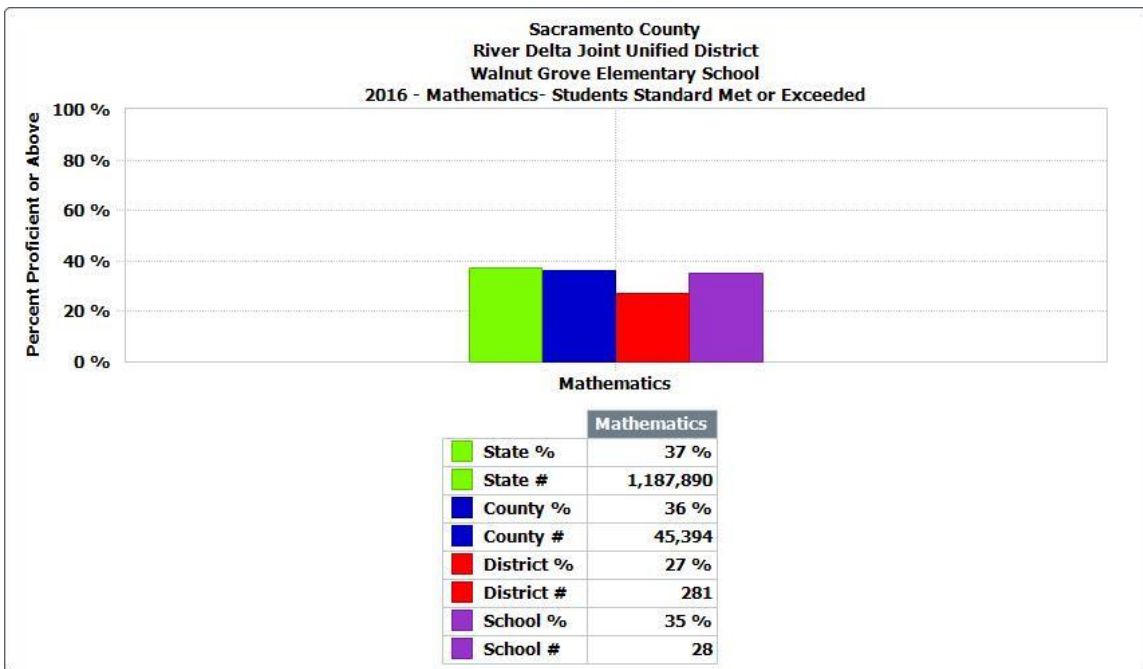
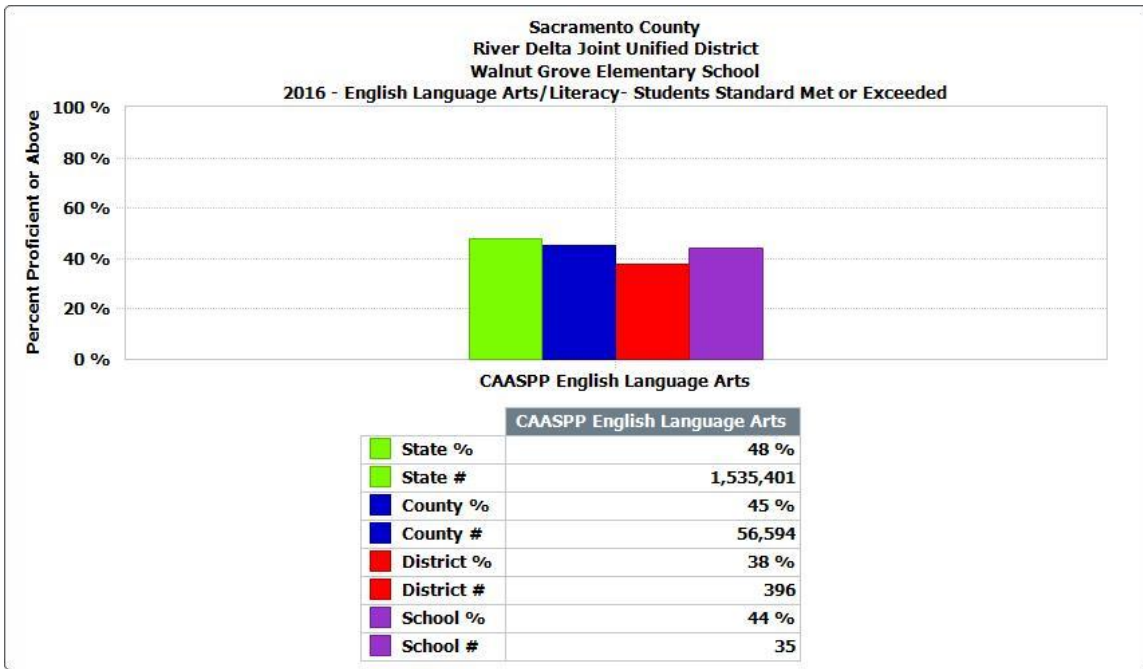
In 2014-15 the percentage of Walnut Grove students achieving their annual growth target on CELDT was 65.5%, with the state target being 60.5%

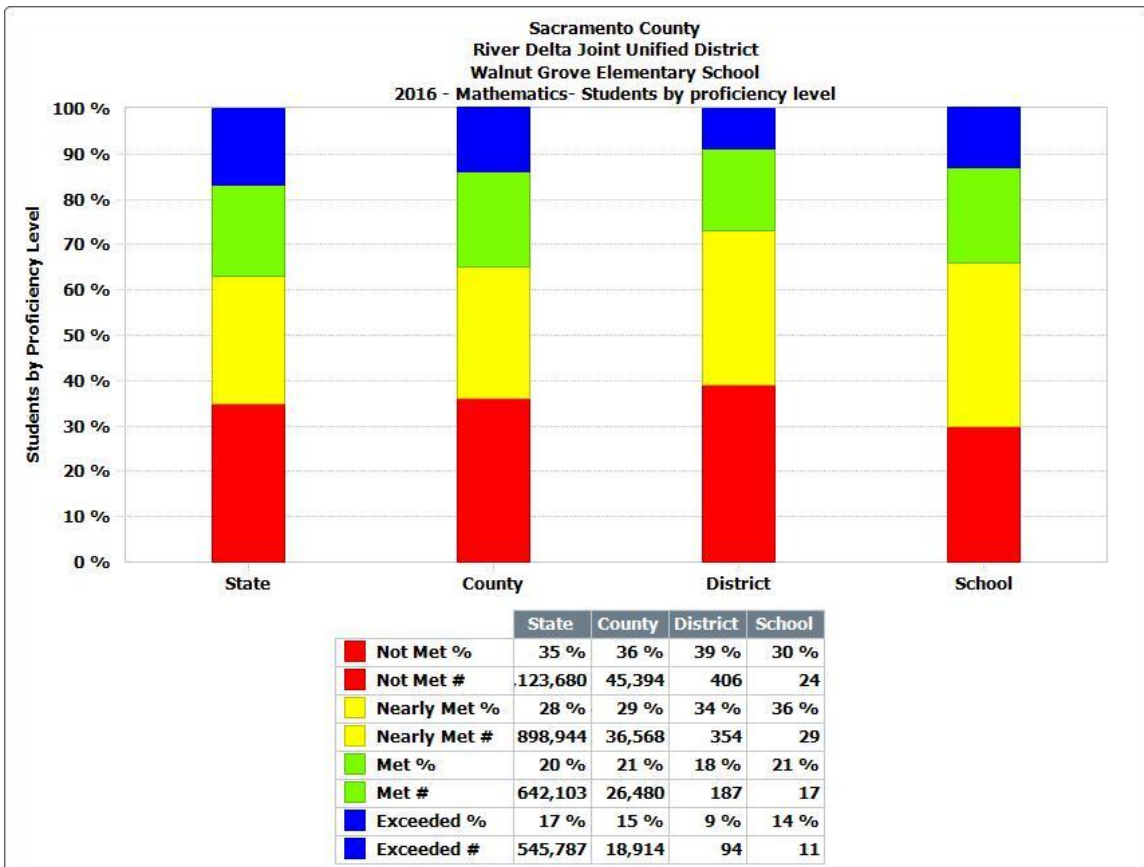
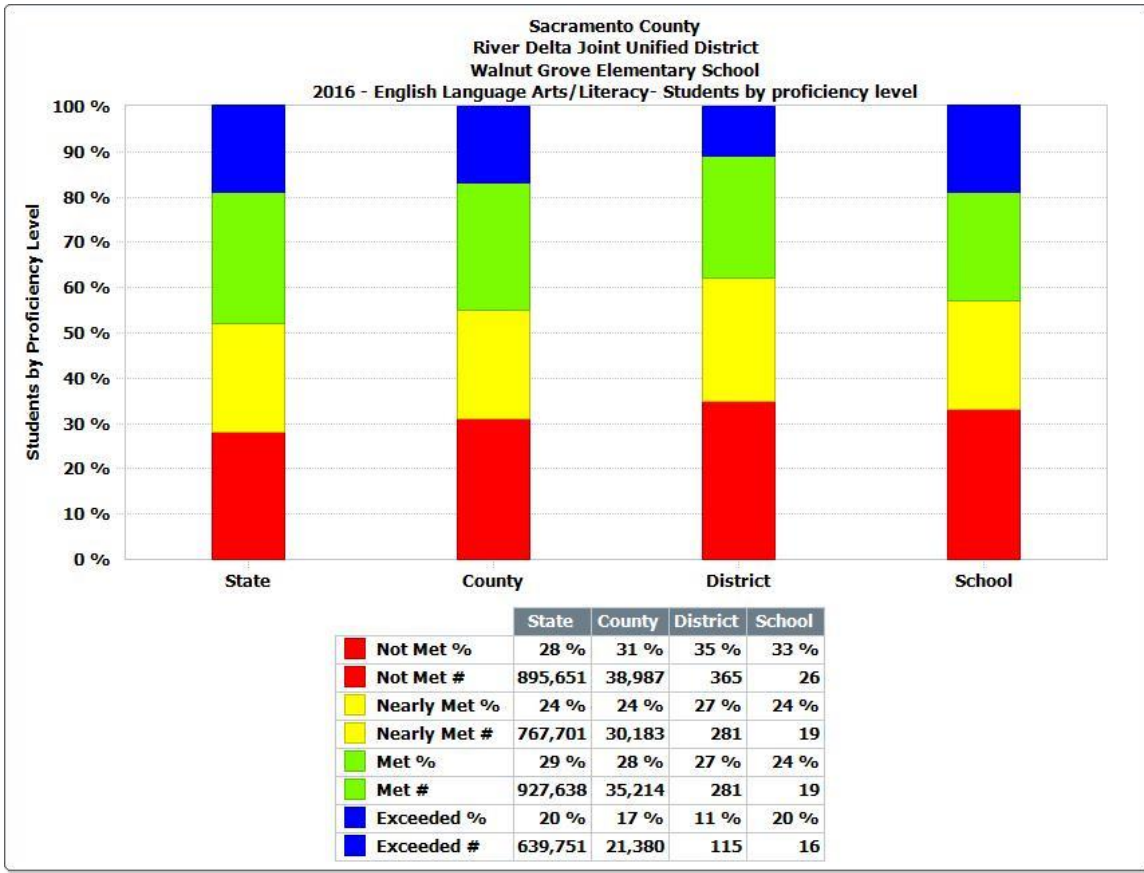
In 2014-2015 the percentage of students attaining English proficiency who have been in California schools less than 5 years was 27.9% with the state target being 24.2%.

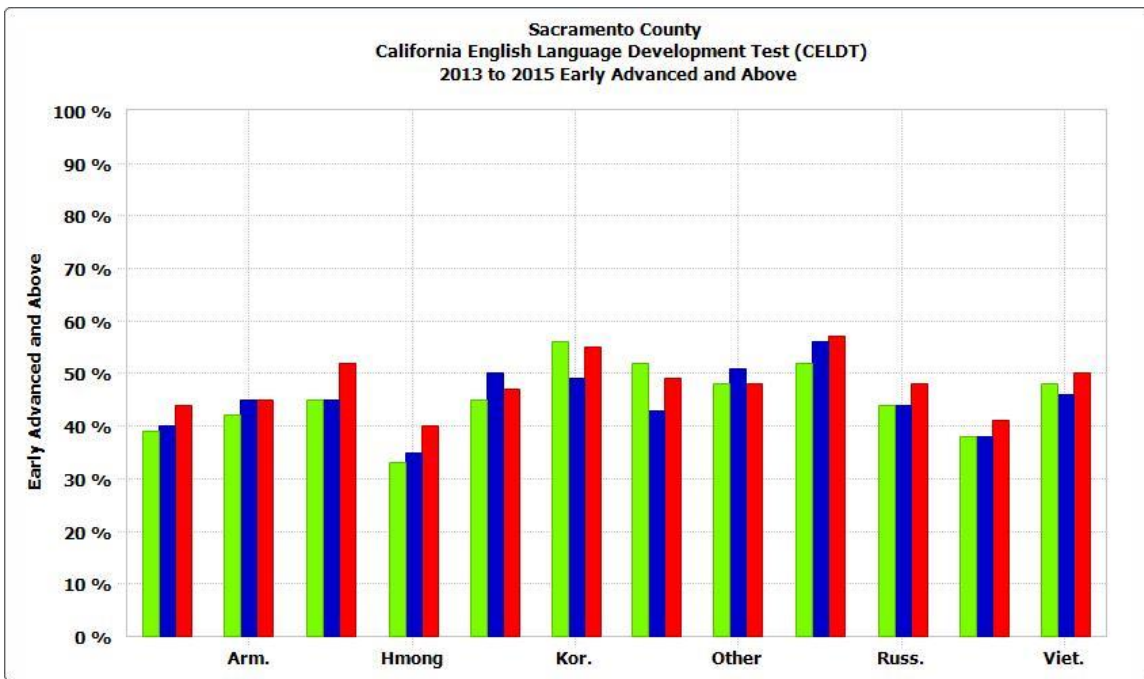
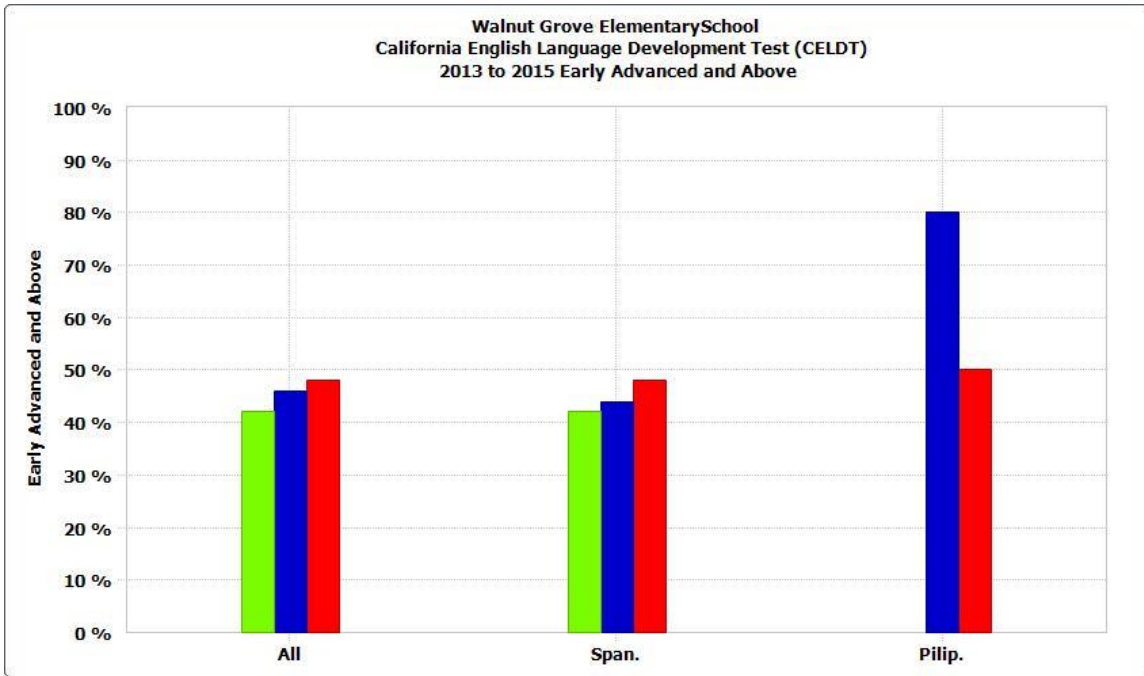
In 2014-15 the percentage of students attaining English proficiency who have been in California schools for 5 years or more was 76.2% with the state target being 50.9%.

