Otis Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2019-20

CDS Code	
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SARC Link	http://sarconline.org/
Date of Last Revision	April 25, 2019
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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School Profile

School Mission and Vision

School Vision: The students at Otis Elementary will have the necessary supports and experiences to emerge as compassionate, resilient, inquisitive, and emotionally healthy life long learners.

School Mission: To work collaboratively with students, families, and community members to provide a caring, inclusive, safe, and engaging learning environment that promotes high achievement and personal best for all students as lifelong learners.

Core Values:
In partnership with families and community, we strive to ensure that our students:

- Understand their personal value and importance in the community
- Engage in a variety of in-depth learning experiences
- Develop critical and creative thinking
- Establish strong communication and interpersonal skills
- Possess social, emotional and physical well-being
- Demonstrate respect for themselves and others
- Participate in a safe and supportive environment
- Experience learning through activities that provide enjoyment

Executive Summary
Otis Elementary is located in Alameda. The student/family population reflects the diversity in the larger community. We see children as individuals, therefore, we take a holistic approach to teaching and learning. In our diverse community of learners, 15% of our students are socioeconomically disadvantaged, 20% English Language Learners speaking 22 different languages. In order to reach the whole-child, Otis offers a rigorous and enriched program. Students have access to the latest technology so that they develop 21st century learning skills. Art and social emotional development are tethered into all that we do.

Otis staff is committed to effectively implementing Multiple Tiered Systems of Support, including Response to Intervention to support academic progress and Positive Behavior Intervention Systems to promote prosocial behavior. Staff has developed school wide structures to analyze academic and behavioral data. These data are used to develop individualized systems of support.

In order to ensure equitable outcomes for all students, staff will continue to develop competencies around data informed instruction. Through this process, targeted systems of support will address the academic and social-emotional needs of all students. Classrooms will be highly engaging, with experiences that support higher order problem solving and critical thinking skills. This will be achieved through culturally, linguistically, and developmentally responsive practices utilizing Board approved curricula and formative assessment data.

SBAC data indicates subgroups are performing significantly below the 'all student' levels for both Math and ELA.

The percentages of students that met or exceeded standard for
English Language Arts *for our subgroups are as follows :*
- *African American- 3 out of 14 students = 21.4%*
- *Limited English Proficient- 9 out of 31 students = 29%*
- *Special Education - 6 out of 26 students = 23.1%*
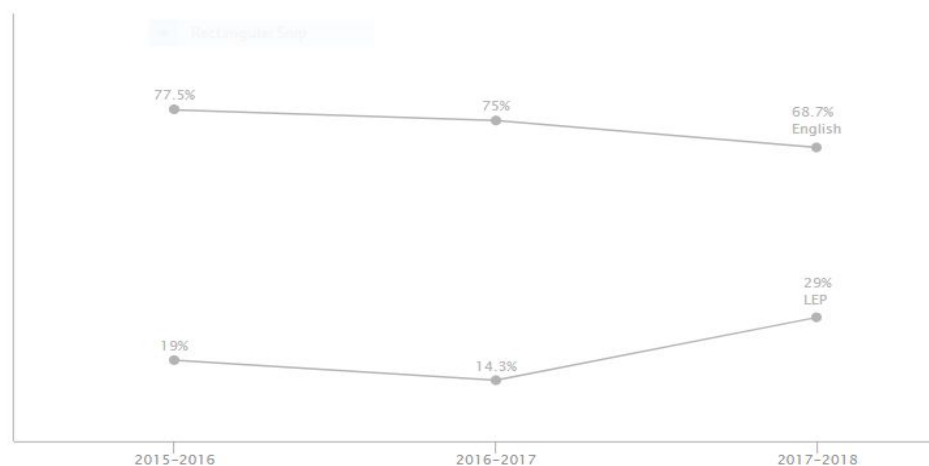
African American:
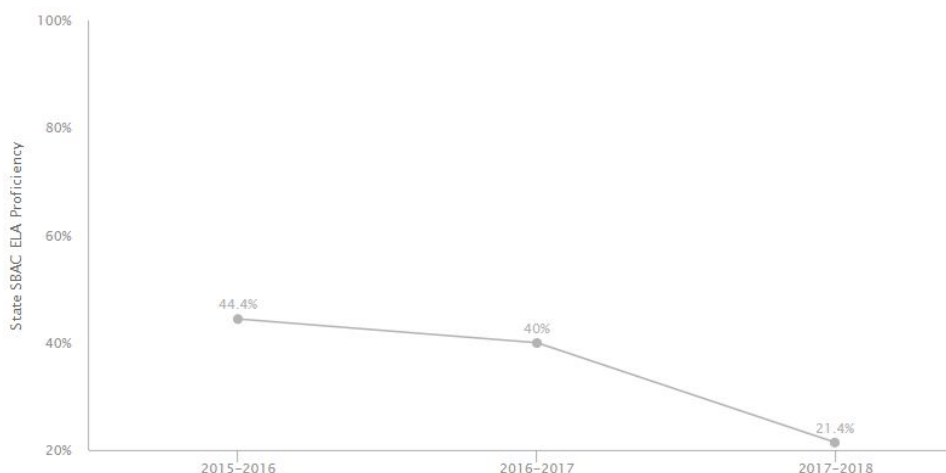
English Learners:

