

The Single Plan for Student Achievement

School: Evergreen Elementary School
CDS Code: 43-69435-6047138
District: Evergreen Elementary School District
Principal: Stephen E. Sweeney
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Evergreen Elementary School's Vision and Mission Statements

Our mission statement, "The Evergreen community respectfully nurtures and engages each student in realistic, meaningful, and collaborative learning," genuinely reflects the purpose and commitment of our school. The Evergreen community shares our vision of setting high expectations as we consistently work to achieve academic success for all students, promote a positive school climate, and maintain an emotionally, intellectually, socially, and physically safe school environment."

School Profile

Evergreen Elementary School, located in the southeast foothills of San Jose in the Santa Clara Valley, is the flagship school of the Evergreen School District. Once a one-room schoolhouse that educated the rural area of Evergreen Valley, we now are home to 30 classrooms that teach a diverse population of 788 students. The ethnicity of our population is recorded in the following chart:

Ethnicity	Number of Students
American Indian or Alaskan Native	10 (1.2%)
Chinese	134 (17%)
Japanese	4 (.5%)
Korean	6 (.7%)
Vietnamese	147 (19%)
Asian Indian	298 (38%)
Laotian	1 (.1%)
Camodian	5 (.6%)
Other Asian	12 (1.5%)
Gumanian	1 (.1%)
Tahitian	1 (.1%)
Filipino	38 (4.8%)
Hispanic	60 (7.6%)
Black or African American	14 (1.7%)
White	56 (7.1%)
Total Number of Students	788 (100%)

Over the 60 years that Evergreen School has educated children, it has been and continues to be a school built on years of rich tradition, dignified with academic excellence that supports all students as they soar toward the future. The school community has a tradition of working together to accomplish our vision of high expectations for individual student achievement. As we strive to move all students to proficiency and meet the social needs of all of our students, we understand that an effective school is the direct result of the efforts of all segments of the school community. At Evergreen, this community, our village, works collaboratively and continuously to promote our vision.

Parents at Evergreen Elementary School play a key role in our success. We encourage parent participation through class, school, and district wide volunteer opportunities. Parents participate in decision-making bodies at the district level in the District Advisory Committee, English Learners Advisory Committee, Parent Advisory Committee, and at the school level in the Parent Teacher Association and on the School Site Council. On any given day you can walk through our campus and see parent volunteers working in classrooms helping in small group situations, facilitating a Project Cornerstone lesson, or returning from chaperoning a field trip. Parents often meet on campus to plan and prepare for a variety of after school and weekend community activities and fundraisers. The PTA organizes a Welcome Back Tea for parents, Movie Nights, International Day, Talent Show, Carnival, and many more activities throughout the year. The PTA also runs an annual "Reflections" program, where students compete in the areas of literature, visual arts, musical composition, and photography.

Our community is another important extension of our learning population with a mix of long-time residents and newer families. Because of our stable teaching staff, many teachers have established close relationships with families in the community, which is a testament to our village creating supportive environments to support all students. This helps to create a trusting relationship and a positive interaction between school and home. Teachers have implemented well-established modes of communication with families

that foster success. Parents understand teacher expectations and are able to be a partner in their child's education. A weekly newsletter from the principal is posted on the school website. Teachers use various methods to communicate home, such as websites, emails, and notes, regarding class activities as well as their child's academic progress.

School doesn't stop when the bell rings. At Evergreen, we offer a variety of fee-based and non-fee based before and after school programs such as Chess Club, Robotics, Public Speaking, Young Rembrandts, and Math Olympiad. Our staff offers intervention classes for those kindergarten - 6th grade students teachers deem to be "at risk" in the areas of language arts and math. Students also have the opportunity to participate in the Evergreen United's after school program, which offers homework help and after school care.

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).

During the 2012/2013 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Evergreen School. The goals of the safety plan the group generated searched for information about the effectiveness of the Project Cornerstone Program at our school. Based on the group's conversation, two surveys were to be created. The first survey was a parent survey which asked questions about the parent's general knowledge of the Project Cornerstone ABC program as well as some of the finer details of the program. The second survey was a student survey which focused on Developmental Assets in which the students scored themselves weaker on the Project Cornerstone Me and My World Survey. Both of the surveys will be administered for the first time in Fall of 2013 through the use of an online survey program. A follow up survey that will measure growth of the school year will be given in the Spring of 2014.