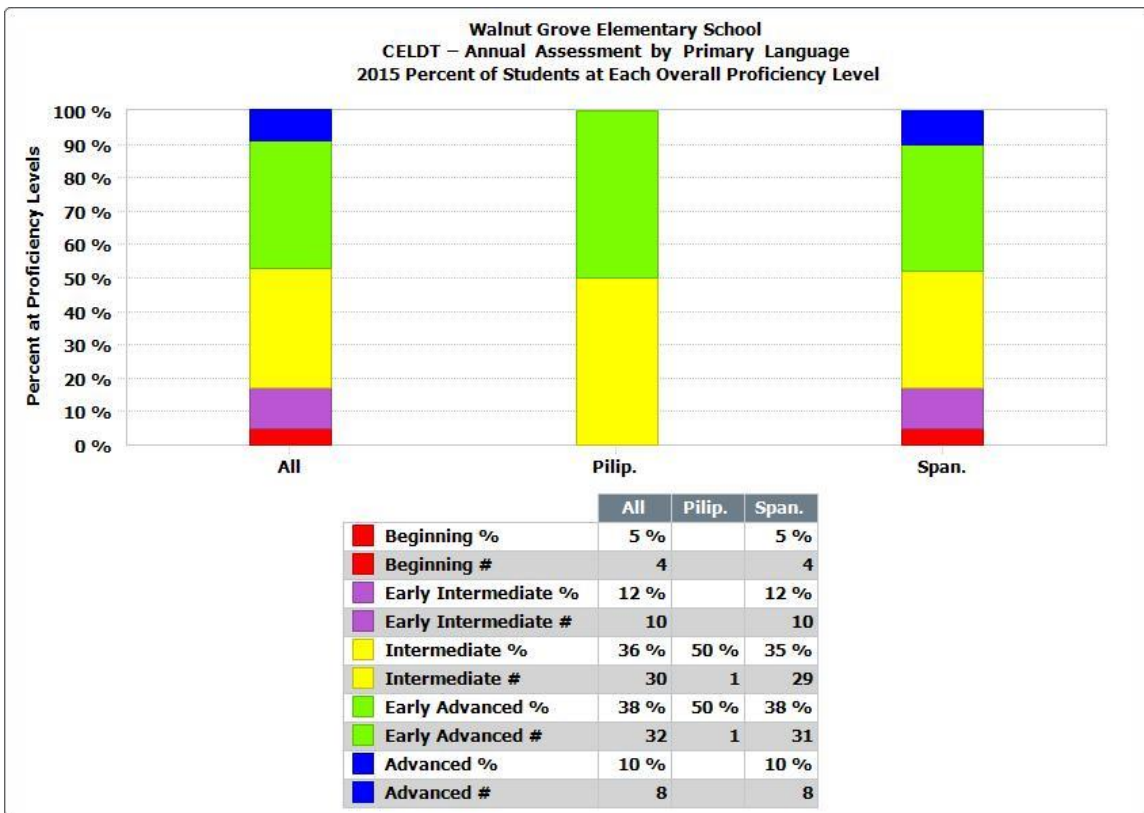
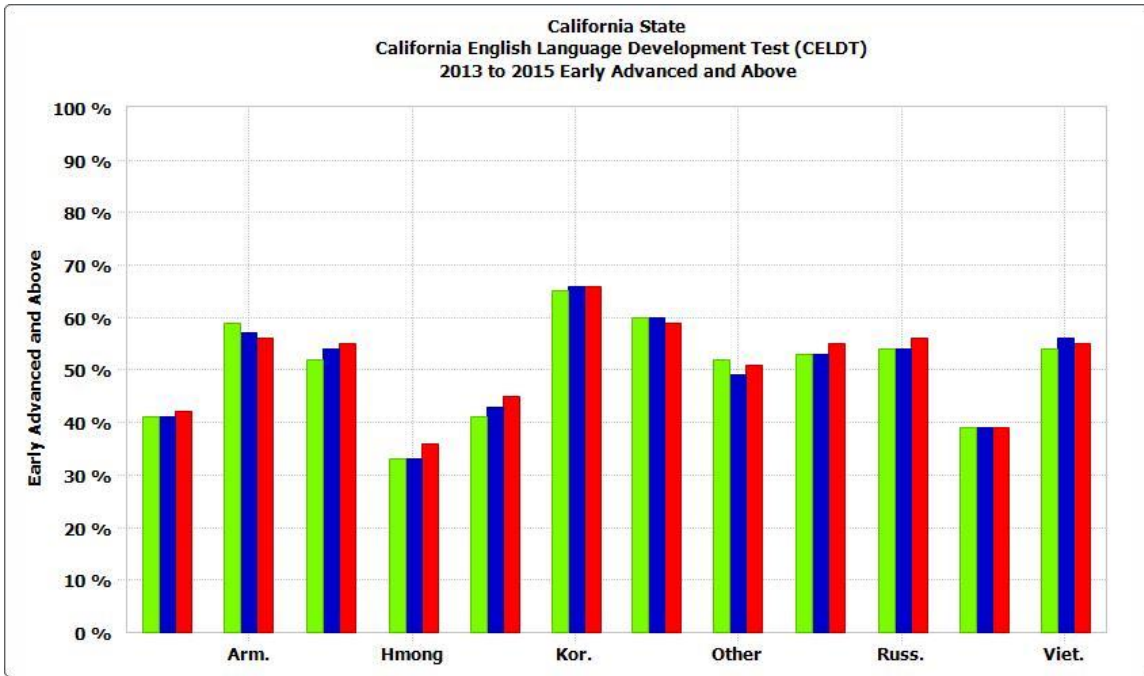
In 2014-2015, 17 students were redesignated fluent.(7 more than the previous year) and in 2015-16, 7 students were redesignated, leading us to create a 2 year goal for redesignation. The historic data shows there to be one year with several redesignated students followed by a year with fewer students. This pattern can be seen going back several years. In 2016-17, 17 students were redesignated fluent English proficient, making a total of 24 over a two year span.

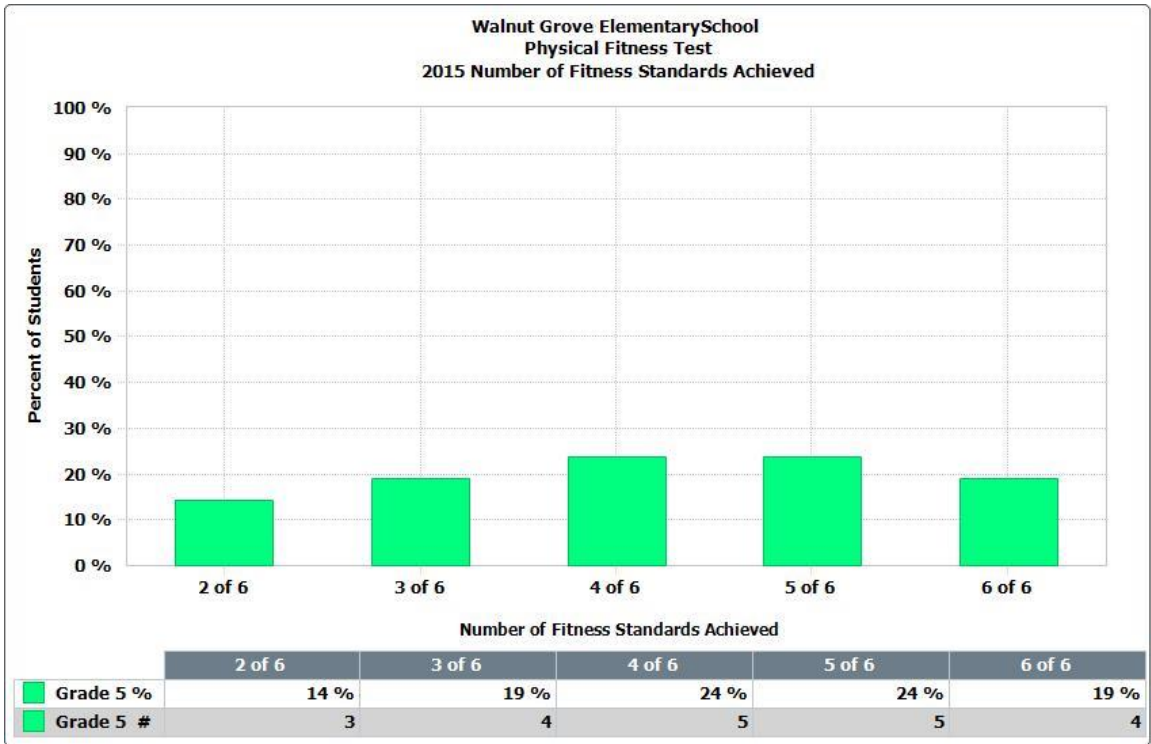
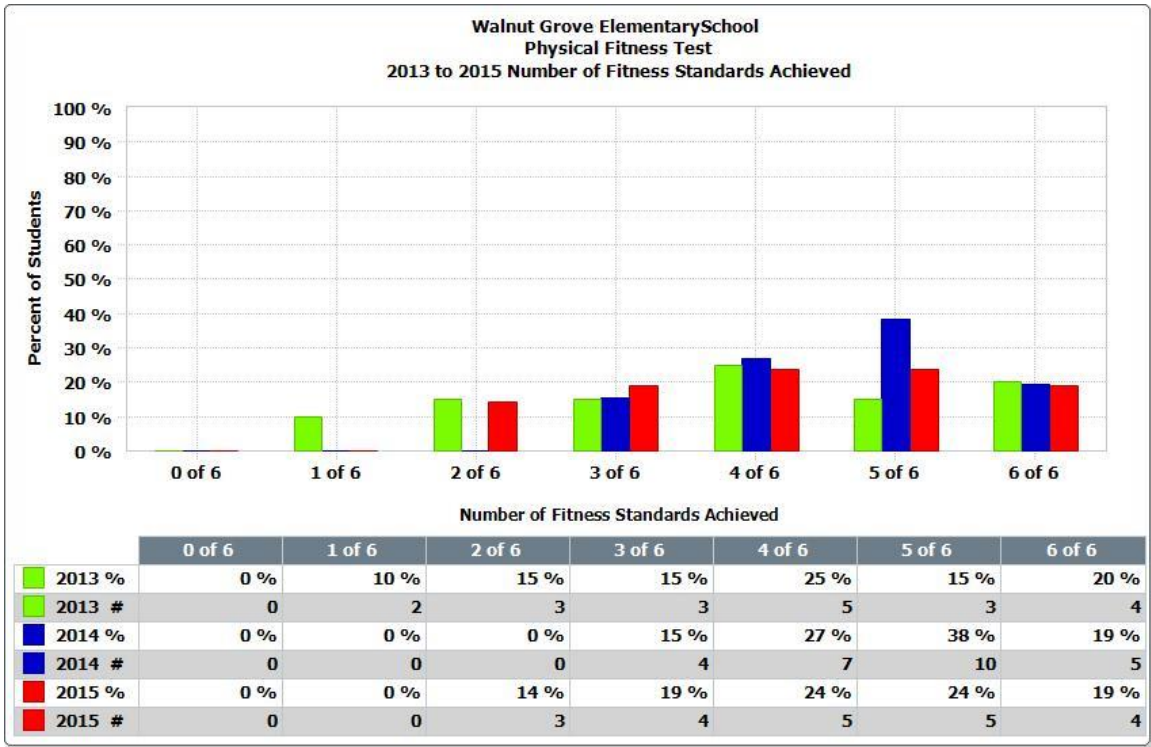
Results from the Physical Fitness assessment shows that we need to continue to work toward 100% of students achieving proficiency in 4 or more areas. In 2014-15, 7 students (33%) did not meet this goal.

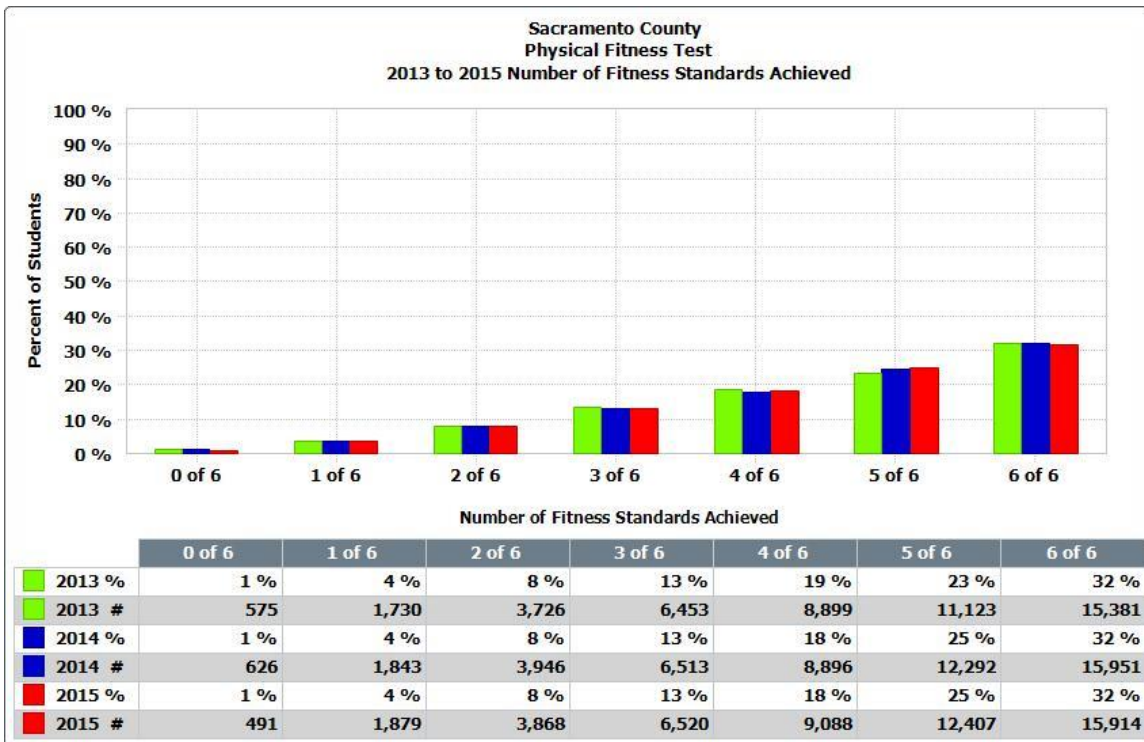
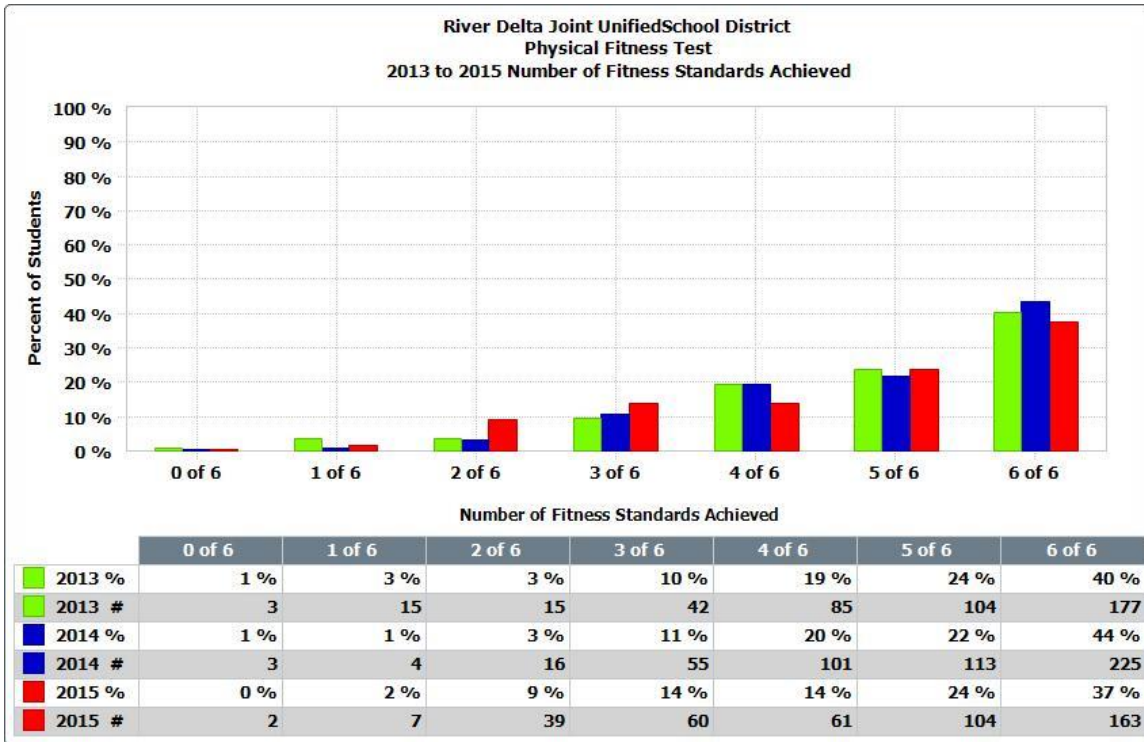


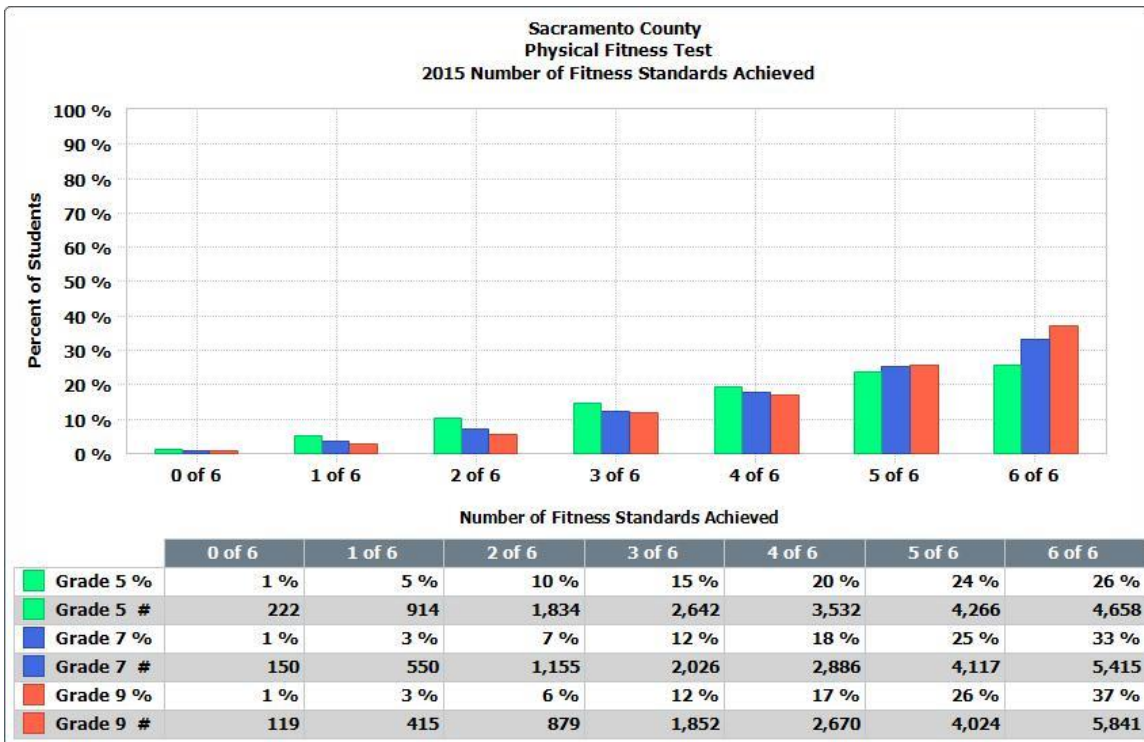
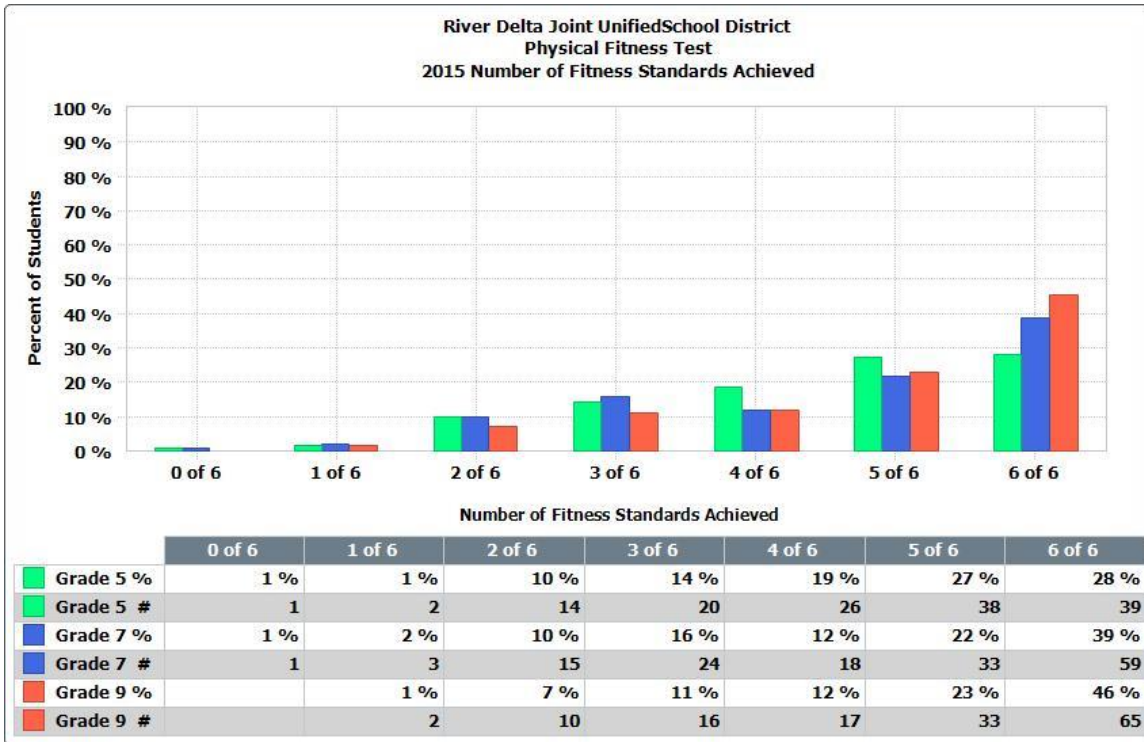












What process will you use to monitor and evaluate the data?