Special Education:
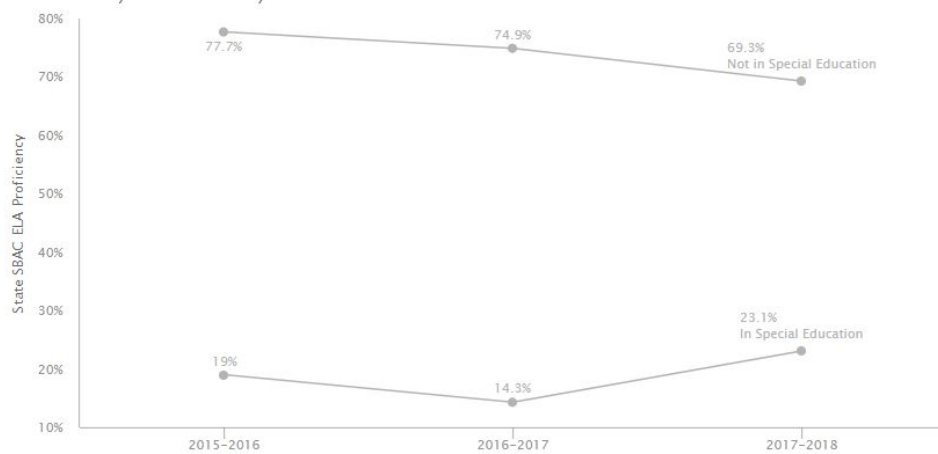
The percentages of students that met or exceeded standard for **Math** for our subgroups are as follows :

- African American- 4 out of 14 students = 28.6%
- English Language Learners- 11 out of 32 students = 34.4%
- Special Education - 5 out of 24 students = 20.8%

