

The Single Plan for Student Achievement

School: Dove Hill Elementary School
CDS Code: 43-69435-6107593
District: Evergreen Elementary School District
Principal: Linda Mora
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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.

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

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Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	12
School and Student Performance Data	13
CAASPP Results (All Students)	13
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results.....	16
Title III Accountability (School Data)	17
Title III Accountability (District Data).....	18
California Physical Fitness Test Results	19
Planned Improvements in Student Performance	20
English Language Arts, School Goal #1, District LCAP #1.....	20
Parent Involvement, School Goal #2, District LCAP #3	23
Reading/Language Arts, School Goal #3, District LCAP #1	25
Mathematics School Goal #4 District LCAP #1	27
English Language Development, School Goal #5, District LCAP #1	29
Science Goal #6, District LCAP #1	31
History/Social Science, School Goal #7, District LCAP #1	33
VAPA, School Goal #8, District LCAP #1.....	35
Wellness and Safety, School Goal #9, District LCAP #5	36
Technology Goal School Goal #10 , LCAP Goal to Promote Student Achievement	39
Centralized Services for Planned Improvements in Student Performance	41
Centralized Service Goal #1.....	41
Centralized Service Goal #2.....	43
Centralized Service Goal #3.....	45
Summary of Expenditures in this Plan.....	47
Total Allocations and Expenditures by Funding Source	47
Total Expenditures by Object Type.....	48
Total Expenditures by Object Type and Funding Source.....	49

Total Expenditures by Goal50
School Site Council Membership51
Recommendations and Assurances.....52

School Vision and Mission

Dove Hill Elementary School's Vision and Mission Statements

Vision Statement

Dove Hill believes that all students must attain an elementary education that includes a successful foundation of knowledge and skills that prepare students for 21st Century citizenship.

Mission Statement

Dove Hill's mission is to provide all students with a comprehensive standards-based education in a caring, supportive, and rigorous academic environment. We want our students to be academically proficient, creative, and socially responsible. Students are encouraged to like and respect themselves and others, and to appreciate individual differences. We want students to see and strengthen their individual assets and to become positively engaged in their education.

School Profile

Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in what is known as Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents. Dove Hill Elementary School is located in the southwestern quadrant of the district's borders. Currently, Dove Hill students serves an ethnically diverse population of over 500 students.

Discipline & Climate for Learning

Students at Dove Hill Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Our schools' philosophy of "Safety, Respect, & Responsibility" is posted in every classroom and throughout the campus. Students are taught to ignore bad behavior in their peers, walk away from negative influences, and tell an adult when they encounter difficult situations. Evergreen school district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. Additionally, Dove Hill Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, e-mails, Parent Workshops, student planners, policy folders, and the school website.

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Dove Hill Elementary School is located in the southwestern quadrant of the district's borders. In the 2014-15 school year, the school served 535 students in grades TK through six on a traditional calendar schedule. Our school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

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).

Each year, the School Site Council and the other parent groups such as Home and School, Safety Committees, ELAC hold meetings to discuss ways to improve our school climate and culture and respond to areas of concern noted on our safety and bullying surveys. Over the course of the year, students and parents are given surveys to capture a picture of our school climate and culture and the results are used to enhance and enrich our program and site to ensure a safe campus. In response to our survey work, we have partnered with Soul Shoppe (an antibullying program) and provided gates to better secure the campus. Annually, we survey third through sixth grade students with regard to personal relationships, safety, academic achievement, student engagement in partnership with Youthtruth nonprofit. Additionally, surveys are collected regularly to support our partnership with YWCA and Project Cornerstone- an antibullying and student resiliency program.

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 categorical programs.

Standards, Assessment, and Accountability

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

Local assessments to modify and improve student achievement are administered by teachers to correspond with Common Core Standards (CCS) These assessments will provide information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. The assessment matrix will include Chapter Tests, The CELDT, CA Physical fitness Test and Common Core rubric-based assessments in reading, writing, and math. Teachers continuously administer math, language arts and science unit and chapter tests. Other measures include the following: Basic Phonics Skills Test, The Johnston Spelling Inventory, Accelerated Reading Assessment, Title One Math Assessment (Pre and Post) and the Fluency assessment. The use of assessment data to improve instruction has had a positive effect on student achievement as evidence by report card/mandatory retention data

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

The school district is transitioning and developing a new monitoring system which includes curriculum embedded assessment aligned with the Common Core Standards (CCS) in math and language arts. The CCS require the integration and measurement of critical thinking, collaboration, creativity and communication in order to prepare our students for 21st Century demands. The district requires all grade levels to use the available resources in math, science, language arts and supplementary materials to prepare our students for proficiency. Dove Hill's site based writing uses current common core writing rubrics. The purpose of all assessments is to provide timely data to teachers and administrators to make decisions that will improve instruction and student achievement. In addition, assessments will inform teachers and principal on the progress toward making the necessary shifts in instruction

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)

Dove Hill 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)

Staff development is directly aligned to Common Core Standards (CCS), assessed student performance, and professional needs through faculty meetings, department meetings, cross-curricular team meetings, grade-level meetings, articulation committees and professional development with the designated Instructional Coach. Common Core was fully implemented with the j2014-2015 school year. Teachers plan and collaborate at least twice monthly and at designated professional staff development days throughout the school year with support from a designated site instructional coach.

