

The Single Plan for Student Achievement

School: Valleydale Elementary School
CDS Code: 19 64279 6011332
District: Azusa Unified School District
Principal: Leslie Ford
Revision Date: November 4, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Valleydale Elementary School's Vision and Mission Statements

Valleydale ensures a quality education for each student and is preparing them for the Common Core Standards. Our ongoing staff development program focuses on improving student writing skills and instructional strategies to help student reach mastery in their subjects.

The staff at Valleydale Elementary School is very committed to increasing student achievement.

School Profile

The staff at Valleydale Elementary School is committed to increasing student achievement by offering quality instruction through such programs as DBQ (document based questioning) PLC (professional learning communities) and quality intervention/ enrichment. In addition we have added a research based math program called ST Math. This program is developed and tested by neuroscientists. This exciting math program allows students to learn math concepts rather than rote memorization. We are excited to be recipients of the Quality Education Investment Act (QEIA) Grant, which allows us to maintain smaller class sizes.

This year, in addition to GATE testing, our most gifted 4th and 5th grade students are part of Valleydale's Scholars Program. This program emphasizes science, math, and history. We are proud to provide lab experiments on Fridays that focus on the scientific method. We are currently working to open a research/ Science lab area on campus. This year we have successfully opened a parent room focused on connecting not only with our parents but with our community.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teachers, staff, parents, and students were surveyed this year as part of the LCAP data gathering process. Designated schoolwide parent events were selected where the survey was administered. Parent representatives, including Spanish-speaking parents, and Site Council members took the survey in the Parent Center. Results were tabulated centrally and were shared to the Board of Education. A Title 1 parent survey is also administered at the end of the year. The School Site Council reviews the results and makes recommendations to enhance the Title 1 program based on these results.

Classroom Observations

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

Administrators visit classrooms on a regular basis. Teachers are observed regularly during the school year and written feedback is provided on areas such as content objectives, language objectives, common core curriculum adherence, effective instructional strategies, classroom management and student engagement. In ELA/ELD the feedback focuses on differentiation of instruction according to students' CELDT performance levels. In mathematics, the emphasis is on transitioning effectively to the common core standards and effective re-teaching.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program

Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Instruction in the classroom is organized according to instructional units aligned to Common Core State Standards. Frequent and varied progress monitoring occurs through common formative interim assessments. End of unit or mid-range summative assessments prepare students for the California Assessment of Student Performance and Progress.

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

Teachers are in the process of aligning curriculum embedded and common formative assessments aligned to common core standards. Data results from these assessments will be utilized during PLC time to ensure that all students are progressing and to determine which students are in need of differentiation or additional instructional support.

Staffing and Professional Development

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

All Azusa teachers meet the requirements for highly qualified staff (NCLB).

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

All Azusa classrooms meet the standard for sufficiency of credentialed teachers. AB 466 training is being augmented by common core aligned professional development.

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

An effective program of professional development is provided to all new and continuing teachers, based on current research and the English–language arts and mathematics common core standards.

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

AUSD has made a commitment to ensure professional development for teachers that focuses on student learning. Attention has been given to tailoring curriculum and instruction to students' needs, all of which is compatible with current research and the common core English–language arts and mathematics content standards. Ongoing activities have been scheduled with an in-depth focus and coaching availability. Activities may include a variety of strategies to help teachers reflect, discuss, analyze and refine their own professional practice. Time has also been allocated to apply what they have learned and sustain improved instruction. Evaluation and follow-up are essential components of the professional development plan.

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

A strong emphasis on Professional Learning Communities K-12 is currently underway. The professional day has been flexibly reorganized to ensure frequent and timely teacher collaboration.

Teaching and Learning

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

Instructional materials are aligned to Common Core State Standards and incorporate specific strategies, teaching/instructional activities, procedures, examples, and opportunities for review and application consistent with current and confirmed research. In support of practice and motivation, students at every grade level have access to and are encouraged to use a collection of interesting and suitable fiction and non-fiction library books, in addition to their required texts. Supplementary units aligned to Common Core State Standards are being developed. Instructional material aligned to Common Core State Standards in language arts and mathematics is also being acquired.

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

At the primary level a minimum of two and one-half hours of instructional time is allocated to language arts instruction daily. In grades four through fifth, two hours (or two periods) of instructional time are allocated to language arts instruction daily through core instructional periods or within a self-contained classroom. Students with special learning needs are provided additional instructional time and support. Additional time is allocated within the school day, before school, after school, and during vacation periods as necessary.

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

Careful examination of student data by instructional teams leads to flexible groupings to allow students to receive intervention and/or acceleration within the content area. Students in need of intervention are provided with additional instructional time through extended day, tutorials or additional support classes within the instructional day.

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

The school/district provides locally adopted, standards-aligned, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district also provides Common Core State Standards (CCSS)-aligned instructional materials.

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

As common core implementation progresses, current materials are being enhanced and replaced with common core aligned materials. Units of study are being developed to ensure adherence to common core standards with the use of existing materials.

Opportunity and Equal Educational Access

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

The regular instructional program design includes tiered intervention strategies to assist students in meeting grade level standards. Ongoing assessment of students make it possible for teachers to carefully organize resources and instruction and adapt the classroom program to meet individual needs.

14. Research-based educational practices to raise student achievement

Districtwide systems ensure that all instructional staff know the essential elements of research-based programs. Professional Learning Community initiatives have served as a catalyst to create a culture within the school in which effective research-based programs are valued and expected.