African American:
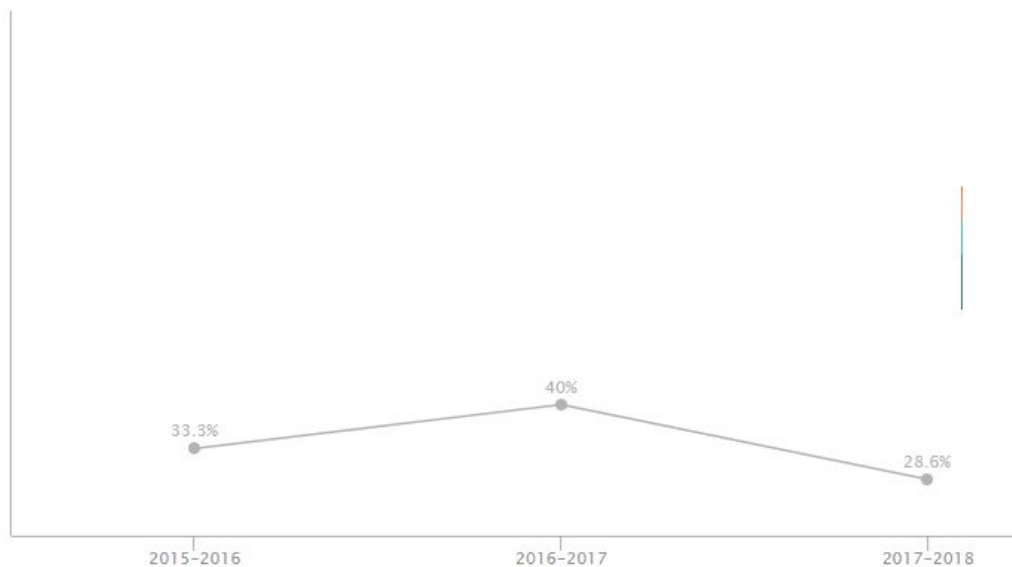
English Language Learners:
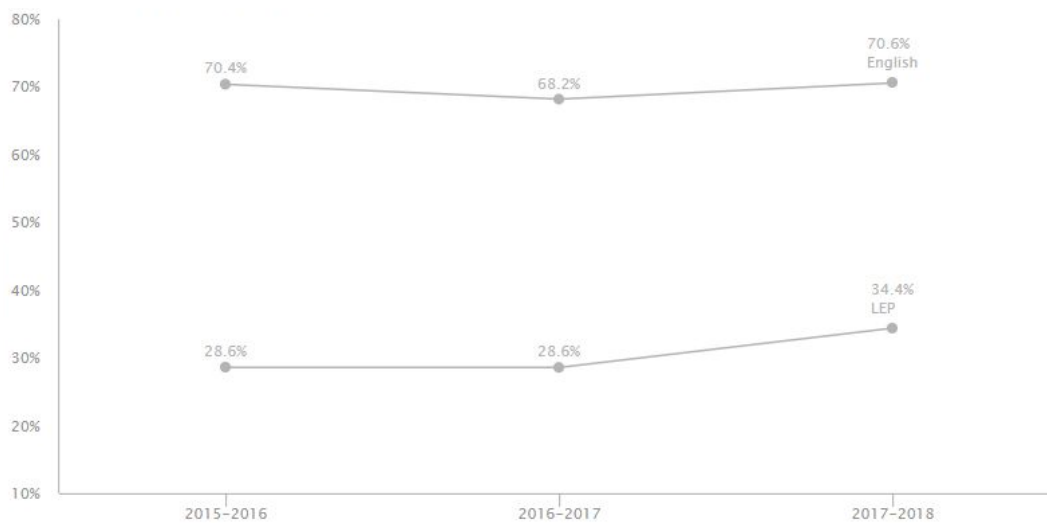
Special Education:
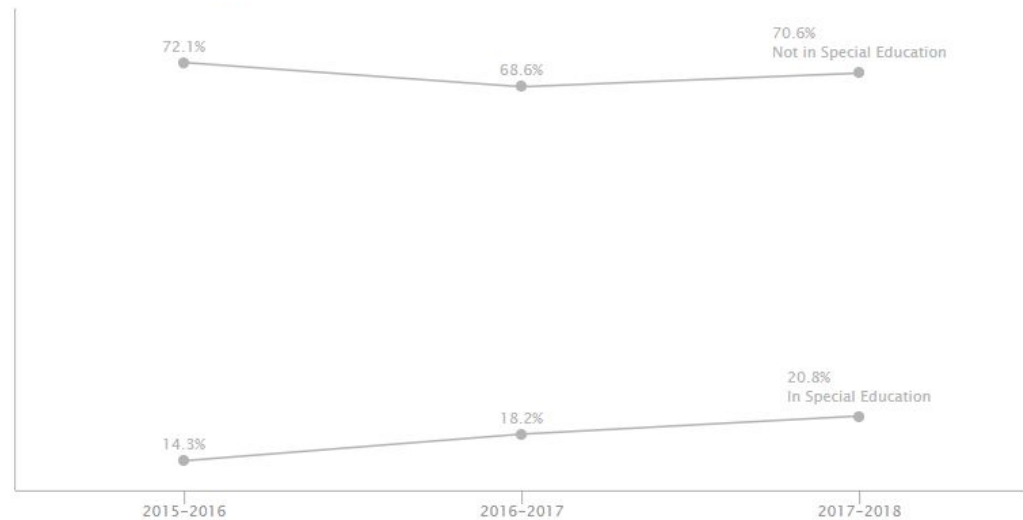
In order to address inequitable outcomes for subgroups, staff will take a whole-child approach while systemically implementing multi-tiered systems of support. Data will be used to inform instruction and address the social-emotional needs of all students.