Additionally, Dove Hill employs an Instructional Consultant to assist with professional staff development, lesson/unit design, metacognitive processes that provide the foundation for higher order thinking skills that are necessary for the Common Core instructional shifts.

All new teachers go through the BTSA program which familiarizes them with content standards and with any new standards-based adopted curriculum comes staff development.

The Administration works closely with teachers and teacher leads to get input on staff needs and couples this with research based, proven effective programs and strategies that help the school build proficiency to meet state standards, improve performance rate on state tests, and demonstrate the Adequate Yearly Progress required by No Child Left Behind.

As a part of shared leadership, each grade level and/or department reflects on the previous year's test scores to help create new goals aligned CCSS. The administration and grade level leads assist and facilitate on-going conversation surrounding student assessment and achievement. This leads to data-driven instruction. Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement. This is supported through staff development that is directly aligned to content standards, assessment, and professional needs. A few key points to professional/staff development that lead to successful school improvement and real change in the classroom are as follows:

- Make sure the content, approach, and efficacy of the training will help the school reach its vision
- Having a shared vision of expectations and implementation
- Plan and schedule training in advance
- Follow-through/accountability with implementation
- Incentives for staff that commit to on-going, long-term professional development
- Make sure all staff are involved in appropriate professional development

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

On-site and on-going instructional assistance is provided to teachers during professional staff development which also includes Coaching, Planning Conferences, Student Data Analysis, Attendance at Instructional Conferences, Technology Support and Instructional Materials. Teachers use collaboration time to identify strengths and assets of their colleagues which assist them in reflection and improvement of their own instructional practices. Our professional staff developer as well as our instructional coach model and assist inside and outside the classroom. They are accessible to teachers who are willing to meet and utilize their expertise. Goals and objectives are discussed to provide an effective plan for instructional improvement and incorporation of the Common Core State Standards (CCSS) in daily lessons. As a staff, we have recently adopted the Sobrato Early Acquisition of Language into our TK-1 classrooms to provide students with skills in highly developed oral language to support growth in reading. Teachers collaborate and plan with two other schools with the support of a SEAL Coach/Expert from Sobrato Center, who models and facilitates trainings. Additionally, a District SEAL coach provides additional daily implementation and transitional support at the school site at least two and one-half days per week in the classroom.

During the 2015-2016 Teachers will pilot a new English Language Arts adoption for implementation at the start of 2016. In addition, support from our external coach/expert will continue to collaborate with grade level teams in the area of literacy and metacognition. Our Instructional coach continues to be an asset to teachers in the formation and delivery of lessons including a high level of integration in the use of technology. With the adoption of a new CCSS math curriculum, teachers receive additional district training and opportunity to plan and collaborate with other teachers from throughout the District. This provides teachers with opportunities to discuss student achievement, pacing, assessment, instructional strategies, etc.

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 by the District and at each school site 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 Dove Hill School, grade level and cross grade level collaboration occurs at least twice monthly. During the first collaboration weeks of the school year, teachers work together to identify grade level goals using information from state (CCSS) and local assessments as well as other formative and summative data. At subsequent regularly scheduled 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 including a deep analysis of student work, observation, and local data. Teachers collaborate by using data to support standards based achievement and refine and adjust goals and/or instruction to ensure growth in student achievement. This is part of the professional learning community established at Dove Hill School. In addition to our site based teamwork together at each grade level and across grade levels, teachers spend five professional district days working in grade level teams to gain additional professional development in CCSS subject matter, and an opportunity to discuss best successful research based practices as well as identify challenges and potential solutions to grade level issues that arise. Because of the instilled belief that we work better together, teachers at Dove Hill School are committed and dedicated to the continuous improvement process for student learning and achievement.

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 Dove Hill 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 existing resources and supplemental materials to monitor the academic progress of students. Student who are not making appropriate progress will be targeted for inclusion of 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 and in line with Common Core State Standards (CCSS). Additionally, Dove Hill offers extended day classes for students who are at-risk of retention. The additional intervention programs are the following: Reading Assistant, Pinnel Guided Reading, SES Sullivan Learning Systems and specific literacy work with our external coach and consultant.

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. Dove Hill 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.

Dove Hill classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include but are not limited to: 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 Program (Sobrato Early Academic Language) and modified lessons to help under performing students achieve. Likewise audio books, 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 Dove Hill is to provide our diverse student community with academic access and success in 21st Century Learning goals which are reflected in the newly adopted Common Core Standards (CCS). Using researched material from Marzano, Dove Hill is dedicated to having high expectations for every student by continuously aligning our curriculum to the California Common Core content and Performance Standards. In addition, we provide after school enrichment classes such as YMCA, SES, extended day support and in class intervention programs.

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.

Dove Hill School provides learning evenings and weekend events, such as Title I Mini-Conference, Family Literacy Nights (reading and writing, Family Math Nights, Family Science Night, and Family Fitness Night.