- CELDT Growth
- Reclassification Rates
- CAASPP anual Assessment Data
- CAASPP Interim Assessment Data
- MAP Assessment Data

Curriculum Assessment Data
Pre-Post Physical Fitness Data

Strategy:



ACTION:IMPLEMENT ELA/MATH PROGRAMS WITH INTENSITY AND FIDELITY

Means of Achievement: *Alignment of instruction with content standards*

Action Type:*Form A: Planned Improvements in Student Performance*

- **Task:**

- Teachers will use district current state-adopted instructional materials in ELA and Math.
- District and site to purchase resources to supplement curriculum.
- Adhere to school-wide ELA/Math curriculum minutes in daily schedule.
- Protect core instruction time from interruptions, moving all assemblies to afternoon time.
- Teachers work with After-School Program staff to provide additional ELA/Math resources/help for target students.
- Provide copy machines, copy paper, toner for printing supplemental resources and core program additional resources.

- **Measures:**

- Teachers have Data/Test Chats with all students
- Visible classroom examples of implementation (Common Core Standards Checklists)
- Teacher Lesson Plans
- Principal Walkthroughs and formal observations
- Instructional Rounds
- ELA/Math Curricular Assessments
- CAASPP Interim Benchmarks
- MAP Assessments

- **People Assigned:**

- Teachers/Staff
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Supplemental Materials/Supplies/Leases	\$5,000.00



ACTION:ONGOING ASSESSMENT AND MONITORING

Means of Achievement: [Monitoring program implementation and results](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- Staff will administer, review and analyze CELDT, ELPAC, CAASPP ELA, Science, Math, and Physical Fitness Results.
- Staff will administer, review and analyze curriculum assessments, STAR assessment, MAP assessments, and Interim CAASPP assessments regularly.
- Administer entry level assessments for Kinder students (STAR Early Lit, CELDT, MAP).
- Administer MAP Assessments in fall, winter, spring. (spring after CAASPP Assessments are completed)
- Establish calendar for administration, collection, and analysis of RTI assessments.
- Schedule and hold quarterly Monitoring Conferences, where specialists, classroom teachers, and the principal will coordinate and fine tune services for students.
- Utilize district provided CAASPP practice materials from current curriculum adoptions.
- Celebrate student success on CAASPP and CELDT with Medals Ceremonies.
- Implement a school wide data wall.

- **Measures:**

- Clear documentation of RTI and Monitoring Assessments
- Calendar of assessment administration and data analysis
- Assessment data shared with administration from teachers
- Data reports disaggregated by subgroups

- **People Assigned:**

- Teacher/Staff
- Principal

Start Date: [08/09/2017](#)

Completion Date: [06/01/2018](#)

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Medals for Student Achievement	\$500.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Subs for Quarterly Monitoring Conferences	\$500.00



ACTION: GRADE LEVEL/SCHOOL WIDE COLLABORATION

Means of Achievement: Improvement of instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- Calendar one collaboration staff meeting per month to focus on Common Core Instructional Strategies, Assessment data and analysis, and or lesson planning.
- Identify school site leaders in specialized areas (GLAD, A/R, School Plan, AVID, Academic Conversations, Collaborative Groups, SDAIE) and utilize their input for all staff.
- Use a data recording tool for site collaboration meetings.
- Teachers share specific input/feedback on how to improve teaching strategies and student performance.
- Continue implementation of Instructional Rounds on campus with quarterly team walkthroughs.
- Hold end of the year cross grade level collaboration meetings.

- **Measures:**

- Collaboration agendas/minutes
- Modifications to lesson plans/teaching strategies
- Students below benchmark identified and provided additional support
- Data analysis of significant grade level and school wide subgroups in SBAC Interim Benchmarks, District Assessments, and Curricular Assessments

- **People Assigned:**

- Teachers/Staff
- Principal(s)

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Subs for End of Year Cross Grade Level Collaboration	\$260.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Subs for Instructional Rounds	\$1,500.00



ACTION: CONTINUE DEDICATED WRITING FOCUS

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- Provide dedicated writing period for students in TK-6th grade.
- Implement Step-Up to Writing Strategies School Wide.
- Conduct three (3) school-wide writing assessments, using District provided writing prompt as assessment tool.
- Work with site team to uniform writing portfolio system that reflects the genres of writing in the Common Core ELA Standards.
- Invite author of children's books to visit Walnut Grove to talk about benefits of reading/writing. (Sponsored by Walnut Grove Community Library)

- **Measures:**

- School schedule
- Classroom walkthroughs/Observations
- Writing assessment results
- Calendared Author visit

- **People Assigned:**

- Teachers/Staff
- Principal
- Walnut Grove Community Librarian

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION:CONTINUE ACADEMIC LANGUAGE CAMPAIGN

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- Teacher leaders to review Kate Kinsella/Jeff Zwiers Academic Language Development strategies at staff meetings throughout the year.
- Academic discussion sentence frames will be up in ALL classrooms and utilized on a daily basis.
- Teachers model high academic language and discuss the difference between public and private voice and academic and everyday language.
- Implement Kate Kinsella Academic Tool Kit Curriculum in grade 3rd-6th
- Teachers to provide sentence frames for partner share activities.
- Implement cooperative groups.
- Students expected to answer in complete sentences when appropriate.

- o Grammatical and usage errors corrected in context.

- **Measures:**

- o Academic sentence frames on wall in ALL classrooms
- o Class walkthroughs
- o Staff meeting agendas

- **People Assigned:**

- o Teachers/Staff
- o Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration Grant	Vocabulary/Academic Language Professional Development	\$750.00



ACTION:CONTINUE READING CAMPAIGN

Means of Achievement: [Extended learning time](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- o Open Computer lab before school for students to take A/R quizzes.
- o Provide incentives for meeting A/R goals.
- o Implement school wide A/R time daily.
- o Schedule A/R at least 4 days each week for 30 minutes.
- o Teachers to implement student reading conferences.
- o PTA to help provide quarterly and end of the year A/R Celebration for students who make their A/R goal each quarter and all quarters.
- o Purchase additional high interest A/R books as budget allows.
- o Provide Summer Reading Program as funds allow (Title I and fundraising) 4 weeks, 4 days/week for 4 hours/day for struggling and reluctant readers)

- **Measures:**

- o Ren Learn data (A/R goal and STAR Reading Level)
- o Teacher lesson plans

- **People Assigned:**

- Teachers/Staff
- Principal
- PTA

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Purchase High Interest Books	\$1,000.00
Site Supplemental and Concentration Grant	Purchase High Interest Books	\$2,000.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Summer Reading Program	\$5,000.00
Site Supplemental and Concentration Grant	Supplemental Summer Reading Program	\$839.00



ACTION:CONTINUE TO SUPPORT ENGLISH LANGUAGE LEARNER PROGRAM

Means of Achievement: [Monitoring program implementation and results](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- Schedule all EL students into Designated ELD instructional time.
- All EL students will receive both Designated AND Integrated ELD daily
- Utilize full time ELD teacher for monitoring, intervention, and ELD support for ELLs.(Provided by the district)
- ELD teacher provides ELD/SDAIE training to staff.
- Hold CELDT "test chats" with all EL students.
- Provide academic sentence frames for EL Learners.
- Provide targeted vocabulary instruction.
- Provide CELDT Academic Camp two weeks prior to CELDT (ELPAC) testing.
- Train staff on new ELPAC assessment, replacing CELDT.
- All teachers will utilize Glad strategies and SDAIE strategies to best meet the needs of EL Learners.
- Identify students who are not meeting annual growth targets who are at risk of becoming Long Term English Learners (LTELs) and provide intensive intervention for these students through the ELD teacher and Beyond the Bell After School Program.
- Provide intensive intervention for any student who has attended US Schools since Kindergarten as has not yet been redesignated fluent by the middle of 5th grade.

- Provide Newcomer course for any student new to the US with beginning English skills.
- Celebrate student successes on CELDT with Medal Ceremony.
- Provide parent trainings in school success with focus on Hispanic/English Learner needs.
- ELAC to host a potluck annually to celebrate Reclassified students

- **Measures:**

- Intervention attendance logs
- ELD schedules/Classes developed by the ELD teacher
- District Provided ELD Curriculum Materials and Assessments
- CELDT test scores
- Agendas for staff trainings in SDAIE strategies
- Agendas/Sign-ins for parent trainings
- Classroom Walkthroughs/Observations

- **People Assigned:**

- ELD Teacher
- Teachers/Staff
- Principal
- Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration Grant	CELDT Boot Camp Supplies/Materials	\$250.00
Site Supplemental and Concentration Grant	Supplemental Materials	\$400.00
Site Supplemental and Concentration Grant	Supplies for GLAD	\$500.00
Site Supplemental and Concentration Grant	Reclassified Student Celebration Supplies	\$100.00



ACTION:RESPONSE TO INTERVENTION

Means of Achievement: Increased educational opportunity

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- Schedule regular SST (Student Study Team) and RTI (Response to Intervention) meetings to create individual support plans for students as needed.
- Uniformly identify students in each grade level to receive RTI support, through specialist meetings, Monitoring Conferences, and SST's.
- Continue to implement RTI strategies to support who are not meeting standards in English/Language Arts and Math.
- Utilize Lexia, Accelerated Reader, English in a Flash, Read Naturally, Starfall, IXL, and Wonders/Math Expressions technology components to increase student reading/language arts fluency, comprehension, and math skills at individualized levels.
- Establish intervention groups to meet after school in the After School Program (Beyond the Bell) to target specific content standards.
- Provide opportunities for students to receive targeted after school intervention with certificated staff.
- Utilize RSP teacher/aide daily for RSP and RTI interventions.
- Select and purchase, if necessary, supplemental materials as needed for intervention support.
- Provide training opportunities for staff providing intervention services to students.
- Implement a school wide data wall to regularly track student progress.

- **Measures:**

- Students receiving RTI services show growth in Pre/Post tests of RTI curriculum.
- Students receiving RTI services show growth in STAR Early Literacy (1+ years growth) and/or growth in STAR Reading
- Supplemental materials purchased/obtained
- Teachers/Instructional Aides trained in intervention programs

- **People Assigned:**

- RSP teacher
- Teachers/Staff
- ELD teacher
- Principal
- Instructional Aide

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Resources	\$500.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Subs for SSTs	\$500.00



ACTION:DIFFERENTIATION FOR ADVANCED STUDENTS

Means of Achievement: Increased educational opportunity

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- Identify Advanced students in ELA/Math through CAASPP Interim Benchmarks, GATE testing, MAP Assessments, and Curricular Assessments.
- Using the adopted curriculum, provide Advanced students with "challenge" activities and opportunities.
- Purchase/Obtain additional curricular resources, as necessary/requested.
- Provide access to Academic Talent Search testing/information. (Sacramento State University)

- **Measures:**

- SBAC Interim Benchmark assessments
- Gate Testing
- Curricular Assessments
- Lesson Plans
- Student Work
- Classroom Walkthroughs/Observations
- MAP Assessments

- **People Assigned:**

- Teacher/Staff
- Principal
- Instructional Aide

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Supplemental Resources	\$150.00



ACTION:SOCIAL STUDIES AND SCIENCE

Means of Achievement: Increased educational opportunity

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- School wide schedule will reflect science/social studies period.

- All teachers will teach required science standards.
- Teachers will use GLAD strategies within science/social studies instruction.
- Provide alternate activities for acquiring and mastering science/social studies standards (field trips, assemblies).
- Provide bussing for instructional field trips, using Community Grant Funds.
- Non-fiction Science/Social Studies texts will be used during ELA instruction.
- Provide materials for science experiments as needed.

- **Measures:**

- Lesson Plans
- Classroom walkthroughs/Observations

- **People Assigned:**

- Teachers/Staff
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Supplemental Science Materials and Supplies	\$300.00



ACTION:PHYSICAL FITNESS AND HEALTH

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- All classes will have 200 minutes of physical education activity every ten days, provided by a credentialed teacher.
- Improve physical activity and nutrition for students.
- Administer the Physical Fitness test to all 5th grade students (pre and post).
- Purchase needed P.E. materials.
- Participate in Running for Rhett 5K in the fall. (spring optional)
- Work with UC Davis Medical Interns to establish a calendar of health/Nutrition topics to teach to students in TK-6th grade.
- UC Davis Medical Interns to continue to facilitate PE classes 1 x/ week for all students in TK-6th grade.

- **Measures:**

- Physical Fitness Assessment results

- Lesson Plans
- Classroom walkthroughs/observations
- Daily Schedule reflecting P.E. minutes for each class

- **People Assigned:**

- Teachers/Staff
- Principal
- UC Davis Medical interns

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	PE Equipment and Supplies/Recess Equipment	\$200.00

» GOAL: PRIORITY 5: PUPIL ENGAGEMENT

GOAL AREA: LCAP PRIORITY 5 - PUPIL ENGAGEMENT

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 5 - Pupil Engagement

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Goal Statement:

Walnut Grove school and staff will foster a school culture that ensures academic, social, and emotional well being for all students.

What data did you use to form this goal (findings from data analysis)?

Student attendance data from Aeries Student Data Management System

Parent surveys

What did the analysis of the data reveal that led you to this goal?

Student attendance has been slightly lower than the desired goal. Although the 2015-16 year was incorrectly reported as 87% due to a technical difficulty, our actual attendance for last year was 94%. Our goal for ADA for 2016-17 was 97%. As of April 28, 2017 our ADA is 95%. We continue to work toward 97% ADA for the 2017-18 school year.

What process will you use to monitor and evaluate the data?

Monthly Attendance Reports from Aeries

Parent Surveys

Strategy:



ACTION:STUDENT SCHOOL ATTENDANCE

Means of Achievement: **Increased educational opportunity**

Action Type: **Form A: Planned Improvements in Student Performance**

- **Task:**

- School will have a 97% overall ADA rate.
- Students who have perfect attendance each quarter will receive recognition/award (family to be invited to event)
- TK-2nd class and 3rd-6th grade class with best attendance each month will earn the privilege of being first to lunch for the month
- Teachers will encourage superior attendance and recognize it in their classrooms.
- Create a School Attendance Review Team, made up of the principal, a parent rep, a specialist, and a classroom teacher.
- Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with the School Attendance Review Team.
- Take part in/refer students to district SARB meetings (School Attendance Review Board) when necessary.
- Provide school wide celebrations monthly when 97% attendance goal is reached.
- Provide end of year celebration for students who have perfect attendance.
- Provide end of the year celebration for each class achieving the attendance rate of 97% or better.
- Provide "No tardy" incentives for classes and students
- Send team to SIA Restorative Justice Training to propose alternatives to suspensions.

- **Measures:**

- Student recognition/awards for perfect attendance
- Placement of trophies in classrooms
- Attendance from Aeries

- Copies of chronic absenteeism letters/Notes from parent meetings

- **People Assigned:**

- Principal
- Secretary
- Teachers/Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Recognitions for Attendance	\$500.00
Site Supplemental and Concentration Grant	Incentives for Quarterly Perfect Attendance	\$500.00



ACTION: POSITIVE STUDENT PARTICIPATION/ENGAGEMENT

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- All students in 5th and 6th grade will participate in leadership.
- Student Leadership reps will provide a positive environment by planning events, such as Spirit Week, and making signs and announcements encouraging positive actions and participation in school events.
- Each classroom teacher will select at least one student to be recognized at the monthly assembly for exhibiting the character trait of the month.
- Students in grades 4th-6th will have access to Intramural sports (i.e. football, basketball, volleyball, and soccer) through the After School Program.
- TK-6th grade students will have the opportunity to participate in the 5K Running for Rhett program through the After School Program.
- Each class will go on at least one instructional field trip each school year.
- Schedule "Best Me" assembly with Kaiser Permanente.
- Provide one anti-bullying assembly annually through the Bullying Grant.
- Counselor to implement "Peer Mediators" program on campus, using 4th - 6th grade students as Peer Mediators,

- **Measures:**

- Student Council elections
- Student recognition at monthly assemblies
- Participation in Intramural Sports
- Field Trip Participation

- **People Assigned:**

- Teachers/Staff
- Student Council Advisor(s)
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Materials/Supplies for Peer Mediators	\$200.00
Lottery: Unrestricted	Materials/Supplies for Leadership	\$250.00



ACTION:PROMOTE A COLLEGE GOING ENVIRONMENT

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- Students in grade 4-6 will participate in the Reservation for College Program on campus, completing a pre and post test as well as 10 lessons as prescribed by the UC Davis Partnership Program.
- Students in the 4th-6th grade will also participate in a field trip to a college as a culminating activity to College Week.
- Parents will receive information on the RFC curriculum components.
- All students grade TK-6 will participate in College Week/Month.
- Students in grades 4-6 will participate in Touch a College Day at Bates Elementary School.
- The 6th grade teacher will work with 6th grade students to transition to middle school, including taking a trip to visit Clarksburg Middle School.
- The school will hold a career day in conjunction with College Week.
- Ensure student access to Academic Talent Search through Sacramento State University.

