

The Single Plan for Student Achievement

School: De Laveaga Elementary School
CDS Code: 44698156049886
District: Santa Cruz City Schools
Principal: Robert Greenlee
Revision Date:

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

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

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The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Planned Improvements in Student Performance	13
School Goal #1.....	13
School Goal #2.....	17
School Goal #3.....	20
School Goal #4.....	22
Summary of Expenditures in this Plan.....	24
Total Expenditures by Object Type and Funding Source.....	24
Total Expenditures by Funding Source	25
Total Expenditures by Object Type.....	26
Total Expenditures by Goal	27
School Site Council Membership	28
Recommendations and Assurances.....	29

School Vision and Mission

De Laveaga Elementary School's Vision and Mission Statements

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga City Park. The highly skilled and collaborative teaching staff has many years of professional experience. We emphasize a strong, enriched educational program, supplemented by the arts and sciences, which enables all children to reach their academic, social, and emotional potential, based on California Content Standards. DeLaveaga houses the district's K-5 Spanish Dual Immersion program, a program strand within our school. The goal of the program is for all students to be bilingual/bicultural in English and Spanish. We are fortunate to have a high rate of active parent participation to support the classrooms and programs at our school.

VISION STATEMENT

The DeLaveaga School Community considers every child unique and deserving of the highest quality education available so that they may reach their own full potential, both academically and socially.

MISSION STATEMENT

At DeLaveaga, we believe every person has value and the potential to achieve their goals. We believe families are equal partners who support their children, as well as the needs of the whole school community. We collaborate as a team so that all children can learn. School should be safe and fun, a place where each child wants to be each day. We celebrate our diverse world in which children's languages and cultures, talents and dreams, are fostered and valued. We believe the transformative power of excellent teaching makes our beliefs become reality to support high levels of achievement for all students.

School Profile

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga City Park. The highly skilled and collaborative teaching staff has many years of professional experience. We emphasize a strong, enriched educational program, supplemented by the arts and sciences, which enables all children to reach their academic, social, and emotional potential, based on California Content Standards. DeLaveaga houses the district's K-5 Spanish Dual Immersion program, a program strand within our school. The goal of the program is for all students to be bilingual/bicultural in English and Spanish. We are fortunate to have a high rate of active parent participation to support the classrooms and programs at our school. In the academic year 2016-2017, approximately 608 students registered in the fall for its transitional kindergarten through fifth grades.

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).

Teacher surveys indicate a desire to focus professional development on math and teaching strategies that align with CCSS. Surveys demonstrate that Positive Behavior Interventions are being implemented school wide. Student surveys, (California Healthy Kids Survey) indicate that they generally feel safe at DeLaveaga Elementary School.

Classroom Observations

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

Classrooms observations are ongoing throughout the school year. Administrative staff (the principal) visits twelve classrooms weekly, on average, in addition to formal observations as part of the evaluation process.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

Standards, Assessment, and Accountability

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

Currently our school uses different assessments to modify instruction and improve student achievements. These include the California English Language Development Test (CELDT), trimester assessments in reading and math (NWEA and CPAA) MASI-R (grades 3-5), and DRA.

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

Our school uses local assessments, data cycles using the (Professional Learning Community) PLC model, Student Learning Team (SLT) meetings, trimester assessments, and ongoing formative and summative assessments to monitor student progress.

Staffing and Professional Development

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

All teachers employed to teach core academic subjects are highly qualified as defined by federal law and the State Board of Education.

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

Staff are trained on Professional Development days - 3 full days per year and receive ongoing support from Title 1 teacher, district elementary Math Coach, English Learner Resource Teacher (ELRT), and Literacy Coach. Furthermore all staff participate in peer observations and professional learning communities.

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

Curricula aligned to Common Core state standards, staff participate in visits to other sites and peer observations. We have added professional development opportunities during the school year to support teachers in the implementation of Eureka math. Each grade level district wide comes together once every six weeks for this math PD. SCIL leadership and SCIL PD is centered around Eureka math and Visible Learning.

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

Staff receive support and coaching from district Math Coach, Literacy Coach, ELIRT, and the Santa Cruz New Teacher Project.

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

Grade level Professional Learning Communities meet semi-monthly to plan instruction and monitor student progress on grade level aligned SMART goals.