Finally, through school-wide rules and procedures which are implemented with a Discipline with Dignity approach students feel safe and secure. We recognize individual students in spirit assemblies, AR Assemblies, friendly art/poster contests during Red Ribbon Week and Project Cornerstone, Expect Respect Reward Recreational Room, Courteous Cubs, and we also provide curriculum on bullying and becoming and "upstander". We strive to have a positive school climate in which our students feel safe and nurtured so that they have every opportunity to excel.

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 Dove Hill 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

Smarter Balanced State testing was implemented last at the same time as the full implementation of Common Core Standards. The shift proved to be one met with many challenges. All assessments are computer driven and with the shift, students had difficulty typing and/or technology failing at the State Level. However, all tests were able to be completed. More opportunities for keyboard mastery will be implemented in the classroom. Currently, data used to monitor and promote student proficiency was largely determined by the following : Report Card analysis, Retention numbers, AR participation and growth, fluency measures and other ELA assessments, unit and chapter tests in math and ELA and writing as measured on a piloted CCSS rubric, reading intervention participation and growth, CELDT, SES participation and growth. and other anecdotal data.

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	75	72	96.0	72	2386.4	13	19	25	43
Grade 4	79	77	97.5	77	2432.8	16	19	23	42
Grade 5	96	95	99.0	95	2473.9	7	31	23	39
Grade 6	77	77	100.0	77	2503.0	10	29	32	29
All Grades	327	321	98.2	321		11	25	26	38

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	14	42	44	11	46	43	10	65	25	17	46	38
Grade 4	14	47	39	18	43	39	6	69	25	17	43	40
Grade 5	15	46	39	16	44	40	8	61	31	18	61	21
Grade 6	13	45	42	17	47	36	13	70	17	21	61	18
All Grades	14	45	41	16	45	40	9	66	25	18	53	29

Conclusions based on this data:

1. With regard to ELA, listening is a relative strength
2. Research and inquiry is a relative area of challenge
3. Students require additional strategies for writing and reading non fiction text

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	75	73	97.3	73	2413.9	12	23	37	27
Grade 4	79	79	100.0	79	2450.1	11	25	28	35
Grade 5	96	95	99.0	95	2483.3	11	19	34	37
Grade 6	77	77	100.0	77	2519.0	16	19	34	31
All Grades	327	324	99.1	324		12	22	33	33

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	16	48	36	25	37	38	14	58	29
Grade 4	15	34	51	14	43	43	18	33	49
Grade 5	18	36	46	11	43	46	12	54	35
Grade 6	21	30	49	14	53	32	16	53	31
All Grades	18	37	46	15	44	40	15	49	36

Conclusions based on this data:

1. Being able to demonstrate ability to support mathematical conclusions is a relative area of challenge
2. Relative to the published scores, students demonstrated relative strength in Problem Solving and using appropriate tools and strategies
3. Number Sense and mastery of math facts continues to be a challenge at the upper grades

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	2	5	9	21	20	48	6	14	5	12	42
2	2	6	8	25	12	38	10	31			32
3	2	7	3	11	14	50	7	25	2	7	28
4	1	4	6	22	15	56	4	15	1	4	27
5	6	17	12	34	14	40	3	9			35
6	1	6	13	72	2	11			2	11	18
Total	14	8	51	28	77	42	31	17	11	6	184

Conclusions based on this data:

1. Dove Hill tested 184 students on the CELDT. 54% of students tested are eligible for direct services provided by EL.
2. By 6th grade, students had moved along the continuum, currently, only 2 students are currently classified in the intermediate range.

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			4	8	8	17	13	27	23	48	48
1	2	5	9	21	20	47	6	14	6	14	43
2	2	6	8	25	12	38	10	31			32
3	2	6	3	10	14	45	8	26	4	13	31
4	1	3	6	21	15	52	4	14	3	10	29
5	6	17	12	34	14	40	3	9			35
6	1	5	13	68	2	11			3	16	19
Total	14	6	55	23	85	36	44	19	39	16	237

Conclusions based on this data:

1. Students appear to be moving to higher levels of English Language acquisition as they progress through the grade levels, More students are in the intermediate levels for 3 years.
2. Strategies for supporting and assisting LTELs is essential for mastery of English

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	196	180	184
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	196	180	184
Number Met	109	116	99
Percent Met	55.6%	64.4%	53.8%
NCLB Target	57.5	59.0	60.5%
Met Target	No	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	201	37	204	31	178	51
Number Met	56	20	46	16	32	30
Percent Met	27.9%	54.1%	22.5%	51.6%	18.0%	58.8%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	Yes	No	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	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1. With each year for the last three years, students have made gains towards English language proficiency; however, have not met the NCLB targets for the 2014-2015 school year

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 did not make AMAO 1 and we were 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 years cohort 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---	16.1	23	34.5