- **Measures:**

- Use of UC Davis Reservation for College curriculum in grades 4-6.
- Student participation in Academic Talent Search assessment
- Student attendance/participation during College Week

- **People Assigned:**

- Teachers/Staff
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration Grant	Field Trip to College/Touch a College Day at Bates	\$750.00



ACTION:VISUAL AND PERFORMING ARTS OPPORTUNITIES

Means of Achievement: Increased educational opportunity

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- School will schedule an annual dramatic performance arts presentation or assembly. (PTA sponsored)
- All teachers will utilize the VAPA standards in the classroom regularly.
- Students in grades 4th-6th will be allowed opportunities to play in the school band/recorder.
- After School opportunities will be provided for students to participate in the Ukulele Club.
- School band will plan and perform two Band Concerts during the school year. (winter, spring)
- All classrooms will have the opportunity to perform in the winter program.
- School will purchase/borrow/repair needed instruments.
- Each classroom will have the option to perform in a musical or play.
- The school in partnership with the After School Program and school parents will continue to support the Cinco de Mayo traditional dance celebration.
- Utilize parent expertise through guest speaker/docent program.

- **Measures:**

- Lesson Plans
- Daily Schedule

- **People Assigned:**

- Teachers/Staff
- Principal
- Music Teacher
- Parents
- PTA

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Music Supplies and Repairs	\$750.00
Site Supplemental and Concentration Grant	Cinco de Mayo Ballet Folklorico Supplies/Costumes	\$500.00

» GOAL: PRIORITY 6: SCHOOL CLIMATE

GOAL AREA: LCAP PRIORITY 6 - SCHOOL CLIMATE FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 6 - School Climate

LCAP Goal:

- Foster a school and district culture that ensures academic/social and emotional well-being for all students

Goal Statement:

Walnut Grove Elementary will provide and maintain a positive and safe school for students.

What data did you use to form this goal (findings from data analysis)?

Suspension/Expulsion rates
Discipline Referrals

What did the analysis of the data reveal that led you to this goal?

Discipline referrals have decreased with the increase in counseling services.

What process will you use to monitor and evaluate the data?

Discipline Referrals
Aeries Documentation
Parent/Student Surveys

Strategy:

» ACTION: POSITIVE ACTION

Means of Achievement: Increased educational opportunity**Action Type: Form A: Planned Improvements in Student Performance****• Task:**

- Teachers will teach lessons from Positive Action, Second Step curriculum, and/or Class Meetings that help students understand their thought process in making decisions and how to make good, positive decisions, develop empathy, etc.
- Walnut Grove will have monthly recognition assemblies, where students are recognized for exhibiting the character traits for the month/reaching AVID short or long term goals.
- Staff will all have Positive Action purple tickets to hand out when they see positive actions.
- Monthly/Weekly prize drawing will be held to recognize students who have had positive actions.
- At least one Anti-Bullying assembly to be held during the year.
- Peer mediators to be established through the school counselor.

• Measures:

- Student Awards/Recognitions
- Lesson Plans

• People Assigned:

- Teachers/Staff
- Principal
- Counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Rewards/Recognition/Prizes	\$500.00

**ACTION: POSITIVE STUDENT BEHAVIOR****Means of Achievement: Alignment of instruction with content standards****Action Type: Form A: Planned Improvements in Student Performance****• Task:**

- Continue school wide implementation of the Behavior Matrix for expectations for student behavior.
- 4th-6th grade students will be trained in Peer Mediation to help mediate conflicts that occur between students.
- A schedule of Peer Mediators will be developed and posted around school.
- District/School counselor/Rio Vista Care will provide counseling services to individuals or small groups, with a focus on decision-making, understanding one's own feelings and the feelings of others, anger management, social appropriateness, or other topics as the need arises.

- Create a "Buddy Bench" where kids who don't have anyone to play with, feel sad, or left out can sit on the bench, and other students will go play with him/her.
- All 5th and 6th grade students will participate in the leadership academy program at school.
- Send team to Restorative Justice Professional Development. Team will return and train the staff. Team to work to come up with alternatives to off-campus suspension.

- **Measures:**

- Peer Mediator Schedule
- Student discipline data from Aeries
- Counseling schedule/calendar

- **People Assigned:**

- Teacher/Staff
- District Counselor
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Restorative Justice Professional Development	\$700.00

ACTION:SCHOOL SAFETY

Means of Achievement: **Monitoring program implementation and results**

Action Type: **Form A: Planned Improvements in Student Performance**

- **Task:**

- School will provide two, one hour yard supervisors during lunch recess.
- Staff will provide supervision during morning recess, bus duty, and fifteen minutes before school.
- Administration, staff, and the Safety Committee will work to update the Comprehensive School Safety Plan annually.
- Administration will work with district Maintenance and Operations staff to repair any unsafe conditions on school site.
- Hold a recess rodeo on the first day of school to teach all students playground/common area expectations/rules.(Repeat Recess Rodeo after winter break)

- **Measures:**

- Yard Supervision assignments
- Completed and updated Comprehensive School Safety Plan
- Repair of unsafe conditions

- **People Assigned:**

- Teachers/Staff
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	2- 1 hour yard duties for lunch recess	\$8,400.00



ACTION:INCLUDE COMMUNITY BASED PROGRAMS TO SUPPORT STUDENT SUCCESS

Means of Achievement: *Involvement of staff, parents and community*

Action Type: *Form A: Planned Improvements in Student Performance*

- **Task:**

- Implement Red Ribbon week with the support of the Sacramento County Sheriff Department and PTA.
- Work with Rio Vista Care to provide counseling services for students and Positive Action groups for students.
- Third grade students to participate in Rotary Dictionary Program.
- Partner with Rotary, Super Mamas, and Los Heroes (Community Group through F5 Sacramento) on the school garden and other projects.
- Schedule work days in coordination with PTA, ELAC, and Rotary.
- Partner with Migrant Ed and Mini Corp to provide services to students.
- Partner with Community Agencies to provide Health Fair for the community of Walnut Grove.
- Partner with River Rats, Lyman's, Rotary, and other community businesses to put on Holiday gift give away for the students of Walnut Grove School.
- Partner with the Family Resource Center to provide services for families (i.e. emergency food and clothing, health insurance, WIC, parenting classes)
- Coordinate and partner with the pre-school to provide early childhood intervention services for Walnut Grove Families.
- Work with SCOE on preparing for the 5th/6th grade trip to Sly Park.(Every other year)
- Work with the community of Walnut Grove to find mentors to work with students.
- Partner with Head Start to promote pre-school for 3 and 4 year old students, as well as school readiness for 0-5 year olds.
- Work with First 5 to provide a kinder camp experience for incoming TK and K students.

- **Measures:**

- Rio Vista Care Referrals

- Sign-ins from community events
- Mini-Corp Schedule

- **People Assigned:**

- Teachers/Staff
- Principal
- Rotary
- ELAC
- PTA

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION: BECOME A SCHOOL WIDE AVID ELEMENTARY SCHOOL (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)L

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- Begin implementation fo School Wide AVID in August 2016.
- District to send a team of 4 teachers and 1 admin to AVID Summer Institute in Sacramento.
- 2nd-6th grade classes to utilize AVID binder/planner system.
- Restructure monthly student of the month assembly to include recognition for AVID goals.
- Host monthly AVID lunch with staff to allow for collaboration on new AVID strategies being implemented.
- Summer team to formulate a 2 year plan for full implementation of AVID.
- Keep a year long focus on career and college readiness.

- **Measures:**

- Student binders and planners
- Staff Sign-in sheets
- 2 year implementation plan
- Certificate from AVID training

- **People Assigned:**

- All teachers
- Counselor
- Principal

- Students
- Parents

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Monthly AVID Working Lunch	\$400.00

» GOAL: PRIORITY 7: STUDENT ACHEIVEMENT

GOAL AREA: LCAP PRIORITY 7 - COURSE ACCESS

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Goal Statement:

Students will have access to differentiated instruction to meet their needs. This instruction will be both for students who struggle accessing the core standards and for those who excel with standards. Additionally, students will have access to the necessary technology to meet the Common Core standards and to prepare them for middle school with a Career and College Ready focus for all.

What data did you use to form this goal (findings from data analysis)?

Response to Intervention (RTI) data
 Students qualifying for GATE
 MAP Assessment data

What did the analysis of the data reveal that led you to this goal?

Walnut Grove has students who struggle, do well, and excel. All of them need to be challenged at their levels. Using and becoming proficient with technology prepares students for later education and allows for advanced differentiation.

What process will you use to monitor and evaluate the data?

Strategy:



ACTION:INSTRUCTION AT STUDENT LEVELS

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- Students will receive instruction at their level of need during ELA/Math Universal Access (UA) time.
- Students who need help beyond UA time will receive instruction using materials, such as Lexia, SIPPS, Read Naturally, and IXL with the purpose of making the core accessible to all students.
- Students who need additional support will also have the opportunity to receive after school intervention with a certificated teacher.
- Students who regularly exceed the core standards and/or qualify for GATE will be given "challenge" activities and opportunities to extend their learning.

- **Measures:**

- Ren Learn Assessments (STAR Early Lit, STAR Reading, STAR Math)
- Lexia Assessments
- Curricular and SBAC Interim benchmark assessments
- Gate testing results
- RTI curricular assessments
- Classroom walkthroughs/observations

- **People Assigned:**

- ELD Teacher
- RSP Teacher
- Teachers/Staff
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION:ADDRESSING STUDENT NEEDS

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- Student academic needs will be discussed at Monitoring Conferences, three times each year.
- School will meet with parents of students with significant academic/behavioral/other needs in an SST.
- Teachers and staff will work together to come up with ways to help students in their areas of need (i.e. push-in help, pull-out help, Mini-Corps tutors, etc.)
- Work with RSP teacher to provide RTI Tier 3 and any other learning center resources.
- Research adding a Saturday Academy, possibly partnering with Migrant Education with a STEM/Reading Focus/ADA recovery.

- **Measures:**

- Meeting notes from Monitoring Conferences
- Meeting notes from SSTs
- Staffing considerations for students needing extra help

- **People Assigned:**

- Teacher/Staff
- District Counselor
- Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION:TECHNOLOGY

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- Distribute 30 computer lab computers into classrooms.
- Technology issues will be communicated to principal/Data Path, and Data Path will come out weekly to address issues/upkeep.
- Each classroom will have at least five (5) working computers or chrome books
- Each classroom will have one (1) working laptop teacher computer.
- 3 Chrome book carts will be maintained on site for teachers to utilize in the classroom. (1 for 5th/6th, 1 for 3rd/4th, and ASP cart for TK-2nd)
- Teachers will receive a beginning of the year troubleshooting training for site technology.
- 2nd-6th grade students will have access to keyboarding and word processing programs.
- Students will have continued access to computer/internet based instructional programs (i.e. Lexia, Read Naturally, IXL, Renaissance Place, real world applicaton for typing, etc.)
- Teachers will incorporate more technology into their lessons (i.e. short media clips, Google Classroom, Google Docs,PowerPoint presentations, information found on the internet, etc.).

- Access to wireless internet will be school wide, including the cafeteria, and old gym.
- Teachers will be trained on Google Classroom.
- Add Edutype goals to the monthly assembly.
- Continue to work toward having a Smart Board in each classroom for student/teacher collaborative use.
- Send team to technology based professional development. Team will train the rest of the staff.
- Work with district Technology TOSA to provide PD on site and individual training for teachers and other staff.

- **Measures:**

- Posted computer lab schedule
- Technology Data Path tickets
- Licensing for Ren Learn, Lexia, and IXL (district-funded)
- Increased typing speed

- **People Assigned:**

- Teachers/Staff
- Principal
- Data Path
- District Office

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Technology Replacement/Repair Costs	\$1,000.00
Site Supplemental and Concentration Grant	IXL ELA	\$300.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Smart Board Purchase/Installation	\$4,500.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Technology Focused Professional Development	\$700.00



FUNDING PROGRAMS INCLUDED IN THIS PLAN

- Each state and federal categorical program in which the school participates.

Total Site Plan Budget :	\$68,527.00
Total Annual Expenditures for Current School Plan:	(\$67,407.00)
Balance:	\$1,120.00

Funding Resource Code	Funding Source	Allocation / Expenditure
1100	Lottery: Unrestricted	\$7,657.00
	Grade Level/School Wide Collaboration	(\$260.00)
	Positive Student Participation/Engagement	(\$200.00)
	Positive Student Participation/Engagement	(\$250.00)
	Visual and Performing Arts Opportunities	(\$750.00)
	Positive Student Behavior	(\$700.00)
	Technology	(\$1,000.00)
	Facility Needs	(\$325.00)
	Professional Development for Teaching Staff	(\$300.00)
	Professional Development for Teaching Staff	(\$800.00)
	Communication with Parents	(\$500.00)
	Parent Volunteer Work Days	(\$250.00)
	Parent Volunteer Work Days	(\$200.00)
	Parent Volunteer Work Days	(\$500.00)
	Parent Involvement Opportunities	(\$550.00)
	Balance:	\$1,072.00
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$32,581.00
	Parent Involvement Opportunities	(\$500.00)
	Parent Involvement Opportunities	(\$500.00)
	Communication with Parents	(\$8,573.00)
	Grade Level Parent Trainings	(\$260.00)
	Professional Development for Teaching Staff	(\$2,000.00)
	Supplemental/Ancillary Materials	(\$5,000.00)
	Professional Development for Teaching Staff	(\$1,000.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
	Technology	(\$4,500.00)
	Technology	(\$700.00)
	Grade Level/School Wide Collaboration	(\$1,500.00)
	Ongoing Assessment and Monitoring	(\$500.00)
	Ongoing Assessment and Monitoring	(\$500.00)
	Continue Reading Campaign	(\$5,000.00)
	Response to Intervention	(\$500.00)
	Response to Intervention	(\$500.00)
	Continue Reading Campaign	(\$1,000.00)
	Balance:	\$48.00
740	Site Supplemental and Concentration Grant	\$11,189.00
	Continue Reading Campaign	(\$2,000.00)
	Student School Attendance	(\$500.00)
	Continue Reading Campaign	(\$839.00)
	Continue to Support English Language Learner Program	(\$250.00)
	Continue to Support English Language Learner Program	(\$400.00)
	Continue to Support English Language Learner Program	(\$500.00)
	Continue to Support English Language Learner Program	(\$100.00)
	Continue Academic Language Campaign	(\$750.00)
	Professional Development for Teaching Staff	(\$500.00)
	Technology	(\$300.00)
	Visual and Performing Arts Opportunities	(\$500.00)
	Promote a College Going Environment	(\$750.00)
	Supplemental/Ancillary Materials	(\$1,000.00)
	ELAC Responsibilities	(\$200.00)
	ELAC Responsibilities	(\$350.00)
	ELAC Responsibilities	(\$1,200.00)
	Parent Involvement Opportunities	(\$250.00)
	Parent Involvement Opportunities	(\$250.00)
	Parent Involvement Opportunities	(\$550.00)
	Balance:	\$0.00
0	Discretionary	\$17,100.00
	Grade Level Parent Trainings	(\$250.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
	Positive Action	(\$500.00)
	School Safety	(\$8,400.00)
	Become a School Wide AVID Elementary School (Advancement Via Individual Determination)	(\$400.00)
	Supplemental/Ancillary Materials	(\$900.00)
	Facility Needs	(\$500.00)
	Implement ELA/Math Programs with Intensity and Fidelity	(\$5,000.00)
	Differentiation for Advanced Students	(\$150.00)
	Social Studies and Science	(\$300.00)
	Physical Fitness and Health	(\$200.00)
	Student School Attendance	(\$500.00)
Balance:		\$0.00

» SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Carrie Norris	Principal	916-776-1844	04/29/2017
Jennifer Stone	Parent or Community Member	916-776-1844	04/29/2017
Esmeralda Sanchez	Other School Staff	916-776-1844	04/29/2017
John Allerson	Classroom Teacher	916-776-1844	04/29/2017
Reina Riebe	Classroom Teacher	916-776-1844	04/29/2017
Carrie Chess	Parent or Community Member	916-776-1844	04/29/2017
Rosa Ventura	Parent or Community Member	916-776-1844	04/29/2017
Sonia Rios	Parent or Community Member	916-776-1844	04/29/2017
Christy Veregee	Parent or Community Member	916-776-1844	04/29/2017

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	5	0



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:

English Learner Advisory Committee

Gabriela Sandoval

Signature

Walnut Grove School Staff

Emerald Sanchez

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 here in 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:

04/29/2017

Attested:

Ms. Carrie Norris, Principal

Typed name of School Principal

Carrie Norris

Signature of School Principal

5/11/17

Date

Jennifer Stone/Carrie Chess

Typed name of SSC Chairperson

Carrie Chess

Signature of SSC Chairperson

5/13/17

Date

» ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

The following state and local assessments are used to modify instruction and improve student achievement:

- Lexia computerized Reading Program, MAP Benchmark Assessments, CAASPP Interim Assessments, Reading Lions Fluency Test, ELA topic Tests, Math Unit Tests, Accelerated Reading Tests, CAASPP Annual Assessments, Basic Phonics Skills Test (BPST), STAR Reading, and STAR Early Literacy test results
- Students are placed in ELD/EO classes based on CELDT testing.
- Data from the multiple assessments are used by staff in creating Universal Access intervention schedules, before or after school intervention programs, or other small group instruction classes.