Parental Involvement

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

Students in need of additional assistance can receive tutorial services through different programs. Think Together, Azusa city library, Homework House, Migrant Education homework centers and PASS credit recovery are available for extra assistance.

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

Continuing efforts are made to keep parents and families well informed about the language arts curriculum their children receive and the progress their children are making in learning to read, write, speak, and listen. Outreach is provided to inform parents and families about the English–language arts content standards, the district’s curriculum and assessment programs, and the degree to which students in the school and district are mastering the standards in the language arts. As common core implementation is expanded, parent advisory groups are kept abreast of the changes in the instructional program. Efforts are currently underway to bring in-depth information to parents regarding the Common Core State Standards and the progress in their implementation.

Funding

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

Schoolwide systems of intervention have been established through strategic use of categorical funds. Students in need of additional support receive assistance through flexible groupings, extended day and extended year interventions and differentiated instructional materials.

18. Fiscal support (EPC)

Strategic use of categorical funds make it possible to supplement the basic instructional program. Additional material resources and personnel ensure that students in need of academic intervention receive the assistance they require.

Description of Barriers and Related School Goals

Upon review of all the data our staff and the School Site Council identified the following barriers in regard to the low scores of AYP/API at Valleydale Elementary and/or low scores of specific groups with proposed solutions:

1. While parents desire to support their students' academic achievement, many of them have time constraints and need assistance in areas such as behavioral strategies, homework strategies, and assistance in learning English.

Valleydale is trying to raise the level of parent involvement in the following ways:

- * Provide a six hour (daily) bilingual parent liaison
- * Provide a 14 session workshop, Project 2Inspire, to build competence, understanding and confidence in our parents in the areas of academic achievement K-12, behavioral strategies, governance/involvement at the site and district level, homework strategies as well as how to be an overall advocate for your child.
- * Strengthen our English Learners Advisory Council, School Site Council and build a Parent Teacher Organization by reaching out and providing opportunities for parents to participate.
- * Build our parent volunteer program to extend past the parent room into the classrooms.
- * Promote and improve our parent room facility.

2. As we move into teaching Common Core State Standards (CCSS) , there is a need for increased authentic collaboration within a grade level Professional Learning Community (PLC) teams. Teams meet to work more effectively as they monitor student achievement , and create common assessments (formative/summative) and uniform rigorous lessons tied to CCSS that meet the needs of all students, from those who are advanced to those who are struggling. The ongoing challenge for the school is providing enough time to plan and collaborate during PLC meetings. Teams need an improved monitoring system to ensure that students not meeting standards are identified early and provided support from the PLC team. The school needs to continue on-going training on data analysis to be responsive to any trends indicated by the data.

The following needs are for the 2014-2015 school year:

- * On-going planned release time for all staff.
- * Regular release time for grade level leaders for training on leading PLCs on site.
- * Weekly release time for PLC teams to collaborate during the contracted school day.
- * Weekly scheduled early release to provide extended PLC collaboration time.
- * Provide professional development as identified by needs assessment.
- * Purchase CCSS supplementary materials to support high quality first-best teaching.
- * Contract professional consultants and materials to support the PLC process.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 43 | 41 | 95.3 | 39 | 2396.3 | 5 | 22 | 34 | 34 |
| Grade 4 | 56 | 56 | 100.0 | 56 | 2427.0 | 11 | 20 | 25 | 45 |
| Grade 5 | 54 | 49 | 90.7 | 49 | 2443.9 | 4 | 22 | 31 | 43 |
| All Grades | 153 | 146 | 95.4 | 144 | | 7 | 21 | 29 | 41 |

| Grade Level | READING | | | WRITING | | | LISTENING | | | RESEARCH/INQUIRY | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|--|---------------------|----------------|
| | Demonstrating understanding of literary & non-fictional texts | | | Producing clear and purposeful writing | | | Demonstrating effective communication skills | | | Investigating, analyzing, and presenting information | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 8 | 54 | 31 | 8 | 56 | 31 | 10 | 62 | 23 | 5 | 51 | 36 |
| Grade 4 | 11 | 43 | 46 | 18 | 45 | 34 | 7 | 70 | 23 | 11 | 48 | 41 |
| Grade 5 | 2 | 57 | 41 | 8 | 35 | 47 | 4 | 65 | 31 | 10 | 63 | 27 |
| All Grades | 7 | 51 | 40 | 12 | 44 | 38 | 7 | 66 | 26 | 9 | 54 | 35 |

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Achievement | | | | | | | | | |
|---------------------|------------------------|----------------------|-------------------------------|---------------------------|------------------|-------------------|--------------|---------------------|------------------|
| Grade Level | # of Students Enrolled | # of Students Tested | % of Enrolled Students Tested | # of Students With Scores | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 3 | 43 | 41 | 95.3 | 41 | 2418.1 | 5 | 41 | 24 | 29 |
| Grade 4 | 56 | 54 | 96.4 | 54 | 2442.0 | 7 | 17 | 41 | 35 |
| Grade 5 | 54 | 49 | 90.7 | 49 | 2449.6 | 4 | 10 | 27 | 59 |
| All Grades | 153 | 144 | 94.1 | 144 | | 6 | 22 | 31 | 42 |

| Grade Level | CONCEPTS & PROCEDURES | | | PROBLEM SOLVING & MODELING/DATA ANALYSIS | | | COMMUNICATING REASONING | | |
|-------------|---|---------------------|----------------|--|---------------------|----------------|---|---------------------|----------------|
| | Applying mathematical concepts and procedures | | | Using appropriate tools and strategies to solve real world and mathematical problems | | | Demonstrating ability to support mathematical conclusions | | |
| | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard | Above Standard | At or Near Standard | Below Standard |
| Grade 3 | 17 | 44 | 37 | 17 | 56 | 24 | 15 | 59 | 24 |
| Grade 4 | 9 | 41 | 50 | 9 | 39 | 52 | 9 | 52 | 39 |
| Grade 5 | 6 | 20 | 73 | 0 | 39 | 61 | 8 | 41 | 51 |
| All Grades | 10 | 35 | 54 | 8 | 44 | 47 | 10 | 50 | 39 |