In order to address opportunity gaps that impact student achievement, staff will implement, with fidelity, Common Core aligned curriculum to support academic progress. Additionally, all staff will utilize research-based best practices incorporated into daily instruction for language learners, including designated and integrated English Language Development, academic discourse, and

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increased student talk. Ongoing staff development will be dedicated to engaging, culturally responsive, tiered systems of support.

Staff will utilize evidence to address academic, social-emotional, and language support. Research-based, district approved strategies, teachers will implement targeted areas of support that address students holistically.

Ongoing formative and observational assessment data will guide decisions made for the individual child's cognitive and language development. Culturally responsive, highly engaging, and rigorous instruction will take place in every class on a daily basis.
Pro-social skills will be taught explicitly utilizing evidence based curriculum that aligns with the PBIS framework. School-wide systems of support will be implemented using the PBIS framework with fidelity. Tier 2 and Tier 3 systems will continue be implemented for students with higher level academic and behavioral needs. A Coordination of Services Team (COST) has been developed and will continue to used to support students academically and social-emotionally. Otis will be a culture where families are welcomed and celebrated regardless of life circumstance, family structure, or culture. Families' ability to advocate for students in elementary and beyond, opportunities to participate in school and to attend parent education opportunities will be supported.

Districtwide Goals

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

Goal 1: Student Engagement: eliminate barriers to student success and maximize learning time.
Goal 2A: Support all students in becoming college and work ready.
Goal 2B: Support all English Learners in becoming college and work ready.
Goal 3: Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
Goal 4: Basic Services: Ensure that ALL students have access to the required basic services.

District Theory of Action

If we:
● Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
● Engage parents/guardians as knowledgeable partners and effective advocates for student success
● Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
● Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:
● Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
● Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
● Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
● Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
● Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
● Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
● Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:
● Students will be prepared for post-secondary success in both college and career
● Students will be prepared to be responsible citizens
● Student outcomes will not be predictable based on race/ethnicity or socioeconomic statusPlanned Improvements in Student Performance:
LCAP Goal 1 - Eliminate barriers to student success and maximize learning time

Planned Improvements in Student Performance:
LCAP Goal 1 - Eliminate barriers to student success and maximize learning time

⚑ Identified Districtwide Goal 1 Needs

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

● Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
● Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
● Improve completion rate including reduction of middle and high school dropout rates and increase of high school graduation rate

🎯 District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		8.7%	3.9%	9.1%	5.3%	8%	3.5%	6%	3.5%
Suspension Rate % of students suspended anytime during the year		2.7%	0.8%	2.8%	1.2%	2.2%	0.8%	2%	0.5%
Graduation % of four-year cohort completing graduation requirements		89.2%		93.2%		93.5%		95%	
CHKS: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%	85%	86%	83%	88%	85%	91%	92%
	7th	71%		62%		75%		80%	
	9th	65%		60%		72%		79%	
	11th	65%		63%		72%		79%	

School Site Analysis and Prioritized Actions (LCAP Goal 1)

Description of CURRENT school actions/services in support of LCAP Goal 1:
In order to better address outcomes for all students with a specific focus on those who have been historically under-supported, Otis continues to implement and refine school-wide and targeted systems of support:

- **Coordination of Services Team (COST)**
- **Multi-Systems of Support (MTSS)**
- **Positive Behavior Intervention Systems (PBIS)**
- **Autism Technical Assistance Program (ATAP)**
- **Intentional focus on outreach and building relationships with families and students**
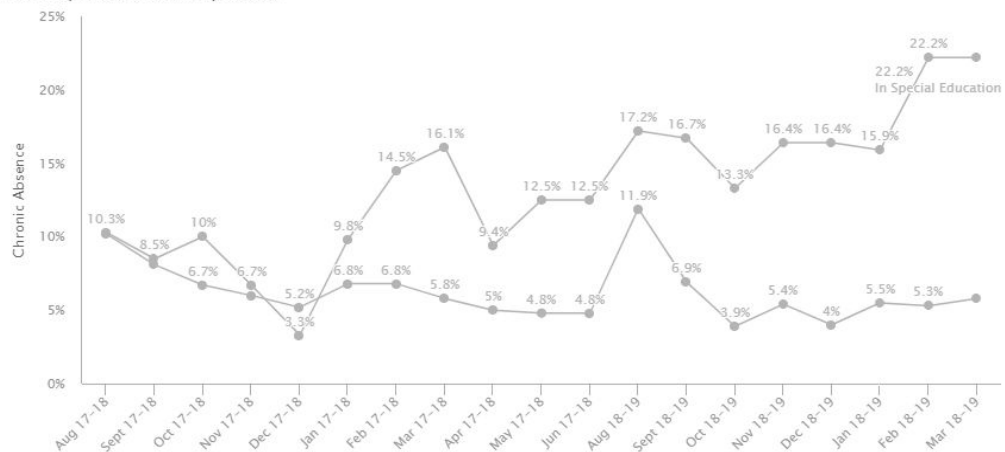
Data Analysis:

Attendance:

2.8% of students without IEPs are chronically/moderately absent as opposed to 18% of students with

Compared By: Is SPED — Filtered By: Otis Elementary School

IEPs.

Suspension: While the student suspension rate at Otis has remained stable, 100 percent of those suspended have IEPs. Suspension rates are maintaining, from 1.2% to .6% currently. However 100%
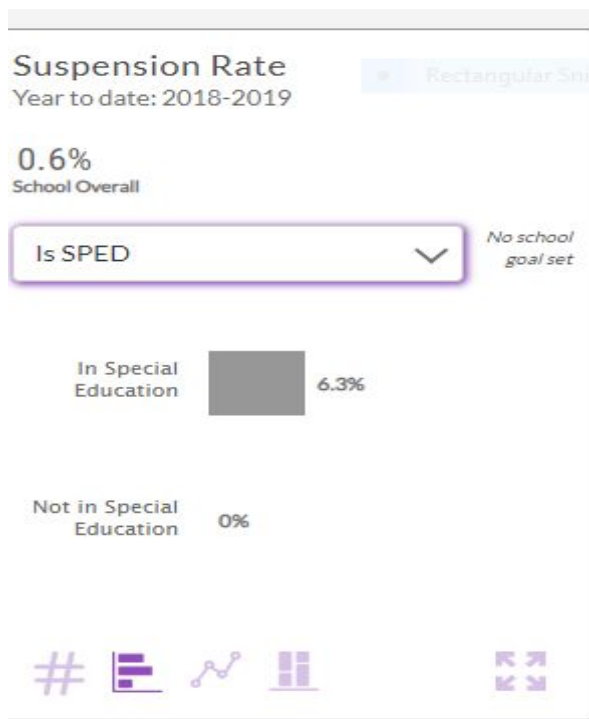
of students suspended have IEPs.

🤔 Needs Analysis:

Attendance:

In order to reduce chronic/moderate absences and to increase attendance for students for with IEPs, we will:

- Coordinate with the District's Student Services Department and Special Education Department to coordinate bussing to begin on the first day of school
- Conduct home visits to establish relationships, communicate expectations for school success, and to identify and address any barriers that families may face
- Agendize the importance of daily attendance during all IEP meetings
- Create attendance goals in IEPs when appropriate
- Personally outreach and invite families to Back to School Night and other family workshops

Suspension:

In order to increase instructional time for students with IEPs and specifically reduce and/or eliminate exclusionary practices, such as suspending, the Otis Tier 3 Team will:

- Schedule weekly meetings to review progress toward goals outlined in IEPs
- Review Behavior Intervention Plans (BIP) and Safety Plans, making adjustments and communicating with families often.
- Coordinate Trauma-Informed Practices Professional Development
- Increase access to a therapeutic milieu

- Coordinate with Human Resources and District Special Education Department to provide qualified staff
- Conduct home visits

Site Goals, Actions, and Metrics (LCAP Goal 1)

Data Driven Improvement Timeline:
- August Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	Decrease chronic absence for students with IEPs from 14% to 7%.		
Metric(s) to Assess Impact	**We will monitor chronic absences and specifically for students with IEPs.**		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
1.A1	Coordinate with SPED to ensure bus in working on first day of school.	Principal/SPED Program Manager, Case Manager	Students With IEPs	
1.A2	Active outreach to increase attendance at Back to School Night, and encourage participation in school-wide events (School Smarts), robo calls.	Case Manager, Teacher, Principal	Students With IEPs	
1.A3	Conduct home visits.	Case Manager,Teacher, SPED Program Manager, Principal	Students With IEPs	

Site Goal B	Decrease the number repeated suspension for individual students with IEPs by from 2.75 average suspensions per student to 1.5 average suspensions.