Classroom Observations

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

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every other year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

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 The Single Plan for Student Achievement

categorical programs.

Standards, Assessment, and Accountability

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

The use of state and local assessments at Evergreen Elementary are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children. They give the math diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Evergreen Elementary School.

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

Evergreen Elementary School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Evergreen students are also given beginning and end of the year assessment to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

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

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a worldclass educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

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

Evergreen Elementary School certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:

- a. the use of data to analyze and to inform classroom and school wide practices.
- b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust instruction.
- c. participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
- d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
- e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
- f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

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

The teaching staff at Evergreen School began using the Professional Learning Community Continuum Rubric to track a successful implementation of PLC's school wide. The areas the teachers evaluated our progress of implementation were: overall PLC development, mission (Is it evident that learning for all is our core purpose?), shared vision (Do we know what we are trying to create), shared values (How must we behave to advance our vision?), goals (What are our priorities?) collaborative culture (teachers working together), collaborative culture (administrator/teacher relations), parent partnerships, action research, continues improvement, focus on results.

On April 23, 2015, the teaching staff evaluated our implementation for a second time in the school year. The following are the proficiency levels teachers felt were we are as an implementation:

Overall PLC Implementation: Initiation

Mission: Developing

Shared Vision: Developing

Shared Values: Initiation

Goals: Developing

Collaborative Culture (teachers working together): Initiation

Collaborative Culture (administrator/teacher relations): Developing

Parent Partnership: Developing

Action Research: Initiation

Continuous Improvement: Pre-Initiation, Initiation, and Developing

Focus on Results: Developing

Action Plan

Summer 2015: Select teachers attended PLC training through East Side Alliance

September 30, 2015: Develop shared values

- Students use the 4 C's to demonstrate academic excellence.
- Encourage, promote, and foster, inclusion of differences.
- Parents and teachers help foster positivity.
- Embrace differences and errors for their ability to help us learn and grow.
- Model coping skills and support problem solving with warmth and care.

Week of October 5, 2015: Teachers were given the opportunity to give feedback on created value statements

Week of October 5, 2015: Message in Friendly Reminders

October 7, 2015: Review of developing an inquiry question

October 7, 2015: List shared values on PLC Reflective Log

October 8, 2015: Teachers work in grade level PLC's to develop their first inquiry question of the 2015/2016 school year.

October 12, 2015: Message in Friendly Reminders

October 19, 2015: Meeting with Instructional Coach to brainstorm ways to advertise our shared values

October 22, 2015: Teachers meet in grade level PLC's to discuss and act on inquiry questions that were developed on October 8th.

November 2015-February 2015: Bi-weekly reminders in Friendly Reminders

March 2016: Teaching staff activity emphasizing shared values

April 2016: Teaching staff evaluates using PLC rubric our implementation of our shared values

Summer 2016: Roll out our shared values on the school's website

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

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated formally two times per year and informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students.

During the school year, teachers and specialists also participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, ELL lead teacher meetings, and Courageous Conversations.

We utilize the services and expertise of our Instructional Coach. The Instructional Coach leads staff development as well as supports classrooms on as needed basis. Some examples of Instructional Coach is technology or strategies that support the 4Cs and Common Core. Recently teachers are supported by a Science Coach to support their efforts of the potential of using our STEAM lab as a part of their instructional practice.

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

Teacher collaboration is and has been embraced using the research based strategies found in the works of DuFour, Marzano, and Tomlinson to name a few. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Evergreen Elementary, grade level professional learning communities meetings occur at least monthly.

During grade level professional learning communities collaboration meetings, teachers work and meet together to review and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources.

Teaching and Learning

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

All curriculum, instruction, and materials that is delivered by teachers at Evergreen Elementary School are aligned to content and performance standards. All teachers at Evergreen are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.

All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.

Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in ALL classrooms. AR books are available in the library and classrooms.

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

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

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

Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials. Additionally, the school offers extended day classes for students who are at-risk of retention.

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

California Education Code 35186 addresses Evergreen School District’s responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

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)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

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

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. Evergreen is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.

Evergreen classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Base Learning and SEAL Pogram (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Evergreen staff believes that it is our job as educators to help bring out the academic potential of every student.

14. Research-based educational practices to raise student achievement

The mission of Evergreen Elementary School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, *What Works in Classrooms* as a guide. Evergreen Elementary School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Parental Involvement

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

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and Evergreen Elementary School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- Evergreen's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- Evergreen Elementary posts weekly newsletters on the school's website to inform parents of current events.

Parent University

SEAL

Counselors

MFT Interns

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

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

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

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Evergreen Elementary School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Description of Barriers and Related School Goals

Since we are continuing our transition to the Common Core, we may come across a few unexpected challenges.

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	127	125	98.4	125	2475.1	46	29	13	12
Grade 4	122	121	99.2	121	2530.0	56	21	12	12
Grade 5	127	124	97.6	124	2560.3	48	27	10	14
Grade 6	130	127	97.7	127	2614.7	58	28	8	6
All Grades	506	497	98.2	497		52	26	11	11

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	41	42	17	53	33	14	32	58	10	46	41	13
Grade 4	49	37	14	52	38	10	45	46	8	43	48	9
Grade 5	49	38	13	52	31	16	38	50	12	58	35	6
Grade 6	57	35	8	69	25	6	42	53	6	59	36	5
All Grades	49	38	13	57	32	11	39	52	9	52	40	8

Conclusions based on this data:

1. 78% of students in grades three through six either has met or exceeded the standard.
2. 21% of students in grades through six nearly met or did not meet standard.
3. Reading (demonstrating understanding of literacy and non-fictional texts) was the largest weakness of students scoring below the standard.⁸²

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	127	125	98.4	125	2494.1	53	28	12	7
Grade 4	122	120	98.4	120	2558.7	60	22	14	4
Grade 5	127	123	96.9	123	2570.3	54	22	12	12
Grade 6	130	127	97.7	127	2637.7	69	20	6	6
All Grades	506	495	97.8	495		59	23	11	7

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	67	22	11	58	33	9	66	22	12
Grade 4	68	22	11	66	28	7	71	20	9
Grade 5	56	29	15	53	35	12	48	40	12
Grade 6	77	16	7	69	24	7	65	31	4
All Grades	67	22	11	61	30	9	62	28	9

Conclusions based on this data:

- 82% of students in third through sixth grade either met or exceeded the standard.
- 18% of students in third through sixth grade nearly met or did not meet standard.
- Concepts and Procedures (applying mathematical concepts and procedures) was the largest weakness of students that scored below standard.

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	7	21	16	48	8	24	2	6			33
2	2	13	9	56	5	31					16
3	2	20	4	40	3	30	1	10			10
4			2	29	3	43			2	29	7
5	1	7	5	36	3	21	3	21	2	14	14
6	1	20			3	60			1	20	5
Total	13	15	37	43	25	29	7	8	5	6	87

Conclusions based on this data:

1. The majority of our students taking the CELDT score at the intermediate level or higher.
2. Many of our students taking the CELDT get reclassified at third grade.
3. There are few upper grade students who take the CELDT and score between the intermediate level in

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
	#	%	#	%	#	%	#	%	#	%	#
K	2	3	16	24	35	51	11	16	4	6	68
1	12	29	18	43	9	21	2	5	1	2	42
2	5	24	10	48	6	29					21
3	3	21	4	29	4	29	2	14	1	7	14
4	1	11	3	33	3	33			2	22	9
5	3	18	5	29	3	18	3	18	3	18	17
6	3	38			3	38			2	25	8
Total	29	16	56	31	63	35	18	10	13	7	179