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2014-15 CELDT (Annual Assessment) Results | | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|-----|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested | |
| | # | % | # | % | # | % | # | % | # | % | # | |
| K | | | 1 | 13 | 5 | 63 | 1 | 13 | 1 | 13 | | 8 |
| 1 | 10 | 29 | 8 | 24 | 15 | 44 | 1 | 3 | | | | 34 |
| 2 | | | 1 | 5 | 15 | 75 | 4 | 20 | | | | 20 |
| 3 | 2 | 6 | 15 | 43 | 11 | 31 | 2 | 6 | 5 | 14 | | 35 |
| 4 | | | 5 | 24 | 8 | 38 | 5 | 24 | 3 | 14 | | 21 |
| 5 | | | 9 | 53 | 6 | 35 | 2 | 12 | | | | 17 |
| Total | 12 | 9 | 39 | 29 | 60 | 44 | 15 | 11 | 9 | 7 | | 135 |

Conclusions based on this data:

1. CELDT data indicates that 39% of the ELLs are scoring Early Advanced or Advanced.
2. CELDT data reinforces the school goal of increasing literacy for all students because of the constant reclassification rate.
3. CELDT data indicates that the majority of our students currently in the Intermediate and Early Advanced levels .

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2014-15 CELDT (All Assessment) Results | | | | | | | | | | |
|-------|--|---|----------------|---|--------------|---|--------------------|---|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 161 | 153 | 135 |
| Percent with Prior Year Data | 99.4% | 99.3% | 100.0% |
| Number in Cohort | 160 | 152 | 135 |
| Number Met | 89 | 89 | 78 |
| Percent Met | 55.6% | 58.6% | 57.8% |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | No | No | No |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 178 | 15 | 163 | 25 | 152 | 20 |
| Number Met | 47 | -- | 48 | -- | 41 | -- |
| Percent Met | 26.4% | -- | 29.4% | -- | 27.0% | -- |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | * | Yes | -- | Yes | -- |

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

Conclusions based on this data:

1. AMAO 1 data suggests that we have not achieving our NCLB target in 2012-13 and 2013-14 with the narrowest margin of .4%.
2. AMAO 2 goals have been met for the past 3 consecutive years. 2011-2014.
3. AMAO 3 has not been met in English Language Arts and Mathematics in 2012-13 and 2013-14.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Number of Annual Testers | 2,798 | 2647 | |
| Percent with Prior Year Data | 99.8 | 98.7 | |
| Number in Cohort | 2,793 | 2613 | |
| Number Met | 1,572 | 1511 | |
| Percent Met | 56.3 | 57.8 | |
| NCLB Target | 57.5 | 59.0 | 60.5% |
| Met Target | No | No | |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 1,928 | 1,292 | 1887 | 1157 | | |
| Number Met | 447 | 604 | 484 | 555 | | |
| Percent Met | 23.2 | 46.7 | 25.6 | 48.0 | | |
| NCLB Target | 20.1 | 47.0 | 22.8 | 49.0 | 24.2% | 50.9% |
| Met Target | Yes | No | Yes | No | | |

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

Conclusions based on this data:

1. Valleydale mirrored district results in AMAO 1 in that we met our target in 2011-12 and missed the State target in 2012-13 and 2013-14.
2. In the area of AMAO 2, Valleydale and the District met our goals in all three year 2011-2014 for students with less than 5 years of EL instruction.
3. In regards to AMAO 3, the District and Valleydale students did not meet the proficiency targets set by the stat in language arts and math.