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	22.2	22.2	27.3

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	17.7	22.8	34.2

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 identified significant subgroups of students at Dove Hill School will either meet or exceed district growth of 4% annually until reaching at least 95.6% by 2019. Specifically, EL students will continue to make gains of 5% or greater as measured by Spring Assessments Enhance instructional practices to provide additional personnel, teachers on special assignments, instructional aides, additional project specialist data analysis and outside consultants for Implementation of Common Core Standards teaching pedagogy to integrate greater Collaboration, Critical Thikning, Communication, and Creativity (4C's)
Data Used to Form this Goal:
Formative and summative assessments as well as anecdotal data between subugroups at the proficient and above level for 2014-2015 ELA assessments. Specifically: Reading Assistant (SES)Knowledge Quest Intervention results, AR , CELDT , Report Cards, CAASP results
Findings from the Analysis of this Data:
Underperforming students made significant growth with Reading Assistant and Knowledge Quest (SES). There are currently nine students on mandatory retention and will be provided with additional and targeted support to close gaps in achievement. Students identified in after school interventions (Knowledgequest) grew an average of over one year in both mathematics and reading using pre and post test assessments
How the School will Evaluate the Progress of this Goal:
Report Cards Formative and Summative Assessments CAASSP results from 2016 School Assessments Accelerated Reader STAR Scores After School Intervention Programs (supported by district funding)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide supplemental instructional materials needed to supplement and enhance the implementation to Common Core Standards (CCS) in Language Arts.. Also to enrich the cross-curricular program with field trips, assemblies, and supplies related to other subject areas. Target groups will be EL, Hispanic, SED, Migrant, and any Students not proficient on the Spring Assessments. (Instr.Supp/Consultant)	8/1/2015-9/30/2016	Principal, Consultant, Specialist, Instructional Coach, Teachers, Parents	Obj. Code #1640, 1120, 4312, 4351, 5815, 4400, 4401,5210,5220,5299, 5612,5815.	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	4000.
			Obj. Code; #s 1590, 1940,2110,4310,4312, 4351.	1000-1999: Certificated Personnel Salaries	Supplemental Fund	18124
			Obj. Code; #s 1590, 1940,2110,4310,4312, 4351.	5900: Communications	Supplemental Fund	5900.
Targeted students will participate in language arts intervention program during school and after school when needed. Teacher and classroom aide will provide small group instruction aligned with the content standards. Technology will be used to enhance lessons and monitor student progress towards mastery of standards.(Class Aide)	9/1/2015 8/31/2016	Principal, Consultant, Specialist, Instructional Coach, Teachers, Parents Special intervention Teacher/Instructional Aide.	Obj.Code:1510, 1150, 1940, 2110, 2410, 2430, 2450, 2910, 3000, 4310, 4312, 4314, 4351,4360,5611,6490, 6510	4000-4999: Books And Supplies	Title I	750
				2000-2999: Classified Personnel Salaries	Title I	8085
				3000-3999: Employee Benefits	Title I	2342
Teachers, coach, specialists, administrators, and consultants engaged in researched based strategies to increase student achievement and integration of the CCS in the form of: SEAL, Workshops, coaching, collaboration logs, cross grade level collaboration, Professional Development meetings grade level meetings	8/1/2015-8/31/2016	Principal,Consultant ,Instructional Coach/Project Specialist, Teachers, Specialists	Obj. Code:1510, 1150, 1940, 2110, 2410, 2430, 2450, 2910, 3000, 4310, 4312, 4314, 4351,4360,5611,6490, 6510	4000-4999: Books And Supplies	Title I	6000
			Obj. Code 1590,1940,2110	5800: Professional/Consulting Services And Operating Expenditures	Title I	17193

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To develop a coordinated professional staff development program. To provide expertise in the use of technology for the purpose of data analysis and synthesis of student performance to enhance instructional practices. To develop graphs/charts and other visual presentations to enhance the productivity of teacher use of monitoring and responding to results on Spring Assessments, performance Assessments, AR, Reading Assistant and other assessment data. (Instructional Supplies)	9/1/2015-9/30/2016	Principal, Project Specialist, Consultant, Coach, Teachers.	obj. code #1640, 1120, 4312, 4351, 5815, 4400, 4401,5210,5220,5299, 5612,5815	4000-4999: Books And Supplies	Title I	2714
To offer Intervention classes (grades K-6)/Enrichment Club (grades K-6) as a support to specific students in ELA/Math based on district proficiency assessments. Extended Day/ Instructional Support	9/1/2015 8/31/2016	Intervention Classes/Enrichment teachers, Principal, Project Specialist/Coach, Instructional Aide, Clerk	Obj. Code:1510, 1150, 1940, 2110, 2410, 2430, 2450, 2910, 3000, 4310, 4312, 4314, 4351,4360,5611,6490, 6510Obj. code #1640, 1120, 4312, 4351, 5815, 4400, 4401,5210,5220,5299, 5612,5815	1000-1999: Certificated Personnel Salaries	Title I	1000
Instructional support to classroom teachers. To promote student academic achievement and integration of Common Core Standards. Substitutes and Coaching/Modeling opportunities also assistance w/Project Based Learning unit/lesson design.	9/1/2015 8/31/2016	Administrator, Consultant, Coach/Project Specialist, Teachers,classified Substitutes	Obj. Code 1510,1150,2940,2110, 2410,2430,2450,291015 90,2110,4312,4351	1000-1999: Certificated Personnel Salaries	Title I	14434
Teacher and Instructional Aides, Clerical support indirect costs, 2410,2430,2450	9/1/2015-8/31/2016	Principal, Coach/Project Specialist, Teachers, Classified staff	Obj. Code 1510,3000, 2410,2430,2450	3000-3999: Employee Benefits	Title I	2249
				1000-1999: Certificated Personnel Salaries	Title I	15923