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	90	96	87
Percent with Prior Year Data	98.9%	100.0%	100.0%
Number in Cohort	89	96	87
Number Met	63	65	65
Percent Met	70.8%	67.7%	74.7%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	116	14	117	18	125	16
Number Met	47	--	47	--	44	--
Percent Met	40.5%	--	40.2%	--	35.2%	--
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		Yes
Met Percent Proficient or Above	Yes		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1. We are exceeding the NCLB on AMAO#1 and AMAO#2.
2. We have met the adequate yearly progress for the English Learner subgroup.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	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. This is the first year that we have not made AMAO 1...and we are literally .2% below the target.
2. We still have been able to meet the target for the less than 5 years cohort.
3. Our >5 target percent did have a 4.4% increase

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	15.6	26.6	47.7

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	12.6	24.3	48.5

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	14.4	14.4	59.2

Planned Improvements in Student Performance

English Language Arts, School Goal #1, District LCAP #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: English Language Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
For the next five years, all significant subgroups at Evergreen School, students will either meet or exceed district growth of 4% annually until reaching at least 95.6% by 2017.
Data Used to Form this Goal:
2015 ELA CAASPP results (all students) 2015 ELA CAASPP results (EL students) CELDT results Assessment Proficiency Report from Renaissance Place

Findings from the Analysis of this Data:

Overall, 78% of the students in grade three through six either exceeded or met the standard on the 2015 Spring ELA CAASPP assessment. 21% of the students in grades three through six nearly met or did not meet standard on the Spring ELA CAASPP assessment. 34% of EL students either exceeded or met the standard on the 2015 Spring ELA CAASPP assessment. 63% of EL students in grades three through six nearly met or did not meet standard on the Spring ELA CAASPP assessment.

Eighty-seven students were tested on the CELDT annual assessment with the following results:

Advanced: 15%
 Early Advanced: 43%
 Intermediate: 29%
 Early Intermediate: 8%
 Beginning: 6%

We met both AMAO 1 (Percentage of ELs making annual progress in learning English) and AMAO 2 (Percentage of ELs attaining English proficient level on the CELDT) targets. AMAO is an abbreviation for Annual Measurable Achievement Objectives.

There were 665 students who took the assessment. Overall, there were 504 or 83% of the students at or above 50% proficiency with the Mean Normal Curve Equivalent of 72.7%. There were 100 students or 17% of the students who were below 50% proficiency with the Mean Normal Curve Equivalent of 33.7%. The Normal Curve Equivalent (NCE) is the percentage of students in the same grade nationally who scored the same or lower based on an equal interval scale. Further examination of specific grade level data showed the following percentage of students scored at or above 50% proficiency: Grade 1: 76.6%, Grade 2: 72.5%, Grade 3: 73.0%, Grade 4: 72.0%, Grade 5: 71.6%, and Grade 6: 70.1%. Females scored 73.0% proficiency while males scored 72.1% proficiency. English Language Learners scored at 68.5% proficiency.

How the School will Evaluate the Progress of this Goal:

2016 ELA CAASPP results (all students)
 2016 ELA CAASPP results (EL students)
 CELDT results
 Results/data from reports generated each trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students including ELL, social economically disadvantaged students and students with learning disabilities struggling to meet grade level standards will have the opportunity for extended learning.	8/19/2015-12/30/2016	All certificated staff, Intervention teachers and principal	Extended Day Teacher (Obj. 1120)	1000-1999: Certificated Personnel Salaries	Supplemental Fund	8,296.00
			Benefits (Obj. 3000)	3000-3999: Employee Benefits	Supplemental Fund	996.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development will be made available to teachers through conferences, workshops, staff meetings, on-site grade level planning meetings and in-services.	8/19/2015-12/30/2016	All certificated staff and principal	Travel/Conference (Obj. 5210)	5000-5999: Services And Other Operating Expenditures	General Fund	2,000
			Conference Registration Fee (5220)	5000-5999: Services And Other Operating Expenditures	General Fund	1,500
			Substitute Teacher (Obj. 1150)	1000-1999: Certificated Personnel Salaries	General Fund	300
Supplemental materials will be purchased and/or reproduced as needed to support intervention as well as the implementation of Language Arts Common Core.	8/19/2015-12/30/2016	All certificated staff and principal	Instructional Supplies (Obj. 4310)	4000-4999: Books And Supplies	Supplemental Fund	500
			Instructional Supplies (Obj. 4310)	4000-4999: Books And Supplies	General Fund	1600
Non Fiction and Fiction books as well as additional library materials will be purchased for the library.	8/19/2015-12/30/2016	Library media specialist, district librarian and principal	Instructional Supplies (Obj. 4310)	4000-4999: Books And Supplies	General Fund	3,000