Planned Improvements in Student Performance

School Goal #1

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

| |
|--|
| SUBJECT: Proficiency in Reading/Language Arts |
| LEA GOAL: |
| Increase student success on Common Core and narrow achievement gaps. |
| SCHOOL GOAL #1: |
| By June 2016, all students, including all significant subgroups will increase by 10% their percentage scoring at or above grade level proficiency in the following: California Assessment of Student Performance and Progress (CAASPP) interim and formative assessment tools, Performance Tasks, District Benchmarks, Running Records, Early STAR and STAR reading assessments. |
| Data Used to Form this Goal: |
| Data will be collected from district benchmark assessments, end of unit Avenues assessments, and grade level Common Formative Assessments. |
| Findings from the Analysis of this Data: |
| Valleydale data in regards to English Language Arts Adequate Yearly Progress (AYP) share that the percentages of students proficient is low (38.8% for all students, 39.55 - Hispanic, 33.1- English Learners, 10.75 Students with Disabilities, and 37.65-Socioeconomically Disadvantaged based on data from 2013) |
| How the School will Evaluate the Progress of this Goal: |
| Progress is evaluated through regularly scheduled PLC meetings. Data is analyzed and instructional adjustments and interventions are planned accordingly. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|---|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Principal will monitor Common Core standards implementation in all classrooms. | 08/01/2012 - 06/19/2015 | Leslie Ford | Weekly classroom visits | | | |
| All kindergarten and first grade classes will implement Common Core standards. | 08/01/2012 - 06/15/2015 | Leslie Ford | Weekly classroom visits | | | |
| Teachers will support EL students by providing small group and individual review and intervention in the RTI model | 08/01/2012 - 06/15/2015 | Leslie Ford Resource Teacher Certificated Staff Classified Staff | Intervention during the school day on contracted time | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|---|--|--|----------------------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| All classes will participate in 2.5 hours of core instruction for language arts. | 08/01/2012 - 06/15/2015 | Leslie Ford | | | | |
| Computer lab aide will provide support and intervention to students and monitor their progress in the computer lab. | 08/01/2012 - 06/15/2015 | Leslie Ford Computer Lab 1 | Yearly Salary- Computer Lab Aide | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 13,000.00 |
| Library Aide will assist students and their families with the selection of books and periodicals to motivating students towards further achievement in fluency and comprehension goals. | 08/01/2012 - 06/15/2015 | Leslie Ford Library Aide Elementary | Yearly Salary- Library Aide | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 9800.00 |
| Teachers and Classified Staff will provide small group and individual tutoring to identified students based on data analysis. | 08/01/2012 - 06/15/2015 | Leslie Ford Resource Teacher Classroom Teachers Aides Salaries - Title One Ink, Contracts, supplementary materials Replacement of Technology | Aides Salaries - Title One Daily intervention period built in to the contracted day | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 23200.00 |
| | | | | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 12100.00 |
| | | | | 4000-4999: Books And Supplies | Title I Part A: Allocation | 6000.00 |
| Identified teachers will participate in professional development to accommodate students with differentiated learning styles | 08/01/2012 - 06/15/2015 | Leslie Ford District TOSAa District Instructional Directors /EL Support/Staff Development | All Training - Centralized | | | |
| Resource teacher to provide strategic intervention to identified at risk students in grades 1-5. She will also disaggregate English Learner data to support reflection and collaboration. | 08/01/2012 - 06/15/2015 | Leslie Ford Resource Teacher | 10% funded by LCFF | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 10700.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|------------------------------------|--|--|----------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| Grades 3 - 5 will use technology to prepare for Smarter Balanced assessments | 08/01/2012 - 06/15/2015 | Leslie Ford Computer Lab Aide | Replacement/Repair | 4000-4999: Books And Supplies | Title I Part A: Allocation | 2500.00 |
| Instructional Aides will support small groups of English Learners in ELA through a targeted intervention period within the school day. | 08/01/2012 - 06/15/2015 | Leslie Ford Instructional Aides | LCFF Aide Salaries | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 23100.00 |
| Response to Intervention and Instructions (RTI2) will be implemented and supported in all classrooms. | 08/01/2012 - 06/15/2015 | Leslie Ford | Monitoring of daily intervention periods for all students. (Teachers, Aides, Resource Teacher) | | | |
| Students, with a home language other than English, will be assessed in the ALAS center for language capability before registration. | 08/01/2012 - 06/15/2015 | Leslie Ford | ALAS Center-Centralized | | | |
| Principal and certificated staff to monitor student progress and analyze data to guide/plan instruction and intervention using Aeries and EADMS | 08/01/2012 - 06/15/2015 | Leslie Ford Certificated Staff | Consistent Analysis of data at Staff Meetings and PLC (Release Time) | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 2935.00 |
| | | | | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 3900.00 |
| Resource teacher will monitor EL student progress utilizing multiple sources of data and collaborate with Principal and staff. | 08/01/2012 - 06/15/2015 | Leslie Ford Resource Teacher | Salary is committed in another section of the Goal 1 area | | | |
| Computer lab aide will prepare reports for teachers for collaboration and reflections. | 08/01/2012 - 06/15/2015 | Leslie Ford Resource Teacher | Paper, Ink, Maintenance etc. | 4000-4999: Books And Supplies | Title I Part A: Allocation | 1000.00 |
| Protected collaboration time will be held weekly to implement PLCs and analyze data to guide instruction for vertical and horizontal planning. | 08/01/2012 - 06/15/2015 | Leslie Ford | During contracted school day | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|---|--|---|----------------------------|---------|
| | | | Description | Type | Funding Source | Amount |
| Teachers and Administrators will use data to guide learning , create assessments based on data, and monitor student progress throughout the years. | 08/01/2012 - 06/15/2015 | Leslie Ford | EADMS- Centralized | 5900: Communications | Title I | |
| A Parent Center will be established to centralize and strengthen the home-school connection. | 08/01/2012 - 06/15/2015 | Leslie Ford Liaison | Materials and supplies- Investigate parent programs to support academic achievement | 4000-4999: Books And Supplies | Title I Part A: Allocation | 500.00 |
| | | | Project 2 Inspire | 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation | 2187.50 |
| Community liaison, Principal and Resource teacher will hold a meeting to inform parents and community members of the shifts occurring in education/ standards in light of the Common Core. | 08/01/2012 - 06/15/2015 | Leslie Ford Liaison | 50% of Liaison salary | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 6000.00 |
| Kindergarten and First grade PLC teams will participate, receive inservice, resources, and planning time to implement (PALS) Providing Academic Language Support. | 08/01/2012 - 06/30/2015 | Leslie Ford District Personnel (TOSAs) Consultants | Centralized - Observe and Monitor Planning Time Released Time Training Consultants/ TOSA Support Resources | | | |
| Close Reading and supplementary Classroom Library Materials for ELLs will be provided for all K-5 students. | 08/01/2012 - 06/30/2015 | Leslie Ford | Individual books and book sets- literature and non-fiction | 4000-4999: Books And Supplies | Title I Part A: Allocation | 7200.00 |