Planned Improvements in Student Performance

Parent Involvement, School Goal #2, 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: Parent Involvement
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
Dove Hill's planned improvement program: During the 2015-2016 school year extending to 2017, 100% of Dove Hill families with students in grades K-6, will participate in at least one school wide activity. 100% of parents will attend first trimester report card conference with their child's classroom teacher. Attendance at Dove Hill family workshops and Extended Learning Nights will improve by 10%. Title One Mini-conference will project a 25% increase from Approximately 100 participants to 125.
Data Used to Form this Goal:
Sign-in sheets, Parent/Teacher conferences, volunteer logs
Findings from the Analysis of this Data:
Parent participation increases student motivation and achievement
How the School will Evaluate the Progress of this Goal:
The means of evaluating progress towards this goal is to review the responses from the Title 1 surveys and to compare the results to the previous year. Also, evaluating sign-in sheets from parent workshops, schoolwide events, and different parent committee meetings at the end of the school year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide family workshops that have different content area focuses throughout the year, such as Family Literacy Night, Family Math Night, Family Science Night, Family Fitness Night, Family Art and Music Night, Assessment Night, etc. To provide materials and resources to students and families. To provide professional teaching and learning by teaching staff and aides. (Extend Day,Inst.Suppl)	9/1/2015 12/31/2016	Teachers, Title 1 Project Specialist, Title 1 clerk, parents, students	Object Code: 1511, 4310, 4351, 1120	1000-1999: Certificated Personnel Salaries	Title I	3694
To have a place where parents can borrow parent resources in the form of books, magazines, videos, CDs, and provide Common Core information.	9/1/2015 8/31/2016	Title 1 clerk, Title 1 Project Specialist, Media clerk, parents, students	Object Code: 1511, 4310, 4351, 1120	5900: Communications	Title I	1200
To offer a variety of assemblies with different content area focuses, that parents would be invited to attend.	9/1/2015 8/31/2016	Title 1 Project Specialist, teachers, students, parents	Obj. Code:1511, 4310, 4351, 1120	5900: Communications	Title I	800
Provide educational opportunities for parents and students. Develop opportunities for parental involvement at school functions/ workshops. Provide parent leadership opportunities. Provide parent resource information to reinforce to develop strategies to advance student academic achievement and social interaction. (Project Cornerstone)	9/1/2015 8/31/2016	Administrators, teachers, classified, aides, parents, students	Object Code: 1511, 4310, 4351, 1120	5900: Communications	Title I	500

Planned Improvements in Student Performance

Reading/Language Arts, School Goal #3, 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: Reading/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:
Dove Hill's planned improvement program is a five year goal in which all significant subgroups ELs SED, Hispanic and SWD will meet or exceed district academic growth of 4% annually, resulting in 96% higher achievement levels by 2017.
Data Used to Form this Goal:
District Assessments, Fluency Test, Reading Assistant and AR data.
Findings from the Analysis of this Data:
CASSP data indicates a 32% proficiency in reading and language arts school wide. Intervention from 2014-2015 indicates an average of at least one year's growth in language arts.
How the School will Evaluate the Progress of this Goal:
The means of evaluating progress towards this goal is to use the current tools of Fluency Test growth and Reading Comprehension growth in AR and Reading Assistant. Spring Assessments and report cards and other anecdotal data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to enhance the effectiveness of reading and writing achievement	8/30/2015-12/31/2016	Certificated staff	Obj. Goal 1640, 5210, 5220Obj. Goal, 1510, 5299	1000-1999: Certificated Personnel Salaries	Supplemental Fund	4000.
To continue to build upon RESULTS assessments, data collection, and analysis. This will include calibration of Common Core Rubrics. Provide release times for teachers	8/31/2015-12/31/2016	Teachers, Title 1 Project Specialist, Principal, Substitutes	Obj. Goal, 1510, 1150 1590,2110,4351	1000-1999: Certificated Personnel Salaries	Title I	1100.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff development for use in enhancing instruction through technology, calibration of CCSS rubrics	9/1/2015 8/31/16	Outside consultant, Teachers, Title 1 Project Specialist, Principal, students	Obj. Goal, 1510, 5299	1000-1999: Certificated Personnel Salaries	Title I	2500
Provide workshops for parents to assist them in supporting their child with reading using research based strategies at a family workshop! sessions. To purchase books as incentives to close the equity gap.	9/1/2015- 8/31/2016	Teachers, Title 1 Project Specialist, Principal, classified staff, parents, students	Obj. Code 1510,4310	5900: Communications	Title I	500
School will purchase Accelerated Reader books, and prizes to encourage and motivate students to read more.	9/1/2015- 8/31/2016	Teachers, Title 1 Project Specialist, Principal, Media Assistant	Obj Code 1510, 4310	4000-4999: Books And Supplies	Title I	700