Planned Improvements in Student Performance

Mathematics, School Goal #2, District LCAP #1

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

SUBJECT: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
For the next five years, all significant subgroups at Evergreen School students will either meet or exceed district growth of 4% annually until reaching at least 95.6% by 2017.
Data Used to Form this Goal:
2015 ELA CAASPP results (all students) 2015 ELA CAASPP results (EL students)
Findings from the Analysis of this Data:
Overall, 82% of the students in grade three through six either exceeded or met the standard on the 2015 Spring Mathematics CAASPP assessment. 18% of the students in grades three through six nearly met or did not meet the standards on the Spring Mathematics CAASPP assessment. 45% of EL students either exceeded or met the standard on the 2015 Spring Mathematics CAASPP assessment. 54% of EL students in grades three through six nearly met or did not meet the standards on the Spring Mathematics CAASPP assessment.
How the School will Evaluate the Progress of this Goal:
2016 ELA CAASPP results (all students) 2016 ELA CAASPP results (EL students)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students including ELL, social economically disadvantaged students and students with disabilities struggling to meet grade level standards will have the opportunity for extended learning.	8/19/2015-12/30/2016	All certificated staff, intervention teachers and principal	Extended Day Teacher (Obj. 1120)	1000-1999: Certificated Personnel Salaries	Supplemental Fund	8,296
			Benefits (Obj. 3000)	3000-3999: Employee Benefits	Supplemental Fund	996

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development will be made available to teachers through conferences, workshops, staff meetings, on-site grade level planning meetings and in-services.	8/19/2015 - 12/30/2016	All certificated staff and principal	Travel/Conference (Obj. 5210)	5000-5999: Services And Other Operating Expenditures	General Fund	2,000
			Conference Registration Fee (Obj. 5220)	5000-5999: Services And Other Operating Expenditures	General Fund	1,500
			Substitute Teachers (Obj. 1150)	1000-1999: Certificated Personnel Salaries	General Fund	300
Supplemental materials will be purchased and/or reproduced as needed to support intervention as well as the implementation of Mathematics Common Core.	8/19/2015-12/30/2016	All certificated staff and principal	Instructional Supplies (Obj. 4310)	4000-4999: Books And Supplies	Supplemental Fund	500
			Instructional Supplies (Obj. 4310)	4000-4999: Books And Supplies	General Fund	1600

Planned Improvements in Student Performance

Community and Student Engagement, School Goal #3, District LCAP #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: Community and Student Engagement/Health and Wellness
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
By Spring of 2016, students and their families will feel more connected to Evergreen Elementary School.
Data Used to Form this Goal:
Healthy Kids Survey Results Spring 2013 Mental Health Survey Spring 2014 Youth Truth Survey Spring 2015 Student interest in Student Council Fall 2015 Student Participation in After School Performance 2012, 2013, 2014, 2015

Findings from the Analysis of this Data:

Healthy Kids Survey Results Spring 2013:

- The average number of developmental assets a fourth grader reports having is 25.3.
- The average number of developmental assets a fifth grader reports having is 27.9.
- The external asset with the greatest percentage of fourth and fifth graders report having is positive peer influence (child's closest friends model positive, responsible behavior). Other external assets receiving high marks were high expectations (parent(s) and teachers expect the child to do her or his best at school and in other activities). School Boundaries (school provides clear rules and consequences).
- The internal asset with the greatest percentage of fourth and fifth graders report having is the ability to use peaceful conflict resolution (Child attempts to resolve conflict non-violently). Other internal assets receiving high marks were the positive values of caring (parent(s) tell the child it is important to help other people), integrity (parent(s) tell the child it is important to stand up for one's belief), honesty (parents tell the child it is important to tell the truth), responsibility (parent(s) tell the child it is important to tell the truth).
- An external asset that needs improvement is service to others (children have opportunities to help others in the community)