Planned Improvements in Student Performance

School Goal #2

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

| |
|--|
| SUBJECT: Proficiency in Mathematics |
| LEA GOAL: |
| By June 2016 all students, including all significant subgroups will increase their percentage at grade level in Performance Tasks, Benchmarks, Running Records, ST math and math exemplars and increase students' College and Career Readiness. |
| SCHOOL GOAL #2: |
| By June 2016, all students, including all significant subgroups will increase by 10%their percentage scoring at or above grade level proficiency in the following: CAASPP interim and formative assessment tools, Performance Tasks, Common Core Benchmarks, ST Math assessments and Math Exemplars. |
| Data Used to Form this Goal: |
| District periodic benchmarks, ST math progress, Exemplars and common formative assessments. |
| Findings from the Analysis of this Data: |
| Data from Mathematics Adequate Yearly Progress (AYP), share that Valleydale is well below the State target and took a substantial dip in proficiency between 2012-2013 overall (14.6%). Data from subgroups shared that all subgroups fell sharply in 2013 with English Learners leading the decline with a 21% drop from the previous year AYP (2012) of 57.7%. |
| How the School will Evaluate the Progress of this Goal: |
| During PLC time staff analyzes common data to identify trends and plan adjustments to the instructional program. Disaggregation of data by special populations will lead to differentiated interventions. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|-----------------------|---|-------------------------------|----------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| Principal will visit all classrooms twice a month to observe and monitor the use of Board adopted curriculum for all students. Ensure all K-1 students receive 60 minutes of weekly ST math instruction in the computer lab. Ensure that all 2-5 students receive 90 minutes of ST math instruction in the computer lab. | 08/01/2012 - 06/30/2015 | Leslie Ford | Monitor computer lab schedule Purchase computers for computer lab or classrooms to support math supplemental instructional and intervention programs | 4000-4999: Books And Supplies | Title I Part A: Allocation | 11764.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|--|---------------------------------------|--|----------------------------|---------|
| | | | Description | Type | Funding Source | Amount |
| Teachers will provide small group and individual tutoring to identified students. | 08/01/2012 - 06/15/2015 | Leslie Ford | Monitoring | | | |
| Resource teacher to provide strategic intervention to identified at risk students in grades 1-5 as identified. | 08/01/2012 - 06/15/2015 | Leslie Ford Resource Teacher | Based on need for intervention | 4000-4999: Books And Supplies | Title I Part A: Allocation | 2000.00 |
| VI and RSP teachers will collaborate with mainstream teachers to ensure the proper placement and monitor student progress. They will report progress on a trimester basis to the principal and resource teacher. | 08/01/2012 - 06/15/2015 | Leslie Ford | Monitoring | | | |
| Principal and certificated staff will monitor student progress and analyze data to guide instruction. | 08/01/2012 - 06/15/2015 | Leslie Ford | Ink , paper, etc. | 4000-4999: Books And Supplies | Title I Part A: Allocation | 500.00 |
| Resource teacher will monitor EL student progress utilizing ST math data and classroom assessment data. Data will be shared with all stakeholders | 08/01/2012 - 06/15/2015 | Leslie Ford Resource Teacher | Shared with staff, parents, SSC, ELAC | 4000-4999: Books And Supplies | Title I Part A: Allocation | 500.00 |
| Community liaison, Principal and Resource teacher will hold a meeting to inform parents and community members of the shifts occurring in education/ standards in light of the Common Core. | 08/01/2012 - 06/15/2015 | Leslie Ford Resource Teacher Community Liaison | Liaison 50% salary. | 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 6000.00 |
| Community Liaison will provide support to parents to increase parent involvement and student achievement. | 08/01/2012 - 06/15/2015 | Leslie Ford Community Liaison | Meetings- parent education | 4000-4999: Books And Supplies | Title I Part A: Allocation | 500.00 |
| Investigate how identified teachers could prepare and present workshops to parents regarding student achievement and ways they can assist their children at home. | 08/01/2012 - 06/15/2015 | Leslie Ford | Ideas at staff meetings | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|---|---|--|--|-------------------|
| | | | Description | Type | Funding Source | Amount |
| A Parent Center will be established to centralize and strengthen the home-school connection. | 08/01/2012 - 06/15/2015 | Leslie Ford Liaison | Parent Education programs and materials Project 2Inspire 2014 (50%) | 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation Title I Part A: Allocation | 500.00 2187.50 |
| ST math will be fully implemented by all sighted students. | 08/01/2012 - 06/15/2015 | Leslie Ford Computer Lab Aide | Monitoring | | | |
| Math training on Common Core Standards will continue for certificated staff. | 08/01/2012 - 06/15/2015 | Leslie Ford District Directors District TOSAa | Centralized: Sub release days and materials | | | |
| Staff will receive ST Math training throughout the year to support new implementation . ST Math will be fully implemented. | 08/01/2012 - 06/15/2015 | Leslie Ford | Monitoring and after school professional development | | | |
| Computer lab aide provides assistance to students by supporting core standards, intervention and instructional motivational programs. | 08/01/2012 - 06/15/2015 | Leslie Ford | Salary in Goal 1 | | | |
| Provide 15 minutes of additional interventions to identified students. Work with Math Exemplars and similar math constructs which will be integrated weekly into the math instruction. | 08/01/2012 - 06/15/2015 | Leslie Ford Teachers | Small and large group instruction during contracted day - Interventions as identified- math type exemplars for all students | | | |
| Protected collaboration time will be scheduled weekly to analyze data and guide instruction for vertical and horizontal planning. | 08/01/2012 - 06/15/2015 | Leslie Ford | PLC time | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|---------------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers use data to guide learning. create assessments, plan lessons based on data analyzed and monitor student progress throughout the year . | 08/01/2012 - 06/15/2015 | Leslie Ford | PLC time | | | |
| The Resource Teacher will assist the teachers and principal in gathering and utilizing data for ELL student monitoring and follow-up. | 08/01/2012 - 06/15/2015 | Leslie Ford Resource Teacher | During Contracted Day | | | |