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

Walnut Grove staff uses curriculum embedded assessments in the following content areas:

English Language Arts

Math

Science

Social Studies

ELD

Status of meeting requirements for highly qualified staff (ESEA):

100% of teachers on staff meet NCLB highly-qualified teacher requirements.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

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

All staff development is aligned to the Common Core State Standards and ELD Standards.

Coaching and opportunities for peer observations will also be available.

Two days each month are used for grade level collaboration, data analysis, and improving instructional strategies.

(See above for specific list of Assessments)

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

The Walnut Grove staff continues to look at areas that can be improved and groups of students that need extra help. For the 2017-18 school year, the Walnut Grove staff will continue to receive follow up training on the Common Core.

Content area experts will be identified to provide professional development at staff meetings. Professional Development in

the area of AVID, Academic Conversations, the NGSS (Next Generation Science Standards), and Restorative Justice will be a priority for the 2017-18 school year. A continued focus on reading and academic vocabulary will also continue. Professional development for new teachers will be provided by site experts and leaders on our campus. The Technology TOSA (Teacher on Special Assignment) will be available for training of groups and/or individuals.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teachers at Walnut Grove have two Wednesdays each month dedicated for staff meetings and staff collaborations/professional development. Because of the size of the school, most grade levels have one teacher per grade level. Our collaboration meetings are often whole-school wide, while other times it is more appropriate to have collaboration time with multi-grade level teams. Teachers meet together regularly to analyze data.

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

Alignment of curriculum, instruction and materials to content and performance standards is completed by using SBE material and attending SBE sponsored workshops to ensure instruction meets performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Instructional minutes are met for reading, language arts and mathematics in all grade levels.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

District pacing guides have been suspended due to transition to Common Core.

All standards in ELA, Math, Science, Social Studies, P.E. are expected to be covered each year.

The RTI schedule allows for flexibility, depending on the needs of the students.

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

All of our students have a state adopted, common core text book in Math and English/ Language Arts. Social Studies and Science curriculum continue to be aligned to the previous version of the standards. Additional support materials are supplied both as texts and through electronic media to supplement core curriculum.

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

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

Based on Reading Lions Reading Fluency Tests, AR testing, and HM theme tests, and MAP Assessments the following programs will be provided to support under-performing students;

Additional time available, beyond core, with ELD teacher and Resource Specialist.

Analysis of student data for diversification of instruction during Universal Access time. Interventions such as Lexia, and IXL are available as needed.

Access to before/after school tutoring w/credentialed teacher

Research-based educational practices to raise student achievement at this school (ESEA):

The staff at Walnut Grove School continue to implement GLAD strategies, which are research based and proven to have a profound effect on students. We continue to employ other research based strategies from Strategic Schooling, such as every student answers every time and reciprocal teaching.

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

- Foster a school and district culture that ensures academic/social and emotional well-being for all students

After School Program

First Five School Readiness Program for 0-5 year olds

ELAC

Site Council

Community volunteers

RV CARE

Counseling for students shared elementary counselor

Head Start for 3-4 year olds

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

- Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Parents are elected to DELAC, which spends time annually on evaluation of the consolidated application. Parents serve on ELAC, Site Council, etc. and provide feedback at every meeting to the School Site Council, principal, etc.

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

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Services provided by categorical funds to enable under-performing students to meet standards are:

Small class size in grades kindergarten through sixth (Not to exceed 24 in primary)

Weekly leveled remedial support in computer lab in math and Language Arts for all students

Before and after school intervention programs

Thirty minutes of daily ELD time for all students

Math and Language Arts grade level academic camps for supplemental instruction before and after school

Fiscal support (EPC):

- Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction

Fiscal support of educational programs is detailed in the budget designations throughout the Single Plan for Student Achievement.



SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

River Delta Joint Unified District



Isleton Elementary

The District Governing Board approved this revision of the School Plan on :

CDS Code: 34674136033666

Principal: Ms. Antonia Slagle, Principal

Superintendent: Don Beno

Address: 412 Union St.
Isleton, CA 95641-0728

Phone: (916) 777-6515

Email: aslagle@rdusd.org

Web Site: <http://ies-rdusd-ca.schoolloop.com/>



Goals and Actions	Start Date	Completion Date	Amount
» LCAP Priority 1 - Basic Services			
› Clean, Safe and Mentally Stimulating Learning Environment			
• Facility Needs	08/09/2017	06/01/2018	\$0.00
• Curricular Needs	08/09/2017	06/01/2018	\$0.00
• Physical Safety of Site	08/09/2017	06/01/2018	\$1,600.00
• Update Technology	08/09/2017	06/01/2018	\$2,000.00
» LCAP Priority 2 - Implementation of State Standards			
› Implement Common Core State Standards			
• NGSS/CCSS Professional Development	08/09/2017	06/01/2018	\$1,000.00
• Supplemental/Ancillary Materials	08/09/2017	06/01/2018	\$1,000.00
• Mathematics/ELA Curriculum	08/09/2017	06/01/2018	\$0.00
» LCAP Priority 3 - Parent Involvement			
› Parent Involvement			
• ELAC/ Supporting English Learner Parents	08/09/2017	06/01/2018	\$700.00
• Family Literacy Opportunities	08/09/2017	06/01/2018	\$1,000.00
• Parent Communication and Outreach	08/09/2017	06/01/2018	\$13,410.00
» LCAP Priority 4 - Pupil Achievement			
› Achievement			
• Ongoing Assessment and Monitoring	08/09/2017	06/01/2018	\$1,500.00
• Differentiate Instruction	08/09/2017	06/01/2018	\$8,503.00
• Collaborate Grade Level - School Wide	08/09/2017	06/01/2018	\$0.00
• Continue to Support English Learner Program	08/09/2017	06/01/2018	\$500.00
• Implement Instructional Program with Intensity and Fidelity to Core Curriculum	08/09/2017	06/01/2018	\$6,250.00
• Targeted Skills Intervention	08/09/2017	06/01/2018	\$3,000.00
• AVID Implementation	08/09/2017	06/01/2018	\$600.00
• Science/Social Science	08/09/2017	06/01/2018	\$1,564.00
» LCAP Priority 5 - Pupil Engagement			
› Pupil Engagement			
• Student Attendance	08/09/2017	06/01/2018	\$300.00
• Student Engagement Activities	08/09/2017	06/01/2018	\$500.00

Goals and Actions	Start Date	Completion Date	Amount
» LCAP Priority 6 - School Climate			
› School Climate			
• Promote Positive Student Behavior and Establish Positive Expectations	08/09/2017	06/01/2018	\$2,929.00
• Include Community Based Programs to Support Students	08/09/2017	06/01/2018	\$0.00
» LCAP Priority 7 - Course Access			
› Course Access - 21st century skills			
• Implement Instructional Technology	08/09/2017	06/01/2018	\$720.00
• Technology Integration/Support	08/09/2017	06/01/2018	\$13,799.00
Total Annual Expenditures for Current Site Plan: \$60,875.00			

GOALS

» GOAL: CLEAN, SAFE AND MENTALLY STIMULATING LEARNING ENVIRONMENT

GOAL AREA: LCAP PRIORITY 1 - BASIC SERVICES

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 1 - Basic Services

LCAP Goal:

- Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction

Goal Statement:

To provide all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

The staff of Isleton Elementary School is dedicated to providing a clean, safe, and mentally stimulating learning environment where students feel physically, emotionally, and mentally safe taking on academic challenges and feel courageous enough to address others in an appropriate and progressive manner about their positive and negative choices. We are also dedicated to conducting ourselves as professionals in our daily interactions with our students and with each other especially during crucial collaboration meetings. A clean, safe, and mentally stimulating environment provides more student instructional time in the classroom, to increase student achievement. Isleton Elementary School will provide an environment where all teachers are highly qualified, the school facility is safe and in good repair, and all the basic curricular needs (textbooks, desks, etc.) for students are met.

What data did you use to form this goal (findings from data analysis)?

- ◊ MAP, SARC information
- ◊ board approved textbooks and ancillary materials
- ◊ Data Wall intervention
- ◊ site council agendas and meeting notes
- ◊ facilities walk-throughs

What did the analysis of the data reveal that led you to this goal?

Isleton Elementary has a safe and clean campus and a very responsive custodial and maintenance staff that responds quickly to work order requests. There are minor facilities issues that need addressing due to regular wear and tear, which includes replacement playground equipment, water fountain replacement and lighting.

Technology is an area for continuous improvement and support. One staff member computer had to be replaced in the 2015-2016 year, and there will be more in the future as well as projectors, Elmos that will also need replacement due to age and use. Data Path is providing an analysis of needs for site council to review and prioritize replacement/upgrades.

What process will you use to monitor and evaluate the data?

- ◊ Prior to the start of school, teacher/admin conduct inventory of school resources and analysis of technology needs
- ◊ get input from students, parents, teachers, staff and other community stakeholders
- ◊ do principal observations
- ◊ conduct safety walk-throughs with custodian, admin and safety committee
- ◊ purchase replacement/upgrade items in order of priority

Strategy:

- ◊ in coordination with the district office, Isleton Elementary will maintain 100% NCLB highly qualified teachers
- ◊ in coordination with the district office, Isleton Elementary will have appropriate textbooks, technology, equipment, facilities and materials to support student learning
- ◊ in coordination with the district office, Isleton Elementary staff will have the necessary equipment and materials to meet the needs of their jobs in a safe and supportive environment.

ACTION:FACILITY NEEDS

Means of Achievement: [Involvement of staff, parents and community](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- Task:
 - ◊ As facility needs arise, teachers/staff will inform the custodian and/or principal.
 - ◊ The custodian and/or principal will make a work order for the Maintenance and Operations department.
 - ◊ The principal will keep a record of needed improvements that are requested.
 - ◊ Custodians will inform M&O and principal of regular facility maintenance needed.
 - ◊ Perform quarterly Walk Throughs with Safety Committee to look at Facility Needs/Concerns
 - ◊ maintain inventory of technology
 - ◊ monthly fire drills
 - ◊ evacuation plans posted in every room
 - ◊ evacuation drills

- **Measures:**
 - ◊ work orders placed
 - ◊ communication with M&O

- **People Assigned:**
 - ◊ Custodian
 - ◊ Teachers/Staff
 - ◊ Principal
 - ◊ M & O staff

Start Date: 08/09/2017

Completion Date: 06/01/2018



ACTION: CURRICULAR NEEDS

Means of Achievement: [Monitoring program implementation and results](#)

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**
 - ◊ Staff will inform principal of curricular needs to ensure all students have the appropriate materials.
 - ◊ Principal will contact DO or order any needed curriculum for the students.
 - ◊ At the end of each year, an inventory of curriculum will be done in order to request adequate materials from the DO.

- **Measures:**
 - ◊ Teacher Communication
 - ◊ Communication with District Office
 - ◊ Teachers will have the appropriate amounts of materials, supplies and technology needed for instruction
 - ◊ Students will have the necessary amounts of materials, supplies and technology needed for instruction

- **People Assigned:**
 - ◊ district office personnel
 - ◊ principal
 - ◊ teachers
 - ◊ office staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

› ACTION:PHYSICAL SAFETY OF SITE

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Form a Safety Committee of parent, staff and principal.
- ◊ Schedule and conduct **one meeting per semester** with the school Safety Committee, to meet after site council.
- ◊ Revise elements of the RDUSD safety plan as needed that pertain to IES.
- ◊ Train Isleton staff on the Standard Response Procedures: evacuate, shelter, lockdown and lockout.
- ◊ Conduct regularly scheduled fire drills, earthquake drills, intruder drills.
- ◊ Maintain and monitor security cameras purchased through site funds.
- ◊ Purchase lockdown safety devices for non-lockable doors inside main classroom building.
- ◊ Collaborate with the staff about the success of the monthly drills and how the procedures can be improved.
- ◊ Conduct school wide "Safety Audit" with M&O
- ◊ Share "Safety Audit" findings with district, school and community
- ◊ Implement audit recommendations

- **Measures:**

- ◊ Revised Safety and Emergency Preparedness Plan Agendas
- ◊ Minutes & Sign-in sheets from the Safety Committee and training meetings
- ◊ Notes from monthly drill collaboration
- ◊ "Safety Audit" results

- **People Assigned:**

- ◊ Director of Facilities/Director of Maintenance
- ◊ Principal
- ◊ Teachers
- ◊ Parents
- ◊ Community Members and pertinent resources such as emergency responders.

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Security Camera Contract	\$1,100.00
Discretionary	Lockdown Safety Devices	\$500.00

> ACTION:UPDATE TECHNOLOGY

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**
 - ◊ perform site analysis to update technology - projectors, printers, staff computers
 - ◊ purchase items to ensure all classrooms are updated and operating properly

- **Measures:**
 - ◊ site tech plan
 - ◊ inventory of technology on campus
 - ◊ service tickets to Data Path

- **People Assigned:**
 - ◊ district IT staff
 - ◊ principal
 - ◊ secretary
 - ◊ district purchasing
 - ◊ maintenance

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Updated Technology	\$2,000.00



GOAL: IMPLEMENT COMMON CORE STATE STANDARDS

GOAL AREA: LCAP PRIORITY 2 - IMPLEMENTATION OF STATE STANDARDS

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Goal Statement:

All teachers will fully implement Common Core Standards and Instructional strategies in ELA/L and Math with district provided curriculum. This will include Next Generation Science standards, English language development, history/ social science, visual and performing arts, health education and physical education standards.

What data did you use to form this goal (findings from data analysis)?

The district has now completed two full years of SBAC testing. State and district mandated curricular policies and mandates continue to be infused into the program as they are formulated through adopted curriculum and supplementary materials.

Currently, staff uses the following data:

- ◊ MAP benchmark data
- ◊ Data Wall meetings
- ◊ SBAC data
- ◊ CELDT data (which will become ELPAC)
- ◊ formative assessments
- ◊ summative assessments
- ◊ PLC time

What did the analysis of the data reveal that led you to this goal?

Currently, teachers feel more comfortable with the standards and we are seeing increased achievement each year CCSS has been in place. They have received ELD Framework Training to help support effective strategies for all learners, including academic language development and close reading. This has supported teachers with providing CCSS aligned curriculum, and Isleton Elementary performs above state averages in both ELA and math this last year. However, staff continues to work to close the achievement gap. NGSS have been adopted in California, and staff will need professional development in the new standards.

What process will you use to monitor and evaluate the data?

The SBAC scores will be mailed to parents by the California Department of Education in the summer of 2017. The principal and teachers will examine the results and determine priorities for the 2017-2018 school year. Students who do not score Meets or Exceeds Standards on the test will be identified and their progress examined during "Data Wall" discussions throughout the first semester of 2015/2016. Schoolwide trends will be identified and addressed through PLC time. Results will also be reviewed with parents during parent conferences held in the fall of 2017. Students who fall significantly below expected learning levels will have a Study Team convened to discuss how to provide supports for developing an individualized program for the student.

Strategy:

- ◊ Provide quality professional development to teachers in the areas of NGSS, CCSS strategies including close reading and academic language development
- ◊ PLC time dedicated to teachers supporting teachers in areas of problems of practice (POPs) through peer observations, strategy sharing
- ◊ Conduct walk throughs and instructional rounds
- ◊ Purchase supporting instructional materials

ACTION:NGSS/CCSS PROFESSIONAL DEVELOPMENT

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**
 - ◊ Teachers will be provided professional development/training in the NGSS and ELA/math integration.
 - ◊ Teachers will utilize materials, resources, and strategies from the NGSS
 - ◊ Teachers will collaborate throughout the year on NGSS implementation, which may include observations and planning time.
- **Measures:**
 - ◊ Agendas/Resources from science/English Language Arts/math
 - ◊ Agendas/Resources from NGSS training
 - ◊ Classroom Walkthroughs/Observations
 - ◊ Teacher absence sheets and records of Purchase Orders for conference attendance.
- **People Assigned:**
 - ◊ Teachers/Staff
 - ◊ Principal
 - ◊ District staff
 - ◊ NGSS trainer

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Conference Fees	\$1,000.00

> ACTION:SUPPLEMENTAL/ANCILLARY MATERIALS

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- Task:

- ◊ Teachers will use district or site funded supplemental materials for the purpose of implementing Common Core standards and enhancing instruction, including but not limited to high interest reading materials, realia, and math support items.
- ◊ Purchase supplemental Language Arts, Spelling and/or Phonics consumables for enhancing the grammar and spelling instruction and practice

- Measures:

- ◊ Lesson Plans
- ◊ Classroom Walkthroughs/Observations
- ◊ Student Work
- ◊ Computer Lab/Keyboarding Schedule

- People Assigned:

- ◊ District Personnel
- ◊ Teachers/Staff
- ◊ Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration	CCSS support materials	\$1,000.00

> ACTION:MATHEMATICS/ELA CURRICULUM

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Schedule and abide by recommended instructional minutes (90 minutes/day based on the EPCs) for mathematics and ELA
- ◊ k-6 math teachers meet regularly, first to establish cross grade goals, then to monitor over time and engage such things as PD opportunities, classroom observations and collaboration time to meet goals
- ◊ Post daily agendas and daily coverage of Mathematics content standards in all classroom.
- ◊ Implement daily practice of test taking formats using Expressions materials and newly adopted ELA curriculum
- ◊ Daily implementation of all purchased components of CA. Math and ELA curriculum
- ◊ Identify the intervention assignment for each student when appropriate

- **Measures:**

- ◊ SBAC - Baseline scores:
- ◊ Daily Schedules of each grade level reflecting fidelity to providing Mathematics instruction
- ◊ Specialized instruction and intervention
- ◊ Lesson Plans reflecting commitment to the implementation of the adopted Core Curriculum
- ◊ Teacher Observations/"Walk Thrus"
- ◊ Textbooks and Teacher Resources
- ◊ Inventory Analysis
- ◊ Posted Common Core content standards & daily agendas in all classrooms showing deliberate purpose of providing standards-based instruction
- ◊ meeting agendas
- ◊ Meeting notes & sign-in sheets
- ◊ Pictures of the Data Wall cards and their movement over time to show student achievement progress

- **People Assigned:**

- ◊ Teachers
- ◊ Support Staff
- ◊ Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

» GOAL: PARENT INVOLVEMENT

GOAL AREA: LCAP PRIORITY 3 - PARENT INVOLVEMENT

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 3 - Parent Involvement

LCAP Goal:

- Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal Statement:

Promote increased parent involvement and engagement. Engage local community in the decision-making process and the educational programs of students. Increase parent engagement by 10% as evidenced by PTA, ELAC, parent learning opportunities, school events, and classroom volunteering.