	📊 Metric(s) to Assess Impact	Major discipline incidents, office referrals, suspension data.		
#	⚙️ **Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
1.B1	Hire highly qualified teachers and staff.	Principal, site SPED team, SPED program manager	Students with IEPs that demonstrate tier 3 behavioral concerns.	
1.B2	Provide professional development focus on trauma informed practice.	Principal, SPED department, case manager.	Students with IEPs that demonstrate tier 3 concerns	
1.B3	Write or update individual students' behavior plans.	Case manager, behavior specialist.	Students with IEPs that demonstrate tier 3 concerns	

Planned Improvements in Student Performance: LCAP Goal 2 - Support students in becoming college and work ready

⚐ Identified Districtwide Goal 2 Needs

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of district-wide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners

🎯 🎯 District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	10.8	25.7	14.3	30	18	18	24	24
ELA SBAC: Average Distance from Level 3 (Standard Met)	32.8	39.7	36.8	33.1	40	40	45	45
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	52.6%		53.3%		55%		60%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students	68.5%				74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course	45.3%		50%		53%		56%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway								

CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework									
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator		53.4%		56.6%		59%		64%	
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	11%	11%	6%	13%	12%	15%	15%
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	67.3%	82%	82%	84%	84%
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%	14%	12%	11%	6%	6%	4%	4%
	6th-8th	7%		3%		2%		2%	
	9th-12th	10%		5%		4%		3%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%	93.3%	98.3%	100%	99%	99%	100%	100%
	6th-12th	76.3%		97%		98%		100%	
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%		70%	24%	98%	98%	100%	100%
	6th-12th	63.2%		61%		98%		100%	

School Site Analysis and Prioritized Actions (LCAP Goal 2)

Description of CURRENT school actions/services in support of LCAP Goal 2:

In order to better address students account for all students with a specific focus on those who have been historically under-supported, Otis continues to implement curriculum and supports to intentionally target ELs including:
- **Aligned ELD and Core ELA curriculum**
- **Increase the use of culturally relevant pedagogy, including student-to-student discourse, support access to complex texts, intentional grouping, designated ELD instruction, dedicated time for teacher collaboration**
- **Equity focused budgeting, including PTA alignment of funds with school vision**

Data Analysis:

We have seen a 6.5% decrease in average distance from Level 3 (Standard Met) in SBAC for our students, specifically with 66.6% Limited English Learners at Level 1 (Standard Not Met) and Level 2 (Standard Not Nearly Met). In keeping with that trend, we have also seen a 6% decrease English Learner Reclassification.

Needs Analysis:

SBAC

In order to increase the number of students meeting or exceeding ELA standard according to the SBAC, we will:

- Utilize the ongoing benchmark assessment data
- Review students progress in our COST meetings
- Provide targeted supports and progress monitor through intervention cycles
- Continue to create classroom schedules will include protected ELD blocks
- Prioritize or include data driven instruction and culturally responsive pedagogy in site-based PDs
- Strategically use the SBAC aligned IABs to support to identify areas for growth

Reclassification

In order to increase the number of English Learners who are reclassified, we will:

- Continue to create classroom schedules will include protected ELD blocks
- Implement the district Designated ELD curriculum with consistency
- Utilize the ongoing benchmark assessment data
- Targeted instruction with intentional grouping
- Review ELPAC and SBAC data and set individual goals for English Learners
- Continue to encourage families to come to SSC and ELAC meetings

Site Goals, Actions, and Metrics (LCAP Goal 2)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	Increase the number of EL students in third through fifth grade who meet or exceed ELA standards according to the SBAC to 75 percent.		
Metric(s) to Assess Impact	Summative and Formative Assessment Data		
# Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.A1 Utilize the ongoing benchmark assessment data	Classroom teacher, grade-level teams, COST	ELs	
2.A2 Prioritize or include data driven instruction and culturally responsive pedagogy in site-based PDs	Principal, Intervention Lead	Teachers supporting ELs	
2.A3 Strategically use the SBAC aligned IABs to support to identify areas for growth	Classroom teachers, grade-level teams	ELs	