Planned Improvements in Student Performance

School Goal #3

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

| |
|---|
| SUBJECT: AMAO 1 -Annual Progress Learning English |
| LEA GOAL: |
| Increase English Learner academic language development, achievement, redesignation rate, and decrease the number of Long-Term English Learners. |
| SCHOOL GOAL #3: |
| By January 2016, the percentage of English learner learning English will increase from 63.6% to 65% in order to continue meeting or exceeding the state's defined growth expectations, as measured by CELDT. |
| Data Used to Form this Goal: |
| CELDT data, ELA/ELD end of unit assessments and writing samples. |
| Findings from the Analysis of this Data: |
| In the past two years, Valleydale has not met the AMAO 1 targets (a narrow miss in 2013-14 of .4%). Our current CELDT data indicates that we have a large percent of students in the "intermediate" level (45%). Valleydale has also noted that the majority of students in this level are having difficulties in the areas of reading and writing. |
| How the School will Evaluate the Progress of this Goal: |
| Data will be analyzed during PLC time. End of unit Avenues assessments and work samples will be utilized to reorganize ELD groupings. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|-----------------------------------|--------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| The LEA will ensure that all ELL students receive ELD. Students in Kindergarten will receive an average of 30 minutes of ELD daily; Students in grades 1-5 will receive an average of 45 minutes of ELD daily. | 08/01/2012 - 06/19/2015 | Leslie Ford Certificated Staff | Planning, Monitoring | | | |
| Teachers will use, create, and collect data from formative assessments to monitor ELL growth and achievement and to plan for instruction and intervention. | 08/01/2012 - 06/30/2015 | Leslie Ford | Release Time- See goal 1 | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|---|---|--|-------------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| ELD instruction will be provided using district-adopted, standards-based ELD and supplementary materials. The materials utilized will address the specific language needs of students based on their English levels. | 08/01/2012 - 06/30/2015 | Leslie Ford | Observation | | | |
| Students at grades 3 and up that have been enrolled 3 or more years and are not meeting expected achievement targets will be identified as at risk of becoming LTEL's. Parents and teachers will be notified. Before and after school interventions will be explored. | 08/01/2012 - 06/30/2015 | Leslie Ford | Materials, supplies, web based programs- see intervention | | | |
| The Resource Teacher and/or Principal will provide teachers assessment reports and the access to technology to run their own reports for data analysis. | 08/01/2012 - 06/30/2015 | Leslie Ford Resource Teacher | Laptops., printers | 4000-4999: Books And Supplies | Title I Part A: Allocation | 3500.00 |
| Principal and Resource Teacher will ensure that teachers are monitoring student progress for those students who have Catch-up Plans. Students are to be monitored at each grading period by all certificated staff. | 08/01/2012 - 06/30/2015 | Leslie Ford Resource Teacher Certificated Staff | Monitoring | | | |
| Resource teacher will monitor and support students and staff in ongoing EL assessments | 08/01/2012 - 06/30/2015 | Leslie Ford | 10% resource teacher salary | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 10700.00 |
| Provide teachers and staff with professional development that includes academic language objectives, Project GLAD professional development, best practices for ELL students and knowledge of upcoming ELD standards and ELPA. | 08/01/2012 - 06/30/2015 | Leslie Ford District Directors District TOSAs | Centralized | | | |
| Identify groups failing to make progress on CELDT . | 08/01/2012 - 06/30/2015 | Leslie Ford | Monitoring | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|---|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| The school will develop a systematic intervention plan for overcoming academic deficits in ELA which includes targets for ELD assessments and reteaching strategies with interventions for targeted students. | 08/01/2012 - 06/30/2015 | Leslie Ford Resource Teacher Certificated Staff Classified Staff | Daily Intervention period by PLC teams | | | |
| Principal will monitor ELD and the Resource Teacher will monitor each assessment period forwarding by email any suggestions to support student achievement or effective monitoring techniques. | 08/01/2012 - 06/30/2015 | Leslie Ford Resource Teacher | Observation and analysis of data - Principal Monitoring Assessment- RT | | | |