What data did you use to form this goal (findings from data analysis)?

- ◊ Parent surveys
- ◊ Activity logs and sign in sheets associated with school related programs
- ◊ Record of parent sponsored activities

What did the analysis of the data reveal that led you to this goal?

Parents are in general very satisfied with the level of care and support their children receive at school; however:

- ◊ more effort needs to be made to increase communication between home and school
- ◊ more parent learning opportunities are needed, for both English and Spanish-speaking parents, including but not limited to:
 - CCSS math
 - college and career readiness
 - parenting classes
 - family learning field trips

What process will you use to monitor and evaluate the data?

- ◊ The School Site Council will meet regularly and at least one half of the members of the Council will be parents of students attending the school.
- ◊ The Principal will attend PTA meetings and provide information to assist in their decision making process.
- ◊ A record of monthly newsletters and flyers that go home will be maintained.
- ◊ Sign in sheets for various activities such as Open House, Science Fair, and Back to School Night will be maintained.
- ◊ The district or school will conduct a yearly survey asking for input from parents on services that the school provides and principal will review to make changes.

Strategy:

- ◊ increased two-way communication through newsletters, phone calls, fliers
- ◊ increased principal involvement in PTA and school site council - reaching out to all parents
- ◊ identifying best practices for Isleton Elementary (i.e. communication) and following up regularly with stakeholders to improve
- ◊ hire bilingual parent liaison 15 hours/week to coordinate parent volunteers, provide translation, help coordinate school events, and support teachers in communicating directly with families.
- ◊ Start Isleton Facebook page alongside continuously updating school website to ensure parents are getting up to date information
- ◊ continue to build partnership with local agencies, including Adult Ed, First 5, and others to provide quality learning opportunities for parents

ACTION:ELAC/ SUPPORTING ENGLISH LEARNER PARENTS

Means of Achievement: Involvement of staff, parents and community

Action Type:Form A: Planned Improvements in Student Performance

• Task:

- ◊ Inform the parent of the opportunities for involvement and the importance and implications that parent involvement has on student achievement. Emphasize the importance of regular school attendance and inform the parents of the criteria and procedures for short-term independent study agreements.
- ◊ Review the English Learner placement procedures, program option, and exit criteria with the parents.
- ◊ Explain the contents of the CELDT and clearly communicate the testing schedule with their parents.
- ◊ Seek advice for the development of the Single Plan for Student Achievement (SPSA).
- ◊ Elect one representative to attend the DELAC/DAC/PI meetings.
- ◊ Encourage parents to complete the school surveys **which should be sent home with students and not mailed to ensure a high return rate.**
- ◊ Review the results of the surveys and seek advice from the communicated results.
- ◊ **Provide a translator for all meetings and communications home.**
- ◊ **Provide bi-lingual monthly newsletters, announcements, and phone tree announcements.**
- ◊ Work with Adult Ed and other agencies to provide educational opportunities for parents to bridge the gap between home and school.

- **Measures:**

- ◊ Meeting announcement flyers
- ◊ Meeting sign-in sheets
- ◊ Record of parent involvement (events' helpers)
- ◊ ELAC meeting handouts
- ◊ ConnectED phone logs
- ◊ Family surveys

- **People Assigned:**

- ◊ English Language Development (ELD) teacher
- ◊ Parents
- ◊ Students
- ◊ Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Local CAFE conference	\$500.00
Lottery: Unrestricted	ELAC meeting refreshments	\$200.00

ACTION:FAMILY LITERACY OPPORTUNITIES

Means of Achievement: **Involvement of staff, parents and community**

Action Type: **Form A: Planned Improvements in Student Performance**

- **Task:**

- ◊ Utilize monthly newsletter, Remind and School Messenger calls to increase two-way communication
- ◊ In conjunction with the County Library, sponsor a minimum of one Family Literacy Night at the school each semester
- ◊ Staff will plan math literacy nights support parent understanding of CCSS
- ◊ Hour of Code event, which in 2016-2017 will include parental component
- ◊ Empower parents as partners, including First 5, library, and ASP collaboration

- **Measures:**
 - ◊ Measures: Sign In Sheets
 - ◊ Parent and staff feedback
 - ◊ Parent surveys

- **People Assigned:**
 - ◊ Principal
 - ◊ Parents
 - ◊ Students
 - ◊ Teachers
 - ◊ Community

Funding Source Expenditure Expense NCLB: Title I, Part A, Basic Grants Low

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Parenting Workshops	\$500.00
Site Supplemental and Concentration	Family Literacy Nights materials	\$500.00



ACTION:PARENT COMMUNICATION AND OUTREACH

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

• **Task:**

- ◊ provide dependable two-way communication between school and home
- ◊ provide translation for all events and monthly newsletters
- ◊ monthly Tiger Talk breakfast with parents
- ◊ Attend all ELAC and PTA meetings and bring back information to staff to ensure complete communication
- ◊ Use Remind and School Messenger
- ◊ Hire a bilingual parent liaison for approximately 15 hours per week who will:
 - provide translation
 - help make outreach calls for volunteering
 - attend PTA and ELAC meetings and ensure
 - solicit feedback from parents on school concerns and needs
 - coordinate adult education opportunities

• **Measures:**

- ◊ sign in sheets
- ◊ number of newsletters
- ◊ number of phone calls and notifications
- ◊ positive feedback on parent surveys
- ◊ number of active parent volunteers and parent leaders

• **People Assigned:**

- ◊ Principal
- ◊ Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Tiger Talk Breakfasts and Year End Volunteer BBQ	\$500.00
Discretionary	Postage	\$400.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Bilingual Parent Liaison	\$12,510.00

» GOAL: ACHIEVEMENT

GOAL AREA: LCAP PRIORITY 4 - PUPIL ACHIEVEMENT

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Goal Statement:

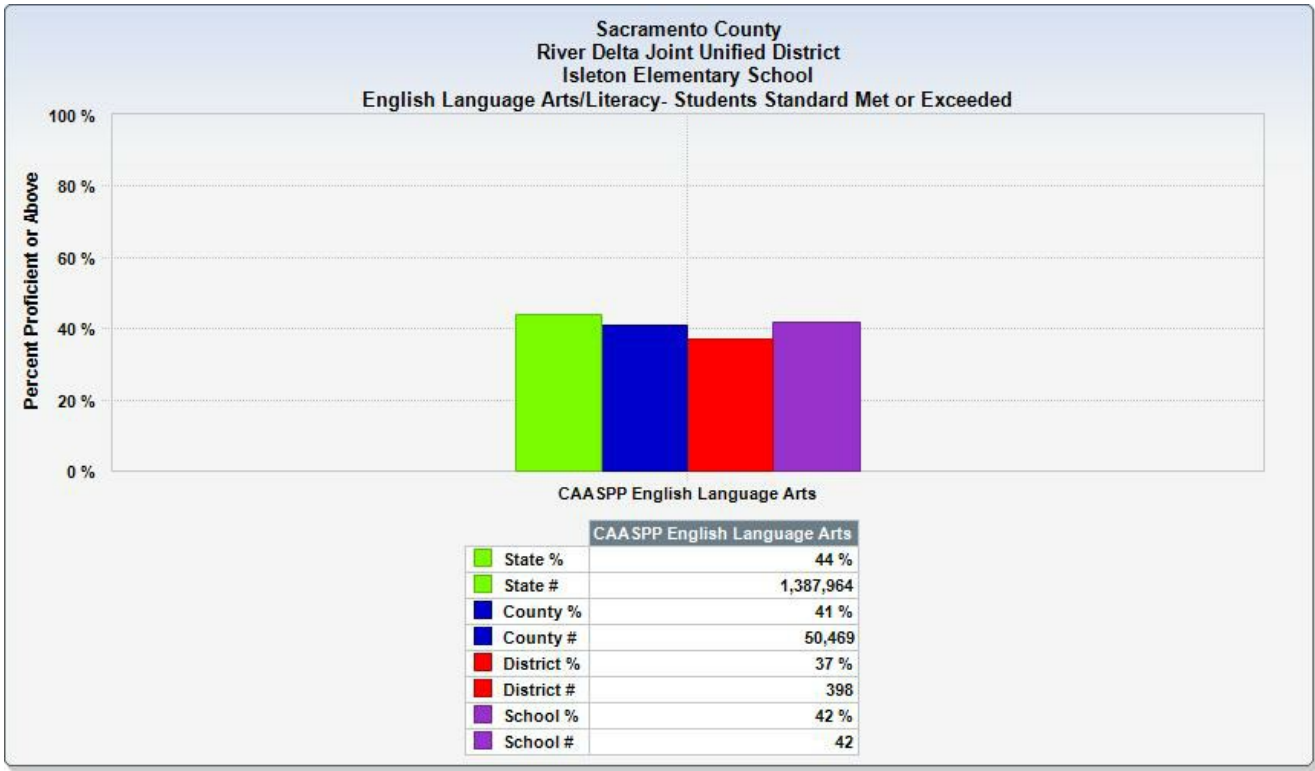
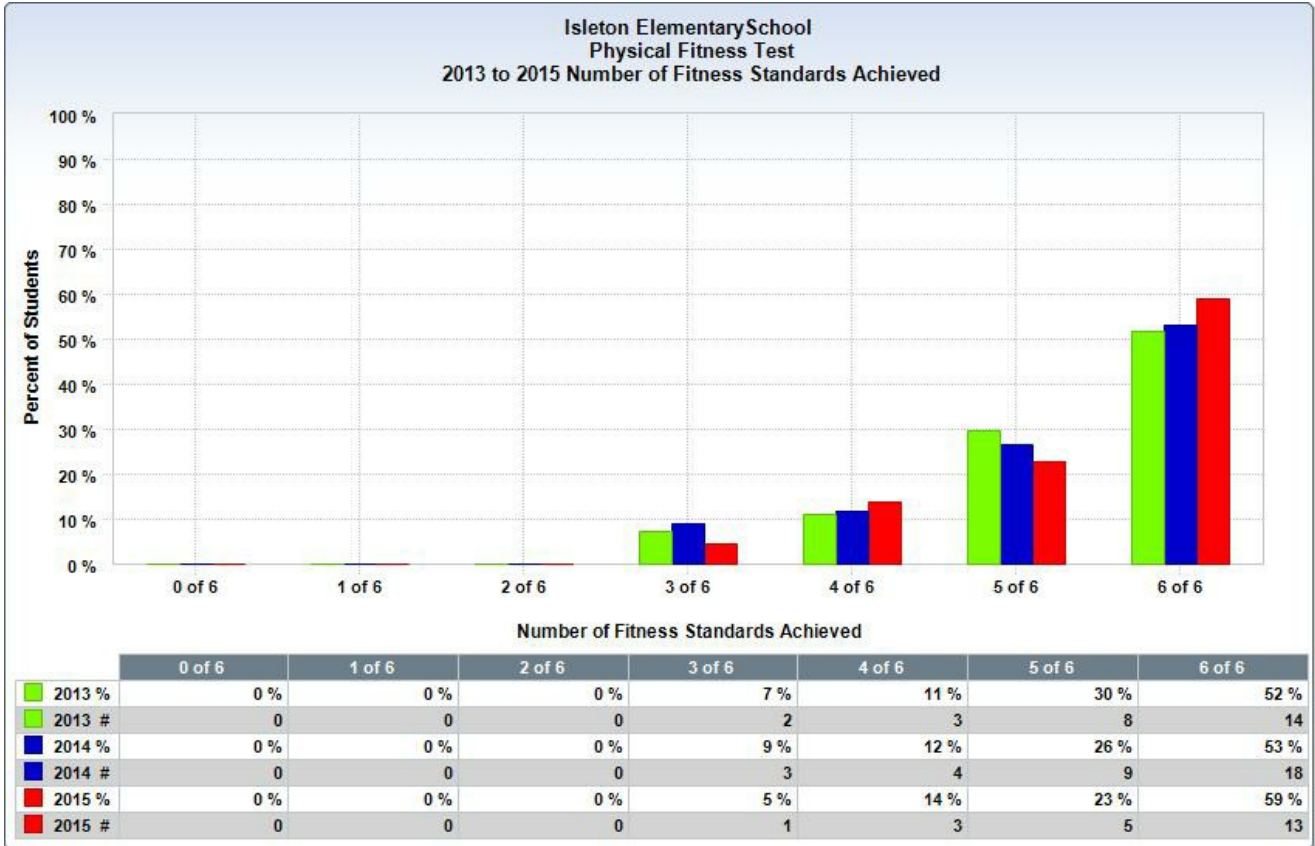
Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready:

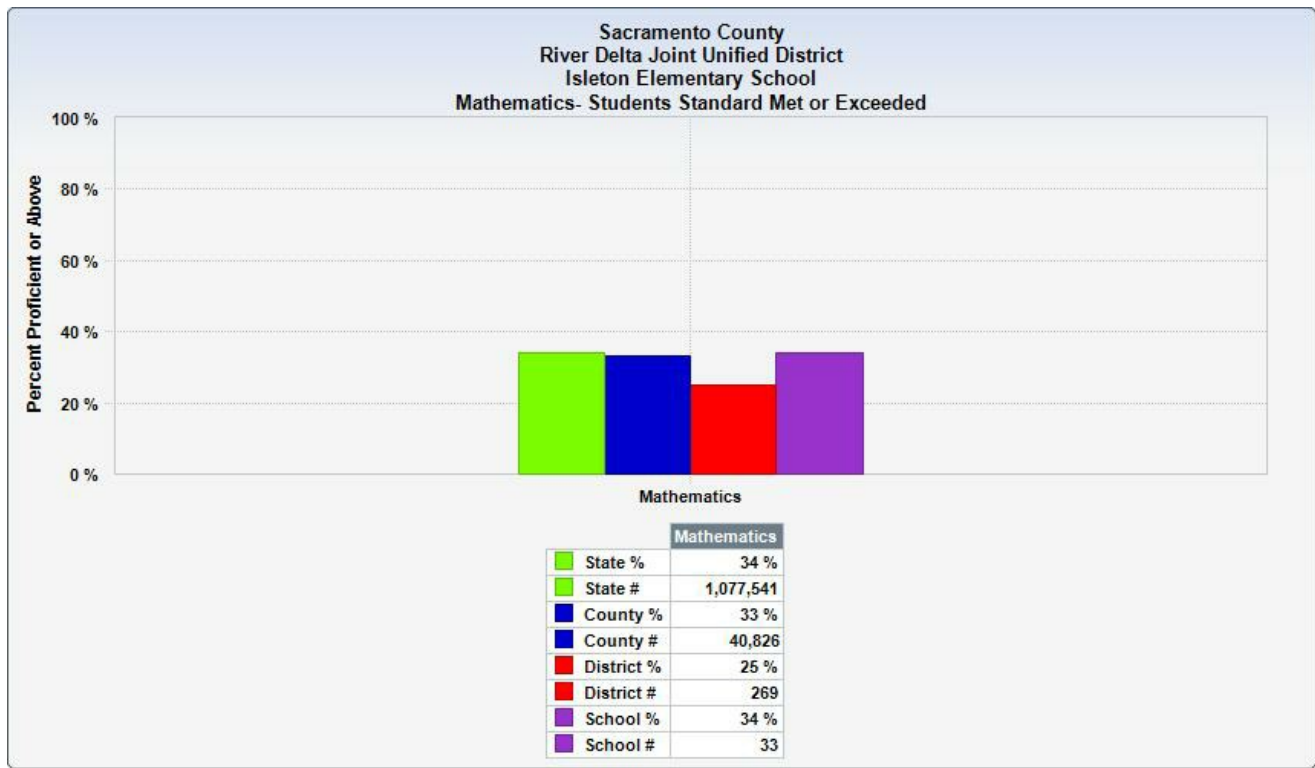
- ◊ Emphasize and increase focus on other student outcomes related to required areas of study, including physical education, the arts and social emotional learning that influence student achievement.
- ◊ 60% of Isleton students will achieve Meet or Exceed Standards (3 or 4) status on ELA and Math state summative assessments, and district wide assessments.
- ◊ Increase EL student achievement in ELA and math by 10%
- ◊ Students will make a year's growth in ELA, as measured by site-specific assessments by teacher evaluation, SBAC results and district benchmarks.
- ◊ By June 2018 all English Language Learners will advance one level or maintain Advanced or Early Advanced on the ELPAC, and no fewer than 20% of ELL students will be redesignated fluent in 2017-2018 based upon district approved criteria.
- ◊ 100% 6th grade ELL students who have attended US schools since kindergarten will meet redesignation criteria prior to leaving for middle school.
- ◊ One hundred percent (100%) of 5th grade students will meet the Healthy Fitness Zone in 4 out of 6 Physical Fitness Zones.

What data did you use to form this goal (findings from data analysis)?

- ◊ SBAC results
- ◊ MAP (District benchmark) data
- ◊ CST Science Results
- ◊ CELDT Results (CELDT/RFEP)
- ◊ Reclassification Data

- ◊ STAR Physical Fitness Results
- ◊ Formative Assessments





What did the analysis of the data reveal that led you to this goal?

- ◊ 2016 ELA SBAC test results show: **52% of 3rd graders** met or exceeded standards; **52% of 4th graders** met or exceed standards; **62% of 5th graders** met or exceeded standards; and **48% of 6th graders** met or exceeded standards.
- ◊ 2016 Math SBAC test results show: **46% of 3rd graders** met or exceeded standards; **52% of 4th graders** met but or exceeded standards; **67% of 5th graders** met or exceeded standards; and **16% of 6th graders** met or exceeded standards. 6th grade math math scores resulted in the 6th grade math teacher consistently reviewing formative assessments and matching instruction to meet student needs in 2015-2016, and will be a continued focus for 2017-2018.
- ◊ Based on district benchmark data (MAP), students' increased exposure to CCSS has resulted in higher performance with each passing year.
- ◊ In 2015-2016 the percentage of **students scoring Early Advanced/Advanced on the CELDT** was **52%**. **In 2015-2016** 23% students were Redesignated. As of May 2016, 56% of current 6th graders who have attended US schools since kindergarten have been redesignated. 40% of those who are still designated EL are also special education. An area of focus for 2017-2018 will be to develop and implement more supports for students designated special education and EL. This will most likely affect reclassification rates for next year, as the test has been determined to be considerably more challenging than the CELDT.
- ◊ 98% of 5th graders met 4/6 Physical Fitness Zone goals in 2015-2016.