Mental Health Survey Spring 2014

There were 414 students that participated in the mental health needs assessment (Female: 203 Male: 211). 20.84% often or almost always "worry a lot" (stress/anxiety). 22.33% of students state that often or almost always, "Things never go my way (resiliency). Lastly, 21.95% responded that they "get angry easily" (behavior/conduct). Twenty-one staff members completed the survey, however no survey items provided statistically significant information for the needs assessment. Similar to the results of the staff survey, of the 18 parents who responded to the needs assessment survey, none of the surveys yielded significant responses to be reported.

Youth Truth Survey Spring 2015

The Youth Truth Survey was administered to students in grades 3-6 during Spring of 2015. The students were asked to answer questions regarding:

Student Engagement: measure describes the degree in which students perceive themselves as engaged with their school and education.

Academic Expectations: measure describes the degree to which students are challenged and supported in learning.

Relevance: measure describes the degree to which teachers connect students' experiences in school to their lives more broadly.

Instructional Methods: measure describes the specific methods students report their teachers using in class.

Personal Relationships: measure describes the degree which students have strong, supportive relationships with their teachers.

Classroom Culture: measure describes the degree to which students experience an orderly, respectful class environment.

Students taking the survey gave more favorable feedback regarding student engagement and classroom culture. Conversely, students gave lower ratings on academic expectations, relevance, instructional methods and personal relationships.

After School Drama Program:

Annie (2012): 31

Beauty and the Beast (2013): 41

Alice in Wonderland (2014): 38

Peter Pan (2015): 59

How the School will Evaluate the Progress of this Goal:

Healthy Kids Survey Results Spring 2016
 Mental Health Needs Assessment Spring 2016
 Youth Truth Survey Spring 2016
 School Newsletter Survey Spring 2016
 Student Participation in After School Drama Performance 2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional classified staff paid time that focuses on student, parent or community engagement.	8/19/2015-12/30/2016	classified staff and principal	Clerical (Obj. 2450)	2000-2999: Classified Personnel Salaries	General Fund	3,000
			Benefits (Obj. 3000)	3000-3999: Employee Benefits	General Fund	360

Planned Improvements in Student Performance

Community Engagement, School Goal #4, District LCAP #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: Community Engagement
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
Families will be given the opportunity to attend evening workshops whose focus will be on developing developmental assets within their children.
Data Used to Form this Goal:
Participant sign in sheet from the first Take it Personally parent workshop on developing developmental assets in children from Fall 2014. Participant feedback from the first Take it Personally parent workshop on developing developmental assets in children from Fall 2014.
Findings from the Analysis of this Data:
There were 36 parents participating in an introductory workshop to developmental assets.
How the School will Evaluate the Progress of this Goal:
Participant sign-in sheets from the six Take it Personally parent workshops offered during Winter 2015.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Regular communication between home and school to keep families informed to include, but not limited to Friday folders, homework folders, student planners, school newsletter, family nights and parent information events.	8/19/2015-12/30/2016	Principal	General Supplies (Obj. 4351)	4000-4999: Books And Supplies	General Fund	2,000