Site Goal B	Increase the number of students that meet reclassification goals from 6% to 12%.		
Metric(s) to Assess Impact	ELPAC and SBAC data		
# Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)

2.B1	Continue to create classroom schedules that include protected ELD blocks	Classroom teachers, grade level teams	ELs	
2.B2	Review ELPAC and SBAC data and set individual goals for English Learners	Classroom teacher, grade-level teams, COST		
2.B3	Utilize the ongoing benchmark assessment data	Classroom teacher, grade-level teams, COST		

Planned Improvements in Student Performance:
LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

⚐ Identified District Wide Goal 3 Needs

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

🎯 District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.
AUSD uses the WestEd California School Parents Survey (CSPS) to measure LCAP goal 3

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	79%	62%	63%	70%	75%	75%	85%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	95%	84%	92%	85%	92%	89%	92%
% of respondents reporting that they have attended one or more school or class event at school	90%	92%	94%	92%	95%	92%	96%	92%

School Site Analysis and Prioritized Actions (LCAP Goal 3)

Description of CURRENT school actions/services in support of LCAP Goal 3:
In an effort to include families as partners, critical stakeholders, and site-based decision makers Otis will:
- **Continue to actively outreach to all families and specifically those whose voices have been historically underrepresented.**
- **Align our ELAC, SSC, PTA and Equity and Inclusion in support of the school's vision.**
- **Provide and end-of-the year site focused survey**
- **Continue to offer family workshops and community events**

Data Analysis:
The percentage of families that strongly agree or agree that school actively seeks input or parent/guardians before making important decisions has decreased by 17 percent.

Needs Analysis:
In order to increase the percentage of families that strongly agree or agree that the actively seeks input from families before making important decisions, Otis will:
- Continue to actively seek out family involvement in the decision making process by including options for feedback during PTA, SSC, ELAC, and Equity and Inclusion Meetings.
- Make an ongoing effort to connect personally to families' voices and feedback have been historically underrepresented
- Continue to schedule monthly community discussion at least once a month

Site Goals, Actions, and Metrics (LCAP Goal 3)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	**To increase the number families that strongly agree or agree that the actively seeks input from families before making important decisions to 75 percent.**
Metric(s) to Assess Impact	**Site-based CSPS data reports, parent surveys, and sign in sheets**

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.A1	Schedule community events and monthly discussions with personal invitations to underrepresented families.	Principal	Families	
3.A2	Provide ongoing updates and seek input during PTA, SSC, ELAC, and Equity and Inclusion meetings	Principal	Families	
3.A3	Administer family input survey annually	Principial	Families	

Planned Improvements in Student Performance:
LCAP Goal 4 - Ensure that all students have access to basic services

⚑ **Identified Districtwide Goal 4 Needs**

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

● Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need.
● Provision of adequate instructional materials
● Maintenance of a safe learning environment

◎ ◉ **District and Site Annual Outcomes**

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of Teachers fully credentialed and highly qualified	95%		97.9%		98%	100%	99%	100%
% of Teachers qualified to teach English Learners	98.8%		98.8%		100%	100%	100%	100%
% of Teachers appropriately assigned	99%		99%		100%	100%	100%	100%
# of substantiated Instructional Materials Williams complaints per year	0	0	0	0	0	0	0	0
% of School sites scoring at least 'good' using Facilities Inspection Tool (FIT)	100%		100%		100%		100%	

School Site Analysis and Prioritized Actions (LCAP Goal 4)

Description of CURRENT school actions/services in support of LCAP Goal 4:

Otis will continue to provide students with quality teaching staff, adequate materials, and a safe learning environment by:

- Continuing to refine and sustain PBIS school-wide
- Recruiting teachers and staff that understand and share the school-wide vision and mission of the district
- Leveraging all resources, including general funds, LCFF, and PTA funding so that all students have access to an engaging and safe environment.