Planned Improvements in Student Performance

School Goal #4

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

| |
|--|
| SUBJECT: AMAO 2 - English Proficiency |
| LEA GOAL: |
| Increase English Learner academic language development, achievement, re-designation rate and decrease the number of Long-Term English Learners. |
| SCHOOL GOAL #4: |
| By January 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase TO 26% in order to continue meeting or exceeding state-defined expectations for meeting the CELDT criterion for English-language proficiency. By January 2016, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase TO 53%, in order to continue meeting or exceeding state-defined expectations for meeting the CELDT criterion for English-language proficiency |
| Data Used to Form this Goal: |
| CELDT results, benchmark results, writing samples, STAR reading results, AR data |
| Findings from the Analysis of this Data: |
| From 2011-2014, Valleydale students have exceeded the State NCLB targets in AMAO 2 by 5-6% annually. |
| How the School will Evaluate the Progress of this Goal: |
| Teachers, resource teacher, and principal will analyze the data to determine needs. Focused academic intervention will be planned in order to increase academic language proficiency. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|-----------------------|--|------------|---------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Plan implementation of a program for academic language development K-5 | 08/01/2012 - 06/30/2015 | Leslie Ford | PLCs will meet to discuss ELL student growth. | | | |
| Review state adopted (ELA) CCSS and ELD standards | 08/21/2012 - 06/19/2015 | Leslie Ford TOSA | Centralized: Training by district personnel and discussion at Staff Meetings | 1000-1999: | Certificated Personnel Salaries | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|-----------------------------------|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Implement GLAD strategies across the curriculum and provide professional development for teachers of English Language Learners during the school year. | 08/06/2012 - 06/19/2015 | Leslie Ford District Personnel | Centralized: Training, observation of implementation at site | 1000-1999: Certificated Personnel Salaries | | |
| Expand GLAD training to include 100% of classroom teachers. | 08/06/2012 - 06/19/2015 | Leslie Ford District Personnel | Centralized | 1000-1999: Certificated Personnel Salaries | | |
| Identify options for providing a summer program, intervention and extended day for English Learners and LTELs. | 08/01/2012 - 06/30/2015 | Leslie Fore | Explore | | | |
| Identify students for summer school program, intervention, after school tutoring, extended day and CELDT speaking, reading, listening and writing. | 08/01/2012 - 06/30/2015 | Leslie Ford | SEE Goal 1 and 2 - before and after school - Explore Summer- see previous | | | |
| Identify teachers for after school tutoring, intervention, Saturday programs. Provide professional development as needed. | 08/01/2012 - 06/30/2015 | Leslie Ford | Identification | | | |
| Identify curriculum components for integration of GLAD strategies with a focus on academic language, writing skills, and CELDT tested skills. Provide grade level teams with release time to align strategies with core curriculum. | 08/01/2012 - 06/30/2015 | Leslie Ford | Sub days - Centralized | 1000-1999: Certificated Personnel Salaries | | |

Planned Improvements in Student Performance

School Goal #5

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

| |
|--|
| SUBJECT: AMAO 3 - AYP for EL Subgroup |
| LEA GOAL: |
| Increase English Learner academic language development, achievement, re-designation rate and decrease the number of Long-Term English Learners. |
| SCHOOL GOAL #5: |
| By June 2015, the percentage of English learners attaining proficiency in reading/language arts will increase to 49% as measured by the CAASPP (California Assessment of Student Performance and Progress) and/or CAHSEE, in order to move toward stated defined expectations for proficiency in Reading/Language Arts. By June 2015, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts. By June 2015, the percentage of English learners attaining proficiency in Mathematics will increase to 61% as measured by the CAASP and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics. By June 2015 the LEA will meet the 95% participation rate for English learners assessed in Mathematics. |
| Data Used to Form this Goal: |
| Reclassification data, CELDT and CAASPP |
| Findings from the Analysis of this Data: |
| Finding share that Valleydale students did not meet AMAO 3 goals for English Learner proficiency (AYP). No percentages were available to analyze. |
| How the School will Evaluate the Progress of this Goal: |
| Reclassification data will be reviewed and discussed with with staff, parents and students. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|---|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Analyze CAASPP (California Assessment of Student Performance and Progress) ELA strand results for RFEF students.. | 8/2/12-6/15/15 | Leslie Ford Resource Teacher | Staff Meetings, PLCs | | | |
| Plan interventions for RFEF students with declining CAASPP (California Assessment of Student Performance and Progress) scores. | 08/21/2012 - 06/19/2015 | Leslie Ford Resource Teacher Certificated Staff | Staff Meetings, PLCs | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|-----------------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Consider/Explore purchasing research based ELD curriculum that focuses on oral language development to support achievement of students toward RFEP status and provide strategic intervention for current declining RFEP students. | 08/21/2012 - 06/19/2015 | Leslie Ford | Materials/training | | | |
| Provide professional development for teachers who will provide intervention support for ELL students | 08/21/2012 - 06/19/2015 | Leslie Ford District Personnel | Training - Centralized | | | |
| Examine trends in LTEL data and explore interventions that incorporate academic language objectives, rigorous vocabulary, reading fluency/comprehension and grammar support. | 08/21/2012 - 06/19/2015 | Leslie Ford | Analyze data | | | |