Planned Improvements in Student Performance

Mathematics School Goal #4 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:
Dove Hill's planned improvement program is a five year goal in which all Dove Hill Students including Hispanic, EL, SED and SWD will perform at or above district proficiency levels on the Math portion of the upcoming Spring Assessments by 2017.
Data Used to Form this Goal:
CAASSP, Report Cards, Intervention, Knowledge Quest (SES), formative and summative assessments, anecdotal data
Findings from the Analysis of this Data:
CAASSP scores for math report 34% proficiency. We have used the above measures to identify students needing intervention and differentiate instruction to move students to proficient levels.
How the School will Evaluate the Progress of this Goal:
We will follow a circular process of instruction, progress monitoring, reflection, set goals, monitor and evaluate data. All staff, grade levels, coaches, teachers and administrator will analyze District Assessments, Formative and Summative classroom assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will collaborate and plan together to implement new math adopted curriculum. and will participate in district sponsored staff development	8/1/2015-6/12/2016	Administrator, Title 1, Clerical Staff, Certificated	Obj Code: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials, manipulatives and other supplies needed to align with Common Core Standards (CCS) and to examine student work and assessment data in order to ensure that students are mastering grade level standards in Math in accordance with district and Common Core state standards.	9/1/2015 12/31/2016	Principal, Title 1 Project Specialist, Teachers, students,	Obj. Code 1590, 1940, 4310, 4312, 4314, 4351	4000-4999: Books And Supplies	Title I	1000.
To purchase supplemental materials and resources in order to enhance the existing Math program and to align with the Common Core Standards. This may include test preparation materials and/or apps.	9/1/2015 8/31/2016	Principal, Teachers, Title 1 Project Specialists	Obj. Goal 1460, 4310	4000-4999: Books And Supplies	Title I	2000

Planned Improvements in Student Performance

English Language Development, 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: English Language Development
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:
Our five year goal is to reduce the number of LTELS. To meet all AMAO targets. Enhancing Instructional Practices for EL Students and alignment with the Common Core Standards (CCS) All Dove Hill, EL students will make a years growth annually on the CELDT in order to perform at the proficient level on upcoming Spring Assessments, District Assessments and Class Assessments.
Data Used to Form this Goal:
CELDT DATA
Findings from the Analysis of this Data:
The English Learner subgroup did not meet all the AMAO required proficiency levels.
How the School will Evaluate the Progress of this Goal:
Every Fall, students will be given the CELDT to determine their EL proficiency level. The ELD specialist and classroom teacher will analyze the students' test results. Scores from these assessments will be used to by the classroom teacher the following Fall as they look at the performance of all of their ELLs in their classrooms and across their grade level. This includes: CELDT exams,School-wide assessments, Report Cards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Specialist, para-professionals, classroom teachers, and administrators will have the opportunity to expand their knowledge base of ELLs and research based ELL strategies by attending professional development events. Professional development consultant in-house training.	9/1/2015-8/31/2016	ELD Specialist, principal, teacher, Consultants, Director of Categorical Funding	Obj. Codes: 1120, 4312, 2110, 2120, 2410, 4110, 4310, 4351, 5210	1000-1999: Certificated Personnel Salaries	Title I	3000
To monitor and/or enhance student achievement, technology software and hardware will be purchased and/or leased. This will also be used to supplement CCS. (Reading Assistant)	9-1-2015 - 8/31/2016	Principal, Cyber Squad, Project Specialist, Coach, Teachers	Obj. Code 1640, 4310, 4312, 4310, 4314	4000-4999: Books And Supplies	Title I	2000
			Obj. Code 1120, 3000	1000-1999: Certificated Personnel Salaries	Supplemental Fund	4922
Provide translators at school meetings for ELL parents and students so they can have equal access to the information being presented. Provide translated materials and documents to non-English speaking communities. Provide bilingual services for school functions! events! and general information.	9/1/2015-8/31/2016	Principal, Title 1 Project Specialist, Translators, parents, and students	obj. code 1120, 4312, 2110, 2120, 2410,	2000-2999: Classified Personnel Salaries	Title I	500
Provide targeted intervention for EL students who are in need of additional and differentiated access to mastery of English.	9/1/2015-8/31/2016	Principal, Project Specialist, Teachers, Students, Parents, EL specialists	obj. code 1100, 1120, 4312, 2110, 2120, 2410, 3000, 4351, 4310, 5000	5000-5999: Services And Other Operating Expenditures	Title III	7500