What process will you use to monitor and evaluate the data?

- ◊ Each teacher will review all student data on a quarterly basis. Parents will be kept informed of progress via report cards, back to school night activities, weekly folders home with completed work and state and local test reports.
- ◊ Teachers will review student progress at least quarterly in Data Wall meetings and following MAP benchmark tests.
- ◊ Staff will make data-driven decisions to support student achievement.

Strategy:

- ◊ each teacher will review all student progress at least quarterly in Data Wall meetings
- ◊ collaboration time to articulate across grade levels and with support teachers such as ELD, RSP
- ◊ staff professional development and PLC work
- ◊ targeted small group instruction as need for such things as ELD and reading
- ◊ formative assessments throughout the year in k-6 to make real-time decisions and differentiate instruction
- ◊ summer enrichment camp to ensure extended learning time, increase engagement and reduce summer "slide" if possible

> ACTION: ONGOING ASSESSMENT AND MONITORING

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Staff will review SBAC, CELDT, District adopted assessments and Physical Fitness Results.
- ◊ Administer assessments for Kinder students (STAR Early Lit, CELDT) and monitor progress throughout kinder year.
- ◊ Implement regular curricular monitoring assessments (Math Topic Tests, ELA Theme Skills Tests, , Ren Learn Assessments).
- ◊ Administer interim benchmark assessments - MAP and/or SBAC.
- ◊ Establish calendar for administration, collection, and analysis of RTI assessments.
- ◊ Schedule and use Datawall activities for classroom teachers, and principal to coordinate and fine tune services for students.
- ◊ Utilize district-provided SBAC practice materials.
- ◊ Celebrate student success on SBAC, CELDT, Science CST, and CAPA with Medals Ceremonies.

- **Measures:**

- ◊ Clear documentation of RTI and Monitoring Assessments
- ◊ Calendar of assessment administration and data analysis
- ◊ Assessment data shared with administration from teachers
- ◊ Documentation from PLC meetings, learning rounds and analysis of student work
- ◊ Data reports disaggregated by subgroups

- **People Assigned:**

- ◊ Teacher/Staff
- ◊ Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration	Medals for Achievement- CELDT	\$200.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Subs for quarterly monitoring	\$900.00
Discretionary	Medals for Achievement	\$400.00

> ACTION:DIFFERENTIATE INSTRUCTION

Means of Achievement: [Increased educational opportunity](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Student academic needs will be discussed at Data Wall meetings at least five times each year.
- ◊ School will meet with parents of students with significant academic/behavioral/other needs in an SST. Teachers and staff will work together to come up with ways to help students in their areas of need (i.e. push-in help, pullout help, academic or behavior contracts).
- ◊ In order to enhance the educational program, and allow students the opportunity to express their talents through expression other than the traditional subjects, the site will contract with services to support achievement for all students.
- ◊ Set aside funds for enrichment supplies and GATE programming.
- ◊ Provide ongoing social emotional learning support including yoga and mindfulness

- **Measures:**

- ◊ Meeting notes from Monitoring Conferences
- ◊ Meeting notes from SSTs
- ◊ Staffing considerations for students needing extra help
- ◊ outcomes from individual learning plans (GATE students)
- ◊ formative and summative assessments connected with arts/music/PE
- ◊ number of students in engaged in a variety of educational opportunities

- **People Assigned:**

- ◊ Teacher/Staff
- ◊ Principal
- ◊ District GATE coordinator

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Field Trips to Support Educational Program	\$2,703.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Transportation for Field Trips	\$1,800.00
Lottery: Unrestricted	Theatre Arts residency	\$2,000.00
Site Supplemental and Concentration	Theatre Arts Residency	\$2,000.00

ACTION:COLLABORATE GRADE LEVEL - SCHOOL WIDE

Means of Achievement: [Involvement of staff, parents and community](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Calendar one collaboration meeting per month to focus on Common Core Instructional Strategies, Assessment data and analysis, and or lesson planning.
- ◊ Identify school site leaders in specialized areas (GLAD, A/R, School Plan, SDAIE) and utilize their input for all staff.
- ◊ Use a data recording tool for site collaboration meetings.
- ◊ Teachers share specific input/feedback on how to improve teaching strategies and student performance.
- ◊ Hold end of the year cross grade level collaboration meetings.

- **Measures:**

- ◊ Collaboration agendas/minutes
- ◊ Modifications to lesson plans/teaching strategies
- ◊ Students below benchmark identified and provided additional support
- ◊ Data analysis of significant grade level and school wide subgroups in SBAC Benchmarks, District Assessments, and Curricular Assessments

- **People Assigned:**

- ◊ Teachers/Staff
- ◊ Principal

Start Date: [08/09/2017](#)

Completion Date: [06/01/2018](#)

ACTION:CONTINUE TO SUPPORT ENGLISH LEARNER PROGRAM

Means of Achievement: [Alignment of instruction with content standards](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Create a instructional schedule that maximizes personnel resources and instructional materials which includes: 30 minutes of ELD instruction for every English Learner who scores Level 1-4 on the CELDT and integrated ELD throughout k-6 for in classrooms.
- ◊ Implement the core ELD instructional materials.
- ◊ Administer the adopted curriculum's assessments components
- ◊ Purchase and use test prep materials for the purposes for preparing the English Learners to gain at least one level advancement on the ELPAC
- ◊ Prepare the paperwork and hold mandatory meeting to redesignate English Learners who have met all necessary achievement criterion. This will be dependent on new district redesignation criteria.
- ◊ Inform the parent of the EL Program's process, placement and exit criterion

- **Measures:**

- ◊ CELDT Results
- ◊ Student Redesignation Lists
- ◊ Agendas
- ◊ Meeting notes
- ◊ Sign-in for ELAC meetings
- ◊ Summary of ELD curriculum assessment results
- ◊ Daily ELD Instruction Schedule

- **People Assigned:**

- ◊ Teachers
- ◊ English Learner Support teacher
- ◊ Principal
- ◊ Support Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration	ELD coordinator conference	\$500.00



ACTION:IMPLEMENT INSTRUCTIONAL PROGRAM WITH INTENSITY AND FIDELITY TO CORE CURRICULUM

Means of Achievement: [Alignment of instruction with content standards](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Abide by recommended instructional minutes (2.5 hours for K-3 and 2 hours for grades 4-6) for English/Language Arts
- ◊ Post daily agendas and daily coverage of English Language Arts content standards in all classrooms
- ◊ Daily implementation of all purchased components of adopted English Language Arts
- ◊ Attend regular Data Wall meetings to discuss the academic progress of each teacher's "target" students, identify the intervention assignment for each student when appropriate, and adjust the school-wide Data Wall with current assessment data and student levels
- ◊ Provide each staff member \$400.00 stipend to purchase supplemental instructional materials

- **Measures:**

- ◊ District testing benchmark information directly related to Common Core Curriculum
- ◊ Principal observation in classrooms
- ◊ Daily Schedules
- ◊ Lesson Plans
- ◊ Teacher Observations/walkthroughs
- ◊ Textbooks and Teacher Resources Inventory Analysis
- ◊ Posted standards & daily agendas
- ◊ Data Wall & collaboration time meeting agendas
- ◊ Meeting notes & sign-in sheets Data Wall cards.

- **People Assigned:**

- ◊ Teachers
- ◊ Principals
- ◊ Support Staff
- ◊ English Language Support teacher

Start Date: [08/09/2017](#)

Completion Date: [06/01/2018](#)

Funding Resources	Related Expenditures	Estimated Cost
Discretionary	Instructional Materials/Contracts/Leases	\$6,250.00

> ACTION: TARGETED SKILLS INTERVENTION

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Analyze Houghton Mifflin Emerging Literacy Test (K-2), Theme Skills or similar assessment from newly adopted curriculum
- ◊ (K-6), MAP Assessments (K-6), STAR Early Literacy (K-2) STAR Reading (1-6), SBAC (Grades 3-6), SuccessMaker (2-6) and CELDT (K-6) data using the data management module, School Plan and the school-wide Data Wall.
- ◊ Review the RDUSD RTI Process with the teachers
- ◊ Use SST Online for all students who are referred from RTI through potential 504.
- ◊ Administer initial placement assessments for STAR Reading, Read Naturally and Corrective Reading
- ◊ Identify and implement the appropriate intervention program based on the students' assessment results. Hold 6-8 week monitoring & collaboration meetings to review progress and eligibility.
- ◊ Three times a week 1st, 2nd, and 3rd grade students who are struggling with decoding skills will receive small group instruction to improve reading skills.
- ◊ Identify specific students who are performing below grade level in their fluency score to attend Read Naturally session at least two times per week.
- ◊ Using current Star Early Literacy data, identify English Learners who are beginning and early intermediate to attend intervention sessions with the EL Support Teacher which will use the best teaching practices of "frontloading" and deliberate "scaffolding" and "chunking" in the ELA concepts to build a knowledge foundation previous to English Learners receiving the ELA core lessons from the classroom teacher.
- ◊ Site leadership works closely with the district office, both Educational Services and Special Education to maximize district and site resources to support all students at our school and throughout the district.
- ◊ Students who score are above grade level participate in accelerated/differentiated instruction in the classroom.
- ◊ Students who need extra support academically may participate in our After School Program, where they can receive help with their homework and access other academic intervention programs.

- **Measures:**

- ◊ Student eligibility lists for each intervention program
- ◊ Daily/weekly schedule for each intervention program
- ◊ Agenda
- ◊ Meeting notes
- ◊ Sign-in for collaboration and training meetings
- ◊ Student assessment results for each quarter

- **People Assigned:**

- ◊ Teachers
- ◊ Principal
- ◊ Support Staff
- ◊ English Learner Support teacher

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Site Supplemental and Concentration	SuccessMaker/Intervention Software	\$3,000.00

> ACTION:AVID IMPLEMENTATION

Means of Achievement: [Monitoring program implementation and results](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ implement academic language development strategies to support all learners:
 - RIRA and close reading (RIRA k-2) (close reading (2-6)
 - "academic talk": fortified output and interactions
 - sentence frames and other supports used in classrooms
 - academic vocabulary taught at every grade level

- **Measures:**

- ◊ classroom walkthroughs
- ◊ teacher lesson plans
- ◊ staff meeting agendas

- **People Assigned:**

- ◊ Principal
- ◊ Teachers/Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	AVID supplies	\$600.00

> ACTION:SCIENCE/SOCIAL SCIENCE

Means of Achievement: Increased educational opportunity

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ School wide schedule will reflect science/social studies period.
- ◊ All teachers will teach required science standards.
- ◊ Teachers will use GLAD strategies within science/social studies instruction.
- ◊ Provide alternate activities for acquiring and mastering science/social studies standards (field trips, assemblies).
- ◊ Non-fiction Science/Social Studies texts will be used during ELA instruction.
- ◊ Teachers will be provided budget to purchase NGSS materials to support new standard implementation.

- **Measures:**

- ◊ lesson plans
- ◊ walkthroughs
- ◊ POs from materials purchased
- ◊ Staff meeting notes from collaboration time
- ◊ Assessment scores

- **People Assigned:**

- ◊ Teachers/ Staff
- ◊ Principal

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	NGSS/social science supplies	\$550.00
Site Supplemental and Concentration	NGSS/social science supplies	\$414.00
Lottery: Unrestricted	Sly Park	\$600.00

» GOAL: PUPIL ENGAGEMENT

GOAL AREA: LCAP PRIORITY 5 - PUPIL ENGAGEMENT

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 5 - Pupil Engagement

LCAP Goal:

- Foster a school and district culture that ensures academic/social and emotional well-being for all students

Goal Statement:

Isleton Elementary fosters student connectedness that results in 97% attendance and low chronic absenteeism. This includes connecting with students and families about the barriers that students face in attending and engaging in school, which include opportunities to identify and build strengths and interests; partnering with families; and knowing our students.

What data did you use to form this goal (findings from data analysis)?

- ◊ Student attendance data from Aeries Student Data Management System
- ◊ Data Wall meetings
- ◊ Input from school families and students

What did the analysis of the data reveal that led you to this goal?

Student attendance has been slightly lower than the desired goal district goal but still close to 97% on a consistent basis. However, every day missed has implications so perfect attendance will be a school wide goal for the coming year.

What process will you use to monitor and evaluate the data?

- ◊ The school site secretary will track student attendance and make daily calls.
- ◊ Secretary and principal meet weekly to discuss student absences and identify potential chronic absenteeism.
- ◊ At least monthly, the site secretary will provide the principal a list of the students with perfect attendance and those with chronic absences.
- ◊ Principal will follow SARB process, including providing all notification letters, meeting with parents, and referring families to SARB board.

Strategy:

- ◊ recognize perfect attendance each month at assemblies
- ◊ convene intervention meetings with families of students who are not only chronically absent, but students who are starting to show more absenteeism
- ◊ use SARB process as an opportunity to engage families and resources
- ◊ ensure ongoing school/family communication
- ◊ offer activities that support students' interests, i.e STEAM activities and career

**ACTION:STUDENT ATTENDANCE****Means of Achievement: Increased educational opportunity****Action Type:Form A: Planned Improvements in Student Performance**

- **Task:**

- ◊ Students who have perfect attendance each quarter will receive recognition/award.
- ◊ Teachers will encourage superior attendance and recognize it in their classrooms.
- ◊ Create a School Attendance Review Team, made up of the principal, counselor, a specialist, and a classroom teacher.
- ◊ Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with the School Attendance Review Team.
- ◊ Provide end of year celebration for students who have perfect attendance.
- ◊ Provide end of the year celebration to celebrate high attendance rates. Student recognition/awards for perfect attendance

- **Measures:**

- ◊ Attendance from Aeries
- ◊ Copies of chronic absenteeism letters/Notes from parent meetings
- ◊ SARB notices

- **People Assigned:**

- ◊ Principal
- ◊ Secretary
- ◊ Teachers/Staff

Start Date: 08/09/2017**Completion Date: 06/01/2018**

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Pupil Rewards for attendance	\$300.00

> ACTION:STUDENT ENGAGEMENT ACTIVITIES

Means of Achievement: [Increased educational opportunity](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ work with Isleton Library to provide weekly activities, including Makers Club and Story Time for k-2, interviews with authors, art workshops
- ◊ collaborate with ASP to ensure students have ample enrichment opportunities (sports, arts, etc)
- ◊ provide clubs that reflect student interests, including ukulele club, Spanish for Spanish speakers class, and CTE club
- ◊ provide regular opportunities for students to explore potential career paths

- **Measures:**

- ◊ sign in sheets at events
- ◊ number of events planned
- ◊ communication between school, library, ASP and other organizations

- **People Assigned:**

- ◊ Principal
- ◊ Teachers/Staff
- ◊ ASP

Start Date: [08/09/2017](#)

Completion Date: [06/01/2018](#)

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	College and Career activities	\$500.00

» GOAL: SCHOOL CLIMATE

GOAL AREA: LCAP PRIORITY 6 - SCHOOL CLIMATE

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 6 - School Climate

LCAP Goal:

- Foster a school and district culture that ensures academic/social and emotional well-being for all students

Goal Statement:

Isleton Elementary will create a variety of actions and programs that will decrease suspension and expulsion rates to 0% as well as increase students' feelings of safety and wellbeing on campus.

What data did you use to form this goal (findings from data analysis)?

- ◊ Previous SARC information
- ◊ 3 year suspension and expulsion information
- ◊ School discipline records
- ◊ Pertinent counseling and SST information
- ◊ Parent surveys

What did the analysis of the data reveal that led you to this goal?

In 2016-2017, Isleton has had 3 total days of suspension. This is due to a number of factors including collaboration among administrator, teachers and instructional assistants with years of experience; parent support for the school program; a positive reward system that recognizes student achievements; a positive trait of the month program; assemblies that promote positive messages to the students; an active PTA and School Site Council; and a commitment to monitoring and addressing student misbehaviors and using each interaction as an opportunity to foster character and citizenship.

What process will you use to monitor and evaluate the data?

- ◊ Individual suspensions will be monitored and reported to parents, the staff, and district offices.
- ◊ Suspensions will be entered into the Aeries system.
- ◊ Analyze parent survey data for trends to improve school culture.

Strategy:

- ◊ Teachers will provide positive behavior interventions whenever possible
- ◊ Teachers will facilitate class meetings and other types of activities to build rapport, communication skills and conflict resolution abilities
- ◊ Teachers will work with counselor and principal to identify needed services and supports for at-risk students
- ◊ Teachers, principal and staff will facilitate SSTs and other intervention meetings
- ◊ Principal and staff will provide clear and consistent message and follow through with regards to discipline

ACTION:PROMOTE POSITIVE STUDENT BEHAVIOR AND ESTABLISH POSITIVE EXPECTATIONS

Means of Achievement: [Alignment of instruction with content standards](#)

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

- ◊ Establish clearly understood school and classroom rules with clearly communicated consequences.
- ◊ Establish clear expectations for cafeteria behavior and procedures with appropriate consequences
- ◊ Support teachers in implementing and building culture through "Class Meetings"
- ◊ Acknowledge positive student behaviors with incentives and rewards
- ◊ Complete a Paw Power wall for outstanding student achievement, growth, etc.
- ◊ Host student awards night in May
- ◊ Provide individual and group counseling services. The school will continue to provide assemblies, bullying prevention program, classroom incentives, student recognition awards program, school safety program
- ◊ Review, analyze and plan strategies to reduce suspensions/expulsions, including restorative practices and interventions. Develop alternatives to suspension that help students repair, reflect and are instructive
- ◊ Maintain referral plan that is a student learning tool
- ◊ Acknowledge positive student behaviors with incentives and rewards through character education assemblies and special activities.
- ◊ Facilitate an active Student Council with leadership and school involvement opportunities: Spirit Weeks, morning announcements, leading the Pledge of Allegiance on the PA system, fundraising, and assessing the needs and wants of our students
- ◊ Implement behavior contracts as part of the behavior modification program for student with reoccurring misbehaviors
- ◊ Provide peer mediation training to older students that will be implemented on playground and cafeteria.
- ◊ Provide yoga and mindfulness as social emotional learning tool for k-3 and mindfulness for 4-6.