Planned Improvements in Student Performance

Health and Wellness, School Goal #5, District LCAP #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: Health and Wellness														
LCAP GOAL:														
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.														
LCAP SCHOOL GOAL:														
Increase the number of students scoring in the Healthy Fitness Zone in the six physical fitness areas on the California Physical Fitness Test and provide opportunities for other grade levels to engage in healthy activities.														
Data Used to Form this Goal:														
2015 California Physical Fitness Report from the California Department of Education														
Findings from the Analysis of this Data:														
<table border="1"> <thead> <tr> <th>Physical Fitness Area</th> <th>Percent of Students in the Healthy Fitness Zone</th> </tr> </thead> <tbody> <tr> <td>Aerobic Capacity</td> <td>90.4%</td> </tr> <tr> <td>Body Composition</td> <td>70.1%</td> </tr> <tr> <td>Abdominal Strength</td> <td>88.2%</td> </tr> <tr> <td>Trunk Extension Strength</td> <td>88.1%</td> </tr> <tr> <td>Upper Body Strength</td> <td>78.4%</td> </tr> <tr> <td>Flexibility</td> <td>87.3%</td> </tr> </tbody> </table>	Physical Fitness Area	Percent of Students in the Healthy Fitness Zone	Aerobic Capacity	90.4%	Body Composition	70.1%	Abdominal Strength	88.2%	Trunk Extension Strength	88.1%	Upper Body Strength	78.4%	Flexibility	87.3%
Physical Fitness Area	Percent of Students in the Healthy Fitness Zone													
Aerobic Capacity	90.4%													
Body Composition	70.1%													
Abdominal Strength	88.2%													
Trunk Extension Strength	88.1%													
Upper Body Strength	78.4%													
Flexibility	87.3%													
How the School will Evaluate the Progress of this Goal:														
2016 California Physical Fitness Report from the California Department of Education														

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will have the opportunity to participate in activities to promote healthy choices including but not limited to: Too Good for Drugs, Jump Rope for Heart, Fit for Learning, Red Ribbon Week, Walk to School program and other related activities.	8/19/2015-12/30/2016	Teachers, Expect Respect Teacher Advisor, Principal, Teacher Physical Fitness Coordinator	General Supplies (Obj. 4351)	4000-4999: Books And Supplies	General Fund	2,000

Planned Improvements in Student Performance

PE, Music, Art, School Goal #6, District LCAP #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: PE, Music, Art
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Increase the number of students participating in performing arts.
Data Used to Form this Goal:
The number of grade levels participating in performing arts.
Findings from the Analysis of this Data:
Currently, we have kindergarten and second grade students participating in grade level performances.
How the School will Evaluate the Progress of this Goal:
The number of grade levels participating in performing arts.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be given funds to underwrite the cost of the t-shirts for their grade level performance.	8/19/2015-12/30/2016	Certificated staff and principal	General Supplies (Obj. 4351)	4000-4999: Books And Supplies	General Fund	500

Planned Improvements in Student Performance

Technology, School Goal #7, District LCAP #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: Technology
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Construct and begin implementation of a plan for students and staff regarding usage of technology for teaching and learning.
Data Used to Form this Goal:
Computer, laptop, and iPad check out schedules Purchase orders of technology
Findings from the Analysis of this Data:
We have 4 laptop carts, 2 iPad carts, and a computer lab that contains 26 desk top computers. Each classroom has four computers with different operating systems. Last year, we ordered 103 new devices, in order to effectively roll out the Smarter Balanced Assessment. To further extend the use of each device, a computer/iPad schedule was developed by the Cyber Squad coordinator. The schedule allowed each classroom the same opportunity to use the technology. Although each teacher had a scheduled time, there were many times teachers desired additional time slots to complete a project that utilized technology. One primary teacher and one upper grade teacher began training the staff on uses of the iPad in the classroom.
How the School will Evaluate the Progress of this Goal:
Computer, laptop and iPad check out schedules. Purchase orders PLC reflection sheets

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintenance of current technology and the purchase of hardware, software, computers, i-pads and accessories needed for using technology in the classroom.	8/19/2015-12/30/2016	Teachers, Technology Staff, Principal	Contracted Maintenance/Repairs Computers (Obj. 5611)	5000-5999: Services And Other Operating Expenditures	General Fund	4,000
			Computer Software (Obj. 4312)	4000-4999: Books And Supplies	General Fund	1,000
			Consultant Certificate Employee (1910)	2000-2999: Classified Personnel Salaries	General Fund	1,000
			Computer Equipment (Valued at \$500-\$4,999) Obj. 4401)	4000-4999: Books And Supplies	Supplemental Fund	13,008
Staff development will be made available to teachers through conferences, workshops, staff meetings, on-site grade level planning meetings and in-services.	8/19/2015-12/30/2016	Teachers and Principal	Travel/Conference (5210)	5000-5999: Services And Other Operating Expenditures	General Fund	1,000
			Conference Registration Fee (5220)	5000-5999: Services And Other Operating Expenditures	General Fund	1,000
			Substitutes (1150)	1000-1999: Certificated Personnel Salaries	General Fund	237