Planned Improvements in Student Performance

Science 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: 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:
100% of Dove Hill students will have an increased understanding of Science based on exposure to and use of the adopted subject matter text and supplemental materials aligned with 21 Century Learning Goals All Dove Hill fifth grade students including significant subgroups will perform at the proficient or advanced levels on the Science portion of the CST 2016.
Data Used to Form this Goal:
CST test for 5th grade, chapter tests and hands-on experimentation for the appropriate grades, anecdotal data, report cards
Findings from the Analysis of this Data:
CST Scores increased in 5th grade. Currently 56% are proficient. 25% are approaching proficiency. More exposure to experimentation is vital ie. science projects. More exposure to science culture ie. field trips to science based educational experiences.
How the School will Evaluate the Progress of this Goal:
Teachers will use the evaluation tools from the Science curriculum. Also, long term, hands-on individual and group projects will be measures of students' understanding of the subject matter and will align with the goals of a 21st Century education.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To use the adopted science text in conjunction with the state standards and framework to provide an understanding of earth, physical, and life science appropriate to all grade levels. To integrate 21 Century goals and objectives.	9/1/2015-8/31/2016	Principal, Teachers, Students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To invite parents to school to show them how they can help their children with Science using science experiments during the family workshop/ sessions.	9/1/2015-8/31/2016	Teachers, Title 1 Project Specialist, clerical, parents, students	1120, 2110, 4310, 4351	1000-1999: Certificated Personnel Salaries	Title I	1000
Field trips and assemblies will be used as a way to make Science and other cross-curricular subject more meaningful and to utilize community resources in the learning experience.	9/1/2015-8/31/2016	Students, Project Specialist, Parents, Teachers, Students Outside Consultatnt	Obj. Code 1640,2950,4310,4312, 4314,4351	1000-1999: Certificated Personnel Salaries	Title I	1500

Planned Improvements in Student Performance

History/Social Science, 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: History/Social 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:
Social Studies: Grade K-6 100% of Dove Hill students will have an increased understanding of history/social studies based on exposure to and use of the adopted subject matter text and supplemental materials that align with 21 Century learning Goals and Objectives
Data Used to Form this Goal:
Chapter tests, special history projects, project cornerstone data, anti-bullying incidents, College and Career Day events, report cards, anecdotal data
Findings from the Analysis of this Data:
Students need more access to the world around them ie. prior knowledge-Field trips and assemblies. Students need to role play to enhance social interactions and learn mediation techniques. Access to Career and College information is needed.
How the School will Evaluate the Progress of this Goal:
Teachers will use the evaluation tools from the history/social studies curriculum. Also, long term, hands-on individual and group projects will be measures of students' understanding of the subject matter. Participation rate in College and Career Events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To use the adopted social studies text in conjunction with the state standards and framework to provide historical perspectives, critical thinking, cultural awareness and diversity appreciation. This aligns with a 21 Century Learning goals and objectives for students.	9/1/2015 8/31/2016	Principal, Teachers, Coach, Students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will include greater opportunity for developing literacy skills in writing using the history/social studies program whenever possible, giving students the opportunity to express their thoughts and opinions about significant historical and/or current events. Use of Technology will be added to support lessons and projects.	9/1/2015-8/31-2016	Principal, Teachers, Students	obj code: 4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	500
College and Career Readiness events encourage knowledge of the world and the important educational opportunities that result from school attendance.	9/1/2015-8/31/2016	Principal, Project Specialist, Coach, Parents, Teachers, Students	1120, 2110, 4110, 4310	4000-4999: Books And Supplies	Supplemental Fund	500

Planned Improvements in Student Performance

VAPA, 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: Visual & Performing 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:
Art, Music, PE: K-6 100% of Dove Hill students will have an increased understanding of the visual and performing arts and PE based on exposure to and use of school wide curriculum. All students will participate in a Physical Education program that meets the state educational mandated instructional minutes. 5th grade will increase in number the percentage that have met the benchmark standard on the California Physical Fitness test.
Data Used to Form this Goal:
Physical Fitness scores, Student participation in band and performing arts. Recreation Lunch Program, Spirit Assemblies, Talent Show, Announcement (by students) Art Contests
Findings from the Analysis of this Data:
Students participation is significant.
How the School will Evaluate the Progress of this Goal:
Analysis and update of the following programs: Physical Fitness Test, Character Education, Project Cornerstone, Red Ribbon Week, Annual Beautification day, Field Day, Recess/Lunch activities, Jump Rope for Heart, Participation and recognition of students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide lessons of interest and enrichment materials in visual arts and to display student work. This aligns with the 4 C's of the Common Core.	9/1/2015 8/31/2016	Principal, Coach, Teachers, Students	Obj.Code: 4310, 1120, 4351	5800: Professional/Consulting Services And Operating Expenditures	Title I	1000