Teaching and Learning

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

Math: Eureka Math, Power Standards, CRLP Units - local curriculum development

ELA: Houghton Mifflin Reading Series, standards-aligned thematic units based on California Reading and Literature Project, Non-Fiction reading

Social Studies: Scott Foresman

Science: FOSS

ELD: English Now! (adopted), Systematic ELD (supplemental), ACT Now!

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

All students are provided grade level core instruction in math and English language arts with additional instructional time for tier 2 and 3. In addition, students are provided with differentiated instruction in reading through our Response to Intervention program Walk To Read. Targeted level intervention at the kindergarten level is given for one hour at the end of the school day.

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

Math pacing calendar for Eureka Math, CRLP ELA Units, Writing Assessments, ELD pacing guide with Systematic ELD. Walk to Read calendar, and the schedule for the Writing Assessment scheduled.

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

English Language Arts: Houghton Mifflin Reading Series, standards-aligned thematic units based on California Reading and Literature Project, Non-Fiction reading

Math: Common Core Envision K-2, CGI

Social Studies-online CCSS- Scott Foresman

ELD: English Now!; Supplemental Systematic ELD, ACT Now!

Science: FOSS

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)

English Language Arts: Language! Live, SIPPS, Read Naturally, Scholastic Reading Inventory and Reading Counts, Lexia, Rosetta Stone,

Math: Eureka Math, Zearn.com, and Khan Academy

Opportunity and Equal Educational Access

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

In addition to Tier 1 strategies, DeLaveaga students receive leveled reading instruction in Walk to Read, after school intervention for kindergarten students not meeting standards, Lexia, Read Naturally, Math small group intervention/centers provided in class, Zearn, and Raz Kids.

14. Research-based educational practices to raise student achievement

Differentiated instruction, Walk to read, Systematic ELD, Second Step, SIPPS, DIBELS, Language!, Language! Live, Cognitively Guided Instruction in math.

Parental Involvement

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

At DeLaveaga we have a bilinigual School Community Coordinator, 1.0 FTE Elementary Counselor, monthly newsletters to Community, Spanish/English Website, Listos-an after school intervention program to assist ELLs in reclassifying.

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)

District Advisory Committee, ELAC / DELAC, School Site Council, and Parent Teacher Club (PTC).

Funding

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

Small group instruction in classroom with learning assistants, Leveled reading in Walk to Read, Math Intervention and support.

18. Fiscal support (EPC)

Title I, Title II, Title III, LCFF

Description of Barriers and Related School Goals

Many students enter our school with a variety of academic and social needs. A significant number of students come with skill gaps in ELA and Math. We serve many children whose families are in transitional, substandard, or temporary housing as the high cost of housing in our community greatly affects the stability of low income families.

We have four goals: Improvement in ELA, improvement in Mathematics, improvement in English Language Development, and improvement in student behavior and school climate. In addition to our academic supports, we continue to create a positive school culture where every child belongs and is a welcomed member of our school community.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	113	90	87	109	88	86	109	88	86	96.5	97.8	98.9
Grade 4	107	108	91	104	106	87	103	106	87	97.2	98.1	95.6
Grade 5	100	103	108	99	96	106	99	95	106	99.0	93.2	98.1
All Grades	320	301	286	312	290	279	311	289	279	97.5	96.3	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2413.2	2411.3	2427.0	19	25	27.91	24	16	20.93	26	30	26.74	31	30	24.42
Grade 4	2479.7	2473.0	2469.0	26	32	26.44	32	17	24.14	19	22	18.39	22	29	31.03
Grade 5	2510.7	2524.3	2521.7	22	34	27.36	35	32	34.91	20	11	16.04	22	24	21.70
All Grades	N/A	N/A	N/A	22	30	27.24	30	21	27.24	22	20	20.07	25	28	25.45

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	20	20	31.40	46	39	40.70	34	41	27.91	
Grade 4	27	33	33.33	48	33	42.53	25	34	24.14	
Grade 5	26	35	35.85	46	40	45.28	27	25	18.87	
All Grades	24	30	33.69	47	37	43.01	29	33	23.30	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	16	18.60	42	47	47.67	39	38	33.72
Grade 4	26	26	18.39	48	48	51.72	26	25	29.89
Grade 5	31	45	33.96	47	32	39.62	21	23	26.42
All Grades	25	29	24.37	46	42	45.88	29	28	29.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	18	24.42	53	67	68.60	25	15	6.98
Grade 4	19	21	14.94	65	62	64.37	16	17	20.69
Grade 5	19	26	24.53	61	60	62.26	20	14	13.21
All Grades	20	22	21.51	59	63	64.87	20	15	13.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	20	25.58	60	49	51.16	27	31	23.26
Grade 4	27	28	31.03	58	52	48.28	15	20	20.69
Grade 5	31	36	31.13	57	49	46.23	12	15	22.64
All Grades	24	28	29.39	58	50	48.39	18	21	22.22