Planned Improvements in Student Performance

Science , School Goal #8, District LCAP #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: Science
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Encourage high levels of achievement in the area of science in the STEAM (Science, Technology, Engineering, Art and Mathematics) lab using the Next Generation Science Standards for California Public Schools.
Data Used to Form this Goal:
Since the STEAM lab construction is in progress, there isn't any data to examine.
Findings from the Analysis of this Data:
N/A
How the School will Evaluate the Progress of this Goal:
Number of teachers using the lab once it opens Purchase orders

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials to support science instruction in the STEAM lab.	8/19/2015-12/30/2016	certificated staff and principal	Instructional Supplies (Obj. 4310)	4000-4999: Books And Supplies	General Fund	3,000
			General Supplies (Obj. 4351)	4000-4999: Books And Supplies	General Fund	500

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

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LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

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LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

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LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

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SUBJECT:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

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:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 English /Language Arts
SCHOOL GOAL #1:
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS. 	<ul style="list-style-type: none"> 8/14-6/17 	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Support teachers with needed instructional materials to enhance instructional practices. 	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> Provide PBL Professional Development to support students and also address the needs of ELs. 	<ul style="list-style-type: none"> 9/14- 6/17 	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified 3000-3999: Employee Benefits	Supplemental Fund	185,000
<ul style="list-style-type: none"> Provide intervention for targeted students. Provide intervention for English learners and specifically for LTELs based on the need of the school. 	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title III None Specified	143,000 135,000
<ul style="list-style-type: none"> * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. 	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund Title I	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
				3000-3999: Employee Benefits	Title II Teacher Quality and Lottery	3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	6/17 11/14-	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. <ul style="list-style-type: none"> Targeted ELs and LTELS 	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				2000-2999: Classified Personnel Salaries	Title III General Fund	135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality Supplemental Fund Title II Teacher Quality	63,500 50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagement		Supplemental Fund None Specified	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency
SCHOOL GOAL #3:
By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students. Instructional assistants are pushing into the classroom	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	Supplemental Fund General Fund	312,539
<ul style="list-style-type: none"> Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) Targeted Intervention for ELs and LTELs(all schools) 	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I Title III	286,000 135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund General Fund General Fund	150,000
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction Within the school day	1000-1999: Certificated Personnel Salaries	Supplemental Fund None Specified	1,118,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University Site parent Activities/Nights	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Supplemental Fund Title I	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	33,397.00
Supplemental Fund	32,592.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	17,429.00
2000-2999: Classified Personnel Salaries	4,000.00
3000-3999: Employee Benefits	2,352.00
4000-4999: Books And Supplies	29,208.00
5000-5999: Services And Other Operating Expenditures	13,000.00

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	General Fund	837.00
2000-2999: Classified Personnel Salaries	General Fund	4,000.00
3000-3999: Employee Benefits	General Fund	360.00
4000-4999: Books And Supplies	General Fund	15,200.00
5000-5999: Services And Other Operating	General Fund	13,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	16,592.00
3000-3999: Employee Benefits	Supplemental Fund	1,992.00
4000-4999: Books And Supplies	Supplemental Fund	14,008.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,192.00
Goal 2	15,192.00
Goal 3	3,360.00
Goal 4	2,000.00
Goal 5	2,000.00
Goal 6	500.00
Goal 7	21,245.00
Goal 8	3,500.00

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
Stephen E. Sweeney	X				
Jill Tanner		X			
Kate Murphy			X		
Brenda Mascarenas				X	
Sunitha Yalamanchi				X	
Vaishnav Kovvuri				X	
Anne DiPalermo		X			
Shikha Gupta				X	
Valerie Purdie		X			
Swapna Jonnala				X	
Numbers of members of each category:	1	3	1	5	

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 10/20/2015.

Attested:

Stephen E. Sweeney

Typed Name of School Principal

Signature of School Principal

Date

Jill Tanner

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date