Data Analysis:

Quality teaching staff, adequate materials, and a safe learning environment by is monitored using:

- The Tiered Fidelity Inventory (TFI)
- PBIS data (uh-ohs, hoot hoots)
- Maintenance and Facilities walkthroughs and check ins
- Percentage of highly qualified teachers in classrooms

Needs Analysis:

Otis will continue to provide students with quality teaching staff, adequate materials, and a safe learning environment by:

- Leveraging all financial, facilities, and hiring resources to ensure a quality, safe, and welcoming environment.

Site Goals, Actions, and Metrics (LCAP Goal 4)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year
- Provision of adequate instructional materials

● Maintenance of a safe learning environment

↗ Site Goal A	To align fiscal resources to support equitable outcomes for all students.		
📊 Metric(s) to Assess Impact	Benchmark and progress monitoring data, office referral data, COST referrals, William's audits, and TFI scores.		
#	⚙️ Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
4.A1	Create conditions, including providing evidenced-based materials for small group targeted instruction.	Principal/COST	Underperforming students	
4.A2	Foster an emotionally safe environment	Principal	All	

Summary of Expenditures to Achieve Site-Specific Goals

Site Budget Allocations		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative		
		39,830.00	32,185.00					

Summary of Expenditures to Achieve Site-specific Goals								
		Expenditure Amount						
Action Number(s)	**Target Student Group(s)**	**LCFF Base**	**LCFF Supp (Per Pupil)**	**LCFF Supp (Other)**	**Title 1**	**Magnet/ Innovative**	**PTA/ Donation**	**Expenditure Type**
2.A1-2.A3	UND/SED		32,830.00				23103.63	01-0002-0-1110-1000-1100-013-0000
1.B2-1.B3 4.A2	All Students	10,000.00					8,000.00	01-0001-0-111-0-1000-5800-0-13-0000
4.A1	All Students	13, 786.00						01-0001-0-1110-1000-4310-013-0000
TOTAL		23,786.00	32,830.00				31,103.00	

Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.)

Title 1 Program Component	**Allocation**
Title I, Part A: Schoolwide Program <u>Purpose</u>: Upgrade the entire educational program of eligible schools in high poverty areas	$
Title I, Part A: Alternative Supports <u>Purpose</u>: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
Title I, Part A: Program Improvement - Professional Development <u>Purpose</u>: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$
Total amount of federal categorical funds allocated to this school	$

School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current makeup of the council is as follows:

Names of Members	Gender	Race/ Ethnicity	Primary Language	ROLE*
Samara Plambeck	F	White	English	Parent
Gabriella Padilla	F	Latinx	Spanish	Parent
Tanya Harris	F	African American	English	Principal
Colleen Paltrineri	F	White	English	Other School Staff
#s of members of each category				

*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Site Validation Questions

1.   Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?
Our school site have an established School Site Council that meets and participates in school-based programs.

2.   Does the race/ethnic/primary language composition of the SSC reflect your school population? We have representation that reflect our school population for language composition, race, family structure, and ethnicity.

3.   If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

4.   If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?
ELAC prioritized using school data and participated in making school recommendation to SSC and PTA for equitable distribution of funds.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

___ School Advisory Committee for State Compensatory Education Programs

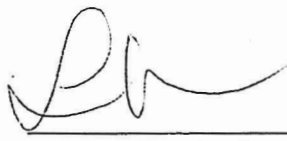X English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
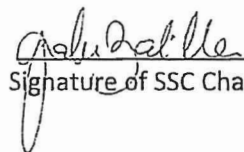6. This school plan was adopted by the school site council on: .

Attested:

Tanya Harris
Tanya Harris

Gabriela Badilla .
Gabriela Badilla

Signature of school principal

5/21/2019
Date

Signature of SSC Chairperson

5/21/2019
Date

APPENDIX A: Special Education Addendum

Question:
Special education staff are instrumental to the COST process and identifying academic and behavioral supports to students who benefit from Tier 2 supports.

APPENDIX B: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:
http://www.cde.ca.gov/sp/sw/rt/ and http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc
Sites can reference elements of the SPSA above in addressing each of the components below.

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2:   SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage
1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

Leading for High Performance
1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action
1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices
1. Describe, summarize, and analyze the identified data related to student academic achievement.
· Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
· What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead
1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.