Conclusions based on this data:

1. 54.48% of students in grades 3-5 met or exceeded standard on the English Language Arts test. 25.45% of students in grades 3-5 did not meet standard. 20.07% nearly met.
2. Cluster scores in Reading and Research/Inquiry are relatively stronger than Writing and Listening. These would be areas for focus for 2017-2018.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	113	90	87	108	88	86	108	88	86	95.6	97.8	98.9
Grade 4	107	108	91	104	106	87	103	106	87	97.2	98.1	95.6
Grade 5	100	103	108	99	98	106	99	97	106	99.0	95.1	98.1
All Grades	320	301	286	311	292	279	310	291	279	97.2	97	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2424.0	2431.4	2424.8	20	17	13.95	24	33	30.23	23	24	31.40	32	26	24.42
Grade 4	2486.6	2480.3	2458.9	25	15	13.79	20	37	24.14	37	29	32.18	17	19	29.89
Grade 5	2503.0	2519.8	2516.5	21	24	21.70	20	26	34.91	33	28	20.75	25	23	22.64
All Grades	N/A	N/A	N/A	22	19	16.85	22	32	30.11	31	27	27.60	25	22	25.45

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	31	30	26.74	29	42	36.05	41	28	37.21			
Grade 4	36	25	21.84	31	47	40.23	33	28	37.93			
Grade 5	23	31	30.19	39	35	39.62	37	34	30.19			
All Grades	30	28	26.52	33	42	38.71	37	30	34.77			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	24	19.77	38	48	55.81	35	28	24.42
Grade 4	31	27	19.54	50	50	49.43	19	23	31.03
Grade 5	20	28	30.19	47	41	47.17	32	31	22.64
All Grades	26	26	23.66	45	46	50.54	29	27	25.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	26	18.60	57	49	56.98	17	25	24.42
Grade 4	27	25	18.39	50	54	52.87	23	22	28.74
Grade 5	16	23	23.58	56	54	50.94	28	24	25.47
All Grades	23	24	20.43	54	52	53.41	23	23	26.16

Conclusions based on this data:

1. 46.96% of students tested in grades 3-5 met or exceeded standard. 74.56% of students tested in grades 3-5 nearly met, met, or exceeded standard.
2. Cluster scores were relatively stronger in the area of concepts and procedures. Communicating Reasoning is an area of relative weakness, and would be areas for focus for 2017-2018.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		14	11		29	22	33	29		50		56	17	29	11
1	17	17	13	38	40	25	38	27	50	4	13	8	4	3	4
2	5	5		26	27	30	53	59	27	16	9	33			10
3	3	8		3	15	24	63	38	57	31	23	19		15	
4		8		29	20	36	57	72	45	7		18	7		
5	17	7	13	17	47	50	67	33	38		7			7	
Total	7	10	6	19	30	32	52	46	39	19	9	19	4	5	4

Conclusions based on this data:

1. 41.8% of ELLs met AMAO 1 at DeLaveaga. This did not meet the State Target (63.8%).
2. 13.1% of ELLs met AMAO 2a at DeLaveaga. This did not meet the State Target (25.6%)
3. 25% of ELLs met AMAO 2b at DeLaveaga. This did not meet the State Target (54.7%)

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	7	6	11	15	15	19	22	19	28	35	19	33	22	42	8
1	17	16	13	38	39	25	38	29	50	4	13	8	4	3	4
2	5	4		26	26	30	53	57	27	16	9	33		4	10
3	6	7		3	21	24	59	36	57	29	21	19	3	14	
4		7		25	19	36	56	70	45	6		18	13	4	
5	14	6	13	14	41	50	57	29	38		6		14	18	
Total	8	8	7	18	25	29	43	38	38	20	12	21	10	18	5

Conclusions based on this data:

1. There is no current 2016-17 data available due to the change in assessment.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA GOAL:
Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities. 1.9 Students will achieve grade level standards in Reading and English Language Arts to successfully access post-secondary college and career opportunities.
SCHOOL GOAL #1:
1A) 100% of Kindergarten students will participate in the assessment on the Phoneme Blending component of the Kindergarten Common Core State Standards English Language Arts Progress Monitoring tool. 40% of these students will increase their reading readiness 10% (of test takers enrolled for whole academic year). 1B) MAP - The percentage of 3rd grade students scoring at the 41st percentile or above will increase by 10% (from 55% to 65%) by the Spring of 2018. 1C) CAASPP - The percentage of fourth and fifth grade students meeting and exceeding the standard on the CAASPP ELA will increase by 5% when compared to the proficiency rate that the same cohort of students achieved as third and fourth graders on their 2016-2017 CAASPP ELA scores. <ul style="list-style-type: none">• 48% to 53% for 4th graders• 50% to 55% for 5th graders
Data Used to Form this Goal:
Three year analysis of CAASPP ELA scores. In 2016-2017, forty-one percent of our students met or exceeded standard in English Language Arts as compared to thirty-nine percent of students in 2015-2016. If we follow the 2014-2015 Grade 3 cohort over three years we see significant proficiency gains last year. In 2014-2015, 54% of students met or exceeded standard. In 2015-2016, 54% met or exceeded standard. In 2016-2017, 62% of students met or exceeded standard.

Findings from the Analysis of this Data:

An average of 60% of students in grades K-5 in the EO program, and an average of 61% of students in grades K-5 of the TWI program reached proficient or advanced on reading assessments at their grade level by June of the 2015-16 school year.

An average of 73% of students in grades K-5 in the EO program, and an average of 63% of students in grades K-5 of the TWI program reached proficient or advanced on reading assessments at their grade level by June of the 2015-2016 school year.

While our school achieved 3% proficiency gain (from 52% to 55% pro/adv) in our overall achievement, looking at cohort growth over time allows us to "compare apples to apples" and pinpoint the specific strengths of our instructional plan by focusing our analysis on a growth model.

How the School will Evaluate the Progress of this Goal:

2017-2018 CAASPP scores will serve as our Summative Metric to determine success in our goal. Teachers will use the district adopted benchmark assessments (NWEA) to three times a year (fall, winter, spring) to evaluate student growth and determine effectiveness of instructional program and ensure a minimum of one year's growth. In addition, teachers will engage in monthly cycles of inquiry with grade level PLCs twice a month where they will identify student need and develop instructional supports using teacher created formative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards-based assessments will be used to guide and modify language arts instruction	Sept.--June	Classroom teachers				
All students will participate in universal assessment to determine instructional needs, and placement in Response to Intervention (RtI)	Nov.--June		Intervention, classroom and RSP teachers:	0000: Unrestricted	Unrestricted	0.00
All students will participate in the RtI Walk to Learn model, according to need. (RtI Tier 1 core curriculum)	Sept.--May					
Learning assistants will support English Learners' progress towards proficiency in English Language Arts.	Sep. to May	School Principal	4 Learning Assistants-RtI	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	44,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy Intervention will address needs of struggling learners by providing phonics based instruction through SIPPS, comprehension and fluency support through Read Naturally, Reading Counts and writing support. Fund one Title 1 Intervention Coordinator/ teacher; fund learning asst. to provide small group support for Walk to Read	Sep. to May	Rtl Intervention Coordinator/ Teacher		1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation LCFF - Supplemental	
Purchase leveled reading materials to support Tier I instruction.	As needed	School Principal	Materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	2,000
Translate parent newsletter	Monthly		Bilingual Community Coordinator supplemental hours (30)	None Specified	LCFF - Supplemental	600.00
Parent information nights about bilingual programs	4 events		Bilingual Community Coordinator Supplemental hours (20)	None Specified	LCFF - Supplemental	400.00
Support parent involvement through bus transportation and childcare	Sept.-June		Bus costs Childcare – (45) hours	None Specified None Specified	LCFF - Supplemental LCFF - Supplemental	350.00 675.00
Provide trainings and information nights to assist preschool students through the transition from early childhood programs to local elementary school programs.	May 2018		Extra hourly for TK/Kinder teachers 8 hours (5 teachers 1.5 hours each)	None Specified	LCFF - Supplemental	300.00
Refine and implement components of an effective reading intervention program, including writing strategies. (Rtl Academic Tier 1 goal) Teachers will identify, implement and measure results of common writing strategies at each grade level.	Sept-June grade level meetings		Classroom teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use universal assessments to group students, monitor growth, and plan instruction.	Ongoing	Classroom teachers				
Student Review Teams (3 x year) Grade level teams meet with R t I Coordinator to review student data following trimester assessments	November, April and June		Release time to review data	None Specified	LCFF - Supplemental	5,000
Release time for teachers to conduct peer observations focused on engagement strategies	Oct., Jan., April		Release for peer observation 6 release days	None Specified	LCFF - Supplemental	780.00
1.17 Release time for SST coordinator and teacher to conduct monthly meetings	Sept – May		Two guest teachers for SST meetings		LCFF - Supplemental	2600.00
Technology will be updated. We will purchase new Chromebooks for assisting with ELA and assessment purposes.	February 2018	Principal	New Chromebook computers and a computer cart.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	8600.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOAL:
LEA Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities. LEA Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS school community.
SCHOOL GOAL #2:
2A - CAASPP) The percentage of fourth and fifth grade students meeting and exceeding the standard on the CAASPP ELA will increase by 5% when compared to the proficiency rate that the same cohort of students achieved as third and fourth graders on their 2016-2017 CAASPP ELA scores. <ul style="list-style-type: none">• 44% to 49% for 4th graders.• 38% to 43% for 5th graders 2B – MAP) The percentage of 5th grade students scoring at the 41st percentile or above will increase by 6% (from 64% to 70%) by the Spring of 2018.
Data Used to Form this Goal:
2018 CAASPP results MAP results
Findings from the Analysis of this Data:
The 2015 - 2017 CAASPP scores yielded the following information: 2014-2015: 44% 2015-2016: 51% 2016-2017: 47%