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in LCAP Goal |
| SCHOOL GOAL #1: |
| Increase student success on Common Core and narrow achievement gaps. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|--|-------------------------|---|---|--------------------|
| | | | Description | Type | Funding Source | Amount |
| Improve teacher access to technology tools for assessment and data management. | 9/1/2013-06/30/2015 | Bob Blackney Amy Collier Ena Pastora | EADMS | 5000-5999: Services And Other Operating Expenditures | Title I | |
| . | | | EADMS | | Title I | 939 |
| Provide summer school intervention services for students working below grade level. | 08/01/2012-06/30/2015 | Ena Pastora, Director of English Learner/Categorical Services | | 1000-1999: Certificated Personnel Salaries | Title I | |
| Students with home languages, other than English, will be assessed for language proficiency at the ALAS center. | 7/1/2014 - 6/30/2015 | Leticia Marrujo | ALAS center | 5800: Professional/Consulting Services And Operating Expenditures | LCFF-EL | 14,058 |
| Provide summer school intervention services for students working below grade level. | Spring/ Summer | Principal and Resource teacher | | 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies | Economic Impact Aid/Limited English Proficient (EIA-LEP) LCFF-ED | 3500.00 3500.00 |
| Provide staff development and coaching to strengthen PLC process. | Fall and spring 2013/14 | Amy Collier | | | | |
| English learners will receive 45 min of ELD instruction daily. RFEPs and EO students will receive ALD daily | 8/1/12-6/12/15 | Principal | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------------|---------------------------------|---|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide staff development in close reading and writing for teachers of students in grades k-5 | Fall and spring 2013/2014 | Principal and Resource teacher | | 5800: Professional/Consulting Services And Operating Expenditures | LCFF-ED | 700.00 |
| Establish a reading steering committee to identify best practices in the use of the Accelerated Reader program. | 08/01/2012-06/30/2015 | Amy Collier District office | | | | |
| Implement Common Core instructional strategies | 08/01/2012-06/30/2015 | Resource teachers and Principal | teacher hourly for planning with teachers | 0000: Unrestricted | Title I | 1,000 |
| Computer aide will assist students in STmath and other extension activities that are computer based | 08/01/2012-06/30/2015 | Principal | | | | |
| Library aide will assist in selection of grade level reading books and literacy projects including literacy in math | 8/1/12-6/12/15 | Principal | | 2000-2999: Classified Personnel Salaries | Title I | 13,000 |
| Bilingual aides will provide support language and academic development for EL students | 8/1/12-6/12/15 | principal | | | | |
| Resource teacher will provide a minimum of 30 min of intervention/ differentiated instruction to identified students | 08/01/2012-06/30/2015 | principal | see centralized goal | None Specified | None Specified | |
| principal will conduct classroom walk through to ensure best teaching practices are implemented | 08/01/2012-06/30/2015 | Principal | | | | |
| RTI model is implemented 2nd-5th | 08/01/2012-06/30/2015 | | planning time for implementation | 1000-1999: Certificated Personnel Salaries | Title I | 1,000 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

| |
|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in LCAP |
| SCHOOL GOAL #2: |
| Increase student success in math and narrow achievement gaps. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|-------------------------|--|--|---------|
| | | | Description | Type | Funding Source | Amount |
| Teachers in grades K-5 will participate in common core math professional development. | 08/01/2012-06/30/2015 | Amy Collier, Director of Curriculum, Staff Development | | 5000-5999: Services And Other Operating Expenditures | LCFF-ED | 1500.00 |
| All grade levels will participate in ST (spatial-temporal) math. | 08/01/2012-06/30/2015 | principal | | | | |
| Teachers will complete CCSS math curriculum training | 08/01/2012-06/30/2015 | principal, Amy Collier | | | | |
| Teachers will meet weekly in PLC to analyze data and inform instruction | 08/01/2012-06/30/2015 | principal | | | | |
| Teachers will attend common formative assessment training | 08/01/2012-06/30/2015 | Principal | | | | |
| Teachers and principal will use EDMS/ AERIS to collect and analyze data to inform instruction | 08/01/2012-06/30/2015 | Principal | | | | |
| Community liaison will assist parents in connecting to resources and provide support to improve their students education | 08/01/2012-06/30/2015 | Principal | see goal 2 | 2000-2999: Classified Personnel Salaries | Economic Impact Aid/Limited English Proficient (EIA-LEP) | 6,000 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
| SCHOOL GOAL #3: |
| Increase students' English acquisition and academic performance. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|---|-------------------------|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers will participate in Project GLAD training. | 08/01/2012-06/30/2015 | Ena Pastora, Director of English Learner/Categorical Services | | 5800: Professional/Consulting Services And Operating Expenditures | Title III | |
| K-12 teachers will develop replacement ELA units integrating common core ELA/ELD standards. | | | | | | |
| K-5 teachers will develop replacement ELA units integrating common core ELA/ELD standards. | | | | | | |
| Provide specialized intervention services to English Learners. | | | | | | |
| | | | | 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits | | |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Proficiency in English Language |
| SCHOOL GOAL #4: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| K-5 teachers will participate in a series of workshops on the integration of common core ELD and Social Science standards. | | | | | | |
| Students with home languages, other than English, will be assessed for language proficiency at the ALAS center. . | | | | | | |
| Teachers will obtain individual reports for LTEL students in order to deliver differentiated instruction. | | | | | | |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Increase parent involvement and education |
| SCHOOL GOAL #5: |
| Improve effectiveness of academic programs through the compliant and efficient utilization of categorical funds. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Community liaisons will intensify their outreach efforts to strengthen parent participation and involvement. Blackboard Connect will be utilized to reach parents via telephone, texts and email | | | | | | |
| A Parent University with a variety of topics will be held once a year. | | | | | | |
| Parents will receive in depth training in areas such as leadership, common core standards, health, emotional well being and decision making, in order to become effective educational partners. | | | | | | |
| A Migrant Parent Advisory committee will be held monthly. | | | | | | |

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| Title I Part A: Allocation | 102,739 | 0.00 |
| LCFF - Supplemental | 59,535 | 0.00 |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| LCFF - Supplemental | 59,535.00 |
| Title I Part A: Allocation | 102,739.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 28,235.00 |
| 2000-2999: Classified Personnel Salaries | 93,200.00 |
| 4000-4999: Books And Supplies | 36,464.00 |
| 5800: Professional/Consulting Services And Operating | 4,375.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|----------------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 24,335.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 35,200.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 3,900.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 58,000.00 |
| 4000-4999: Books And Supplies | Title I Part A: Allocation | 36,464.00 |
| 5800: Professional/Consulting Services And | Title I Part A: Allocation | 4,375.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 124,122.50 |
| Goal 2 | 23,951.50 |
| Goal 3 | 14,200.00 |

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Numbers of members of each category: | | | | | |

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Leslie Ford

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date