- **Measures:**

- ◊ AERIES discipline report
- ◊ Classroom observation and "Walk-Thru" notes and copies of classroom established rules.
- ◊ Notes from counselor and teacher collaboration
- ◊ Restorative Practices reflection forms, meeting notes, plans and contracts
- ◊ Signed Parent/School Compacts
- ◊ Teacher feedback from class meetings and other rapport building activities
- ◊ Student Council meeting agendas and minutes
- ◊ "Check In/Check Out" communication log
- ◊ Rewards for monthly recognition of good character.
- ◊ Record of overall disciplinary contacts to include suspension and expulsion data

- **People Assigned:**

- ◊ Principal
- ◊ Classroom/SDC Teachers
- ◊ EL Support Teacher
- ◊ Support Staff
- ◊ School counselor

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Positive School Climate Support Activities and Recognition	\$1,500.00
Site Supplemental and Concentration	Yoga and Mindfulness	\$1,429.00

ACTION:INCLUDE COMMUNITY BASED PROGRAMS TO SUPPORT STUDENTS

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ maintain regular communication with agency to ensure students.
- ◊ work to connect with local universities to procure interns to support counseling program.
- ◊ partner with Lions Club and other local service agencies to provide opportunities to students such as holiday gifts.
- ◊ schedule events with ELAC and PTA including holiday fair, family movie nights, fundraisers, etc.
- ◊ Partner with Migrant Ed to provide services to students.
- ◊ Coordinate with First 5 to provide early literacy opportunities to families connected with IES.
- ◊ Partner with Adult Ed to provide learning opportunities to parents around technology, communication, etcetera.
- ◊ Partner with Family Hui to implement parent-leadership program through First 5.
- ◊ Make consistent referrals to Rio Vista Care to ensure Tier III students and families are getting mental health support.
- ◊ Partner with Isleton library to bring quality enrichment opportunities to students and families

- **Measures:**

- ◊ number of referrals to Rio Vista CARE
- ◊ communication between agencies and school
- ◊ sign ins from events
- ◊ parent surveys and feedback to principal and staff
- ◊ schedules
- ◊ library activity participation

- **People Assigned:**

- ◊ Principal
- ◊ Counselor
- ◊ PTA
- ◊ ELAC
- ◊ Lions Club
- ◊ Rio Vista CARE

Start Date: 08/09/2017

Completion Date: 06/01/2018



GOAL: COURSE ACCESS - 21ST CENTURY SKILLS

GOAL AREA: LCAP PRIORITY 7 - COURSE ACCESS

FORM A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Not Aligned

LCAP Priorities:

- 7 - Course Access

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Goal Statement:

Isleton Elementary School will create and maintain full access to all technology components of the district-adopted curriculums, site-based software, web-based programs, and internet services for all students, teachers, and support staff throughout the school year to increase access, equity, improve technological fluency and close the achievement gap.

In all classes, 100% of all students will have grade-level appropriate technological skills. This includes keyboarding skills, Google classroom and other applications.

What data did you use to form this goal (findings from data analysis)?

- ◊ SBAC scores
- ◊ district-wide elementary assessments
- ◊ maintenance journals from the tech, computer inventory spreadsheet
- ◊ teacher collaboration discussions
- ◊ input from stakeholders
- ◊ California College Readiness Standards

What did the analysis of the data reveal that led you to this goal?

Students need regular unfettered access to technology. This requires two things: regular opportunities and reliable equipment. Having a part time computer tech was identified as a key support for our program. A TOSA (teacher on special assignment) who will support teachers in implementation is also key, as teachers have communicated a desire for more training. The site will continue to build skills in the classroom and add more Chromebooks and other devices as needed to support 1:1 technology. Teachers will continue to work with the TOSA to integrate activities and programs into the curriculum to bridge the digital divide.

What process will you use to monitor and evaluate the data?

- ◊ Computer lab schedule
- ◊ Timesheets of computer lab technician
- ◊ Samples of lessons and projects completed using technology
- ◊ Formative assessments
- ◊ Completed projects through Google Classroom using Google sheets, Google slides, Google docs

Strategy:

- ◊ provide a part time technology technician to ensure all technology is running properly
- ◊ integrate technology usage into students' daily practice to both improve technological fluency and skills
- ◊ ensure K-6 has access to Chromebooks

ACTION:IMPLEMENT INSTRUCTIONAL TECHNOLOGY

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

• **Task:**

- ◊ Implement instructional technology associated with all adopted curriculum.
- ◊ Monitor implementation of the curriculum's technology components
- ◊ collaborate with Teacher on Special Assignment (TOSA) and other district personnel on individualized learning plan (ILP) for teacher to integrate technology into the classroom that matches students' needs
- ◊ Teachers and computer lab instructor will utilize supplemental technology programs such as RenLearn, IXL, and Starfall to bolster basic skill acquisition.
- ◊ Teachers will continue to utilize keyboarding programs with students in 2nd-6th grade to practice Common Core technology standards and gain proficiency in keyboarding skills.

• **Measures:**

- ◊ Training agendas
- ◊ Sign-in sheets
- ◊ Classroom observations & walkthroughs
- ◊ Notes Teachers' lesson plans

• **People Assigned:**

- ◊ Computer Lab Tech
- ◊ Classroom/SDC Teachers
- ◊ Principal
- ◊ District TOSA

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Keyboarding Without Tears	\$720.00



ACTION: TECHNOLOGY INTEGRATION/SUPPORT

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

- ◊ Work to reach 1:1 technology through maintenance and regular purchase of Chromebooks and other devices. Currently technology is at a little less than 1:2.
- ◊ Employ a site-based Computer Technician for **15 hrs/wk who will:**
 - Run frequent server and software updates.
 - Perform routine updates and perform maintenance on Mini-Labs in the classrooms, computer workstations in the lab, & staff laptops and desktops.
 - Provide assistance to the teachers and students in the computer lab in order to facilitate optimal amounts of active time on the intervention and supplemental programs.
 - Troubleshoot minor site technology issues and keep a troubleshooting log to track trends and reoccurring computer problems.
 - Communicate with district, technology support company, Renaissance Learning & Lexia representatives and other site-based computer technicians to ensure minimal amounts of inaccessibility.
 - Deliver mini-lessons to increase the students' computer skills by using the interactive board as a visual representation and guide.
 - Maintain Chromebooks in classrooms and computer lab and work with district-contracted IT support.

- **Measures:**

- ◊ Computer Lab schedules
- ◊ Teacher plans for using mini-labs in the classrooms
- ◊ Troubleshooting & Maintenance logs
- ◊ Teacher feedback
- ◊ Computer Lab time observations
- ◊ Communication logs for contact with Data Path, Ren Learn and Lexia representatives
- ◊ Teacher feedback on the effectiveness of the computer skills mini-lesson

- **People Assigned:**

- ◊ Principal
- ◊ Computer Lab Technician
- ◊ Classroom/SDC Teachers
- ◊ Support Staff

Start Date: 08/09/2017

Completion Date: 06/01/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Computer lab salary and benefits	\$4,650.00
Discretionary	Computer lab salary and benefits	\$4,650.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Title 1 Indirect Costs	\$1,100.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Technology Upgrades, Replacement and Maintenance	\$2,299.00
Discretionary	indirect costs tech position	\$1,100.00



FUNDING PROGRAMS INCLUDED IN THIS PLAN

- Each state and federal categorical program in which the school participates.

Total Site Plan Budget :	\$60,875.00
Total Annual Expenditures for Current School Plan:	(\$60,875.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
1100	Lottery: Unrestricted	\$7,803.00
	Promote Positive Student Behavior and Establish Positive Expectations	(\$1,500.00)
	ELAC/ Supporting English Learner Parents	(\$200.00)
	Differentiate Instruction	(\$2,000.00)
	Differentiate Instruction	(\$2,703.00)
	Science/Social Science	(\$600.00)
	Student Attendance	(\$300.00)
	Student Engagement Activities	(\$500.00)
	Balance:	\$0.00
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$27,129.00
	Implement Instructional Technology	(\$720.00)
	Technology Integration/Support	(\$4,650.00)
	Technology Integration/Support	(\$1,100.00)
	Technology Integration/Support	(\$2,299.00)
	ELAC/ Supporting English Learner Parents	(\$500.00)
	Science/Social Science	(\$550.00)
	AVID Implementation	(\$600.00)
	Differentiate Instruction	(\$1,800.00)
	NGSS/CCSS Professional Development	(\$1,000.00)
	Family Literacy Opportunities	(\$500.00)
	Parent Communication and Outreach	(\$12,510.00)
	Ongoing Assessment and Monitoring	(\$900.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
		Balance: \$0.00
100	Discretionary	\$16,900.00
	Implement Instructional Program with Intensity and Fidelity to Core Curriculum	(\$6,250.00)
	Parent Communication and Outreach	(\$400.00)
	Parent Communication and Outreach	(\$500.00)
	Ongoing Assessment and Monitoring	(\$400.00)
	Physical Safety of Site	(\$1,100.00)
	Physical Safety of Site	(\$500.00)
	Update Technology	(\$2,000.00)
	Technology Integration/Support	(\$1,100.00)
	Technology Integration/Support	(\$4,650.00)
		Balance: \$0.00
710	Site Supplemental and Concentration	\$9,043.00
	Science/Social Science	(\$414.00)
	Supplemental/Ancillary Materials	(\$1,000.00)
	Family Literacy Opportunities	(\$500.00)
	Promote Positive Student Behavior and Establish Positive Expectations	(\$1,429.00)
	Targeted Skills Intervention	(\$3,000.00)
	Differentiate Instruction	(\$2,000.00)
	Ongoing Assessment and Monitoring	(\$200.00)
	Continue to Support English Learner Program	(\$500.00)
		Balance: \$0.00



SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Antonia Slagle	Principal		05/01/2017
Nichol Rogers	Classroom Teacher		05/01/2017
Karla Chavez	Parent or Community Member		05/01/2017
Nick Glende	Classroom Teacher		05/01/2017
Jenika Barba	Parent or Community Member		05/01/2017
Ligaya Apalit	Classroom Teacher		05/01/2017
Amanda Castagnasso	Parent or Community Member		05/01/2017
Kristina Cox	Parent or Community Member		05/01/2017

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	0	4	0

» 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:

English Learner Advisory Committee

Betty Garcia Signature

State Compensatory Education Advisory Committee

_____ Signature

Gifted and Talented Education Advisory Committee

_____ Signature

Special Education Advisory Committee

_____ 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 here in 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:

06/13/2017

Attested:

Ms. Antonia Slagle, Principal

Typed name of School Principal

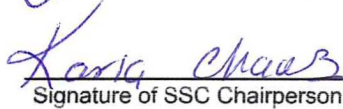

Signature of School Principal

5-1-17

Date

Karla Chavez

Typed name of SSC Chairperson


Signature of SSC Chairperson

5-1-17

Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

Isleton Elementary School implements site-based, district and state assessments into their teaching cycle process: plan, teach, assess, and analyze. The data from all of these assessments is analyzed to plan for future instruction and possible supplemental interventions. This data is analyzed at district inservice days, monthly staff development meetings, and grade level cluster meeting occurring at least twice a month. Site-based assessments include STAR Reading, Star Early Literacy, Math assessments, and STAR Math. **District benchmark assessments were created with teacher input. Isleton Elementary uses the results from state and local assessments (SBAC and MAP) to plan and modify student instruction.**

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

The staff at Isleton Elementary School uses the data from the CELDT, **SBAC testing information**, Read Naturally Fluency Tests, Success Maker, STAR Reading, STAR Math, STAR Early Literacy, Houghton Mifflin Theme Tests, and Math tests to monitor the students' progress toward the state standards, identify areas of academic weakness, develop an intervention plan, implement the intervention plan and, every 6 weeks, review the effectiveness of each student's intervention plan.

Status of meeting requirements for highly qualified staff (ESEA):

The highly qualified staff members of Isleton Elementary School meet formally at least twice a month and informally twice a month to discuss our students' academic progress, intervention plans, enrichment plans, co- and extra-curricular activities and discuss the necessary next steps for success.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal of Isleton Elementary School is certified under the AB 75 training.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

All credentialed teachers have completed the AB 466 training for the state-adopted curriculums.

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

The district and site administration continues the process of aligning all staff development opportunities to the Common Core standards, assessing student performance, and professional needs. Instructional assistance and support for beginning teachers is implemented by the district BTSA Support Providers and the district BTSA Coordinator. In-district GLAD trainers serve as coaches and educators for our teachers. For the past seven years, an early release day has provided opportunities for collaboration, planning and professional development. Monthly staff development meetings are used for grade level collaboration, data analysis, and improved instructional strategies.

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

100% of the certificated teaching staff (10 teachers) at Isleton Elementary School is faced with the challenge of planning for, teaching, and monitoring low student performance.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Because there is only one teacher per grade level, the Isleton Elementary School teachers meet in grade level clusters (K-3) (4-6) to share information regarding the academic progress of their students and share ideas about the best teaching practices.

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

Using state and local assessments, Isleton Elementary School teachers plan, teach, monitor and reflect on effective instruction to improve student achievement. The essential monitoring and reflecting needed for focused instruction is performed by using standards-based assessments, which are provided by the district-adopted curriculum. Teacher groups meet regularly to analyze the curriculum-embedded assessment data to monitor student progress. Future SBAC testing information for Grades 2-6 are an integral part of determining placement in small instructional groups, intervention opportunities such as Response to Intervention (Tier 1-3) and After School Program, referrals for Student Study Team (SST) meetings, at-risk of retention referrals, and GATE identification and placement. CELDT assessments determine English Learner placement for appropriate English Language Development (ELD) instruction and reclassification eligibility. Future district benchmark assessments for language arts and mathematics are also used to track student progress to plan for differentiated instruction in the classroom.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

For the past several years, the school has faced fiscal challenges due to the effects of the 2008 recession, declining ADA and uncertain school budgets. This has led to unspent funds being "swept" by the district at the end of the year making it difficult to plan for or provide ongoing supplemental programs. However, all teachers adhere to state and district guidelines on instructional minutes and core curriculum mandates.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Isleton Elementary School will partner with the Sacramento County Public Library on a family Literacy Night. During this period, students will be able to participate in story time and literature activities while parents are learning English as a Second Language. After school intervention sessions are also available for all students.

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

There are sufficient standards-based instructional materials available that are appropriate for all groups in Math, Language Arts, Social Studies, Science and English Language Development. River Delta Unified School District provides a quality, rigorous curriculum to all students so that they reach high levels of academic achievement. There is alignment of curriculum, instruction, and materials to content and performance standards. Teachers have the flexibility to teach at the pace of the class and provide appropriate interventions. We follow the recommended instructional minutes for reading/language arts and mathematics, as verified in annual language arts implementation reviews and audits. Isleton Elementary School has availability of standards-based instructional materials appropriate to all student groups. All instructional materials used are SBE and district-adopted and standards aligned. Core subject materials and intervention programs are listed below: Wonders ELA, Houghton Mifflin CA Math Expressions Mathematics, Houghton Mifflin Social Studies, Houghton Mifflin Science. Isleton Elementary School intervention programs include: Lexia (Phonemic Awareness-Grades K-6), SIPPS (Phonics-K-6), Handwriting Without Tears (Penmanship-K-6), Accelerated Reader (Reading Comprehension- K-6), Corrective REading, IXL Math and ELA, SuccessMaker, and Read Naturally (Reading Fluency-Grades K-6).

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

The teachers of Isleton Elementary School are implementing the state adopted curriculums with 100% fidelity. All texts and support materials are aligned with California content standards.

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

All students, even the underperforming students, are instructed using grade level curriculum every day. All teachers have a Universal Access (UA) time planned into their daily agenda to meet specific academic needs of the students. The teacher utilize their SBE & district-adopted curriculum teacher resource handbooks for Extra Support, English Learner and Classroom Management to plan Universal Access lessons for the underperforming students. In the delivery of these lessons all teacher have been trained to differentiate their instruction, using ELD, SDAIE & GLAD strategies. Isleton Elementary School also uses animated software and web-based computer programs such as Lexia, Accelerated Reader, Accelerated Math, Math Facts in a Flash, and English in a Flash to assist the underperforming students to meet state content standards. The categorically funded supplemental program, Avenues, is being used to assist students who are learning English as their second language in mastering the English Language Development content standards. The state-funded ASES (After School) Program has three main focus areas: intervention, physical fitness, and enrichment. Its goal is to create a significant positive change in the academic progress of the underperforming students.

Research-based educational practices to raise student achievement at this school (ESEA):

Before CCSS, Isleton Elementary School implemented Strategic Schooling model: 12 Bread and Butter strategies. All of these strategies have been proven to increase the student achievement at the school in which they were implemented. Since CCSS implementation, teachers have studied the new standards and have supported each other in implementing the new standards; this has required a stronger focus on reading complex texts and writing. At kindergarten, for example, students are led in interactive readalouds which bridget to writing.

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

Isleton Elementary School provides a wide range of resources to assist the underperforming students. Parent-Teacher Conferences are scheduled twice a year but are available at any time for parents to review their child's teacher the progress, lack of thereof, or express any concerns the parent may have. Isleton Elementary School's Back-to School Night informs the parents of the state content standards and high behavioral expectations of the children through a teacher presentation (translation provided) and distributed brochures and handouts. The ASES (After School) Program provides academic intervention, enrichment opportunities, and physical recreation activities for the students. 75% of the student population participates in the ASES program and receives targeted help on the homework assignments. The Sacramento County Library is located on the Isleton Elementary School campus. All classes are scheduled to visit the library once a week. The library encourage and enhances the school's Accelerated Reader program. The library also plans interactive experiences related to rich literature. The library services are available to all students, teachers, and parents 9:00 a.m.-6:00 p.m. four days a week.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

Isleton Elementary collaborates with the School Site Council, English Language Advisory Committee, and the District English Language Advisory Committee/Program Improvement Committee/District Advisory Committee to evaluate the current year's site plan and adjust the goals of the site plan to meet the needs of the students attending our school.

In addition, an active and supportive PTA provides funds to enhance the physical environment and extend learning opportunities for students.

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

Isleton Elementary School has been identified as a school-wide Title I school. All of the programs are targeted to address the needs of the underperforming students and are supported by the district and site-based Title I funding.

Fiscal support (EPC):

Isleton Elementary School receives funding from the following resources: Lottery, NCLB: Title I Part A, Basic Grants Low-Income and Neglected, Discretionary and Site Supplemental and Concentration. Fiscal support of these resources are detailed in the budget designations throughout the Single Plan for Student Achievement.