How the School will Evaluate the Progress of this Goal:

As a school , we will be using:Visible Learning, Instructional rounds.

- Teacher Feedback Survey
- SMART goals created by grade level PLCs
- Instructional Rounds
- Eureka Module Assessments
- 2018 CAASPP Results
- MAP Growth Results
- Student work samples

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release teachers to collaborate on Eureka Implementation 3 times during the year.	Aug.-June	School Principal	Substitute teacher	1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	9,400
Teachers include research based engagement strategies in their instruction to support student learning.	Sept.-June		SCIL team will facilitate grade level meetings and Professional Development activities			
Learning Assistant placed in TK/Kindergarten will support math learning through centers.	Sept.-June		Learning Assistant		Title II Part A: Improving Teacher Quality	11,000
Teachers will enter the results of Mathematics assessments in Illuminate, and will use Illuminate to prepare topic tests, standards based assessments, and test prep. Exams created by grade level teams can be with other teachers at their grade level.	Three times a year		Classroom teachers			
Teachers will review student work and outcome data in math with colleagues throughout the school year, with the goal of modifying their practice to provide differentiated support.	Monthly		Grade level teams			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After school tutoring/homework support.	Oct.-May		Supplemental hours for teacher to coordinate	None Specified	LCFF - Supplemental	1,000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Language Development
LEA GOAL:
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS school community.
SCHOOL GOAL #3:
English Language Learners will decrease the distance from Level 3 by 10 points (from -96 to -86) as measured by the 2018 CAASPP assessment in ELA
Data Used to Form this Goal:
2018 CAASPP results
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
2018 CAASPP data NWEA data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All English learners, grouped by proficiency level, will receive 45 minutes systematic English language development instruction four times a week. English Learners in Kindergarten will receive 35 minutes of instruction four times a week.	Sept. - June	Classroom Teacher				
Students at higher levels of English proficiency will receive an Individual Service Plan (ISP) identifying standards to be learned.	Sept. - June	Classroom Teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will be assessed annually using the new English Language Proficiency Assessment for California (ELPAC).	Feb./March 2018	Classroom Teacher				
Language Review Teams (LRT) will include monitoring EL student needs in language arts, possible student reclassification, and supporting teachers in identifying effective strategies to support literacy. Meets 3 times annually to review English learner progress during the SLT.	November, April and June	School Principal	The LRTs will happen the same day of the SLTs.			
Provide parent education and training through ELAC, parent nights, and workshops.	Monthly					
Ensure that parents attend school events by providing bus transportation for parent nights (Back to School, Open House)	Twice a Year	School Principal		0000: Unrestricted	LCFF - Base	300
English Learner Designee to organize Language Review Team meetings, plan ELPAC testing schedule, maintain records, and develop ELD programs.	Ongoing	School Principal	Extra Hourly	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	550
Staffing and materials to support an after school intervention program for 3rd-5thgrade English Learners	Oct.-May			1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
Staffing and materials to support an After School prep class for students taking the CELDT and ELPAC.	January-February	School Principal and Community Coordinator	Extra Hourly	2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	1,000
Provide staff development in the area of the ELA/ELD framework and Integrated and Designated ELD	August-May	School Principal	Provide professional development to key teacher leaders in Integrated and Designated ELD	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2,000.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: School Climate and Culture
LEA GOAL:
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
SCHOOL GOAL #4:
Increase student safety as measured by a decrease in Major office referrals by 10%. All teachers will participate in a school wide Positive Behavior Interventions and Supports framework as a foundation to enhance student achievement through improved classroom and playground behavior.
Improve student attendance to 97% on average for the school year.
Reduce chronic absenteeism by 10%.
Data Used to Form this Goal:
Number of major referrals from 2016-17. 2016-2017 attendance percent Chronic Absenteeism data from 2016-17.
Findings from the Analysis of this Data:
As a school, we need to ensure that our students understand our behavior expectations. The staff needs to be consistent in presenting and enforcing our school expectations both in the classroom and in the playground. We also understand the need to implement Tier II interventions once we have consistently applied Tier I PBIS interventions at DeLaveaga.
How the School will Evaluate the Progress of this Goal:
Input Office Referrals into Illuminate weekly PBIS team will review Illuminate data monthly PBIS Teams will identify research based strategies or programs to address physically aggressive behavior. PBIS team will review research based strategies and choose one to address physical aggression PBIS team will train staff on research based strategies and lesson plans for classroom use. Classroom teachers will implement strategies. PBIS Team will monitor Illuminate data for improvement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Team of teachers will facilitate during each staff meeting focused on the articulation of PBIS principles and school wide expectations as well as classroom strategies that will allow for instruction to continue when a misbehavior occurs. Counselor and principal will present PBIS video on school wide expectations at grade level assemblies in September. PBIS team will analyze behavior data from office referrals to monitor locations and types of behavior that needs attention.	Aug.-June	PBIS Team				
All teachers and support personnel will implement common rules and referral process to ensure a safe learning environment (RtI Tier 1 Behavior)	Aug.-June	Teachers, personnel				
Provide all parents with school plan of Stages of Behavior and consequences (parent newsletter).	August, November, January, April	PBIS Team				
Provide support for implementation of 2nd step Curriculum	August 2017	School Counselor, School Principal				
PBIS Team will meet to develop a year-long plan of activities to support full implementation of PBIS at DeLaveaga.	August, 2017	School Counselor, School Principal	PBIS Team	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	LCFF - Base	300.00
	LCFF - Supplemental	2,600.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	44,550.00
None Specified	LCFF - Supplemental	9,105.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,000.00
1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	9,400.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	8,600.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	1,500.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	1,000.00
	Title II Part A: Improving Teacher Quality	11,000.00
0000: Unrestricted	Unrestricted	0.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	300.00
LCFF - Supplemental	57,255.00
Lottery: Instructional Materials	2,000.00
Professional Development Block Grant	9,400.00
Title I Part A: Basic Grants Low-Income and Neglected	8,600.00
Title I Part A: Professional Development (PI Schools)	3,500.00
Title I Part A: Targeted Assistance Program	1,000.00
Title II Part A: Improving Teacher Quality	11,000.00
Unrestricted	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	300.00
1000-1999: Certificated Personnel Salaries	11,900.00
2000-2999: Classified Personnel Salaries	45,550.00
4000-4999: Books And Supplies	10,600.00
5000-5999: Services And Other Operating Expenditures	2,000.00
None Specified	9,105.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,305.00
Goal 2	21,400.00
Goal 3	4,850.00
Goal 4	1,500.00

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
Robert Greenlee	X				
Henry Michel		X			
Charlene Oatey		X			
Lani White		X			
Rosario Weckler			X		
Andrew Castro				X	
Meg Thomas				X	
Boone White				X	
Stephen Nakasawa Hewitt				X	
Helena Carranza				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

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Robert Greenlee

Typed Name of School Principal

Signature of School Principal

Date

Andrew Castro

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date