Planned Improvements in Student Performance

Wellness and Safety, School Goal #9, District LCAP #5

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

SUBJECT: Wellness and Safe School
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Wellness and Safe School All students in grades K-6 will be exposed to lessons, activities and assemblies that promote wellness as it pertains to healthy life styles. At least 90% of the respondents to an end of the year Safe School Survey, will report they feel safe, secure, and welcomed on our clean, attractive, hazard free campus. Practice Emergency procedures for Fire/Earthquake/Shelter in Place/Lockdown Barricade, Run,Hide,Defend w/all staff and all students.
Data Used to Form this Goal:
Participation in extracurricular activities; Expect Respect, Spirit Assemblies, Drama, Sports, Lunch/Recess Activities,Courteous Cub tickets, student discipline documents, nurses log, montly Character Awards.
Findings from the Analysis of this Data:
Student participation is observable and evident in Courteous Cub Coupons, art contests, drama and music enrollment. Also participation in Expect Respect recess activities, character assemblies, Project Cornerstone.
How the School will Evaluate the Progress of this Goal:
Teacher evaluative measures, Student surveys, student participation in Say No To Drugs, Jump Rope for Heart, Fun'd' Run and nurse's log.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will use school planners in grades 2-6 as study tools that also have wellness and character development portions that describe themselves to learning about healthy lifestyles.	9/1/2015 8/31/2016	Principal, teachers, students in grades 2-6	Obj. Code 1640,4310,4351,4310	4000-4999: Books And Supplies	Title I	4000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To maintain Emergency Response procedures and an Emergency Team in the event of an earthquake, fire, Lockdown/Shelter in Place etc. To purchase Walkie Talkies and other safety supplies for use by Teachers, yard supervisors, and administrators	9/1/2015 8/31/2016	Emergency Team, teachers, office staff, students	Obj. Code 1610, 4310, 4351,	4000-4999: Books And Supplies	Supplemental Fund	500
To enforce a procedure by which all visitors must report to the office to sign-in and receive a visitor's badge.	9/1/2015 8/31/2016	Principal, office staff, parents, visitors		3000-3999: Employee Benefits	Title I	100
To have school wide assemblies that emphasize good health, well being and increase student/staff morale. To conduct Spirit Assemblies that recognize student achievement, perfect attendance and effort.	9/1/2015 8/31/2016	Principal, Project Specialist, outside consultant	Obj. Code; 1640,4310, 4351	4000-4999: Books And Supplies	Supplemental Fund	2000
To instill Project Cornerstone developmental assets in our "Expect Respect" students in order to support student self-esteem and overall student connectedness to school. To promote a secure, safe, supportive and responsive school community and to provide fun incentives for good behavior.	9/1/2015 8/31/2016	Principal, Title 1 Project Specialist, teachers, students, parents	1120,	1000-1999: Certificated Personnel Salaries	Title I	1000
To adhere to the district developed nutritional guidelines as they pertain to snacks, treats, celebrations, special events, etc.	9/1/2015 8/31/2016	Teachers, administration, parents, students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide schoolwide programming to heighten students' awareness about tobacco and drug use prevention. Specifically, grades 2 and 4 will use the district/state adopted program "Too Good for Drugs" that will provide students with classroom curriculum about the dangers of drug use. To promote Red Ribbon Week.	9/1/2015 - 8/31/2016	Students, Staff, Principal, Parents	Obj. Code 4351, 4310, 1640	4000-4999: Books And Supplies	Title I	500
					School and Library Improvement Program Block	0

Planned Improvements in Student Performance

Technology Goal School Goal #10 , LCAP Goal to Promote Student Achievement

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 Goal
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:
With increased implementation of technology in all classrooms and disciplines students will improve their technology and research skills which will transfer to a continued improvement in all academic areas and student achievement as evidenced by a growth of 5%
Data Used to Form this Goal:
Improved CAASSP and CELDT scores in Mathematics and English, Increased use of technology in all classrooms, student learning projects evidenced by increased use of technology, formative and summative anecdotal data.
Findings from the Analysis of this Data:
Students have multiple ways of demonstrating proficiency. Students demonstrate their acquisition of skills through project based activities and communicate through a variety of software programs. Improved student performance in reading as demonstrated through STAR scores. Continued improvement reading of underperforming students with the use of Reading Assistant.
How the School will Evaluate the Progress of this Goal:
Report Cards Formative and Summative Assessments CAASSP results from 2016 School Assessments Accelerated Reader STAR Scores After School Intervention Programs (supported by district funding)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To maintain and upgrade our current technology to help boost student achievement in ELA. To promote technology from school to home using on-line Language Arts curriculum. To continue technology use for Accelerated Reader, project based learning experiences, communication experiences and research opportunities. ie. Google docs. Class Kick etc.	8/20/15-6/30/2016	Teachers, Students, Coaches, Principal, Tech Squad, other classified	Obj. Code:1510, 1150, 1940, 2110, 2410, 2430, 2450, 2910, 3000, 4310, 4312, 4314, 4351,4360,5611,6490, 6510	4000-4999: Books And Supplies	Title I	500
To increase student achievement, technology software and hardware will be purchased. Professional staff development/ training for iPad users and computer technologies ie. Reading Assistant, AR.	8/1/2015-8/31/2016	Teachers, Students, Principal, Technology Squad Instructional Coach Instructional Aide	Obj. Code:1510, 1150, 1940, 2110, 2410, 2430, 2450, 2910, 3000, 4310, 4312, 4314, 4351,4360,5611,6490, 6510	6000-6999: Capital Outlay	Supplemental Fund	17364
Students will have the opportunity to enhance their mathematical skill as we transition to CCS, 21Century Learning and PBL with the integration of technology in the classroom. Purchase of technology or other materials to be used to strengthen the math program	8/1/2015-8/31/2016	Parent, Teachers, Support Staff, Consultants, Principal, Coach	Obj. Code 1590, ,4312,4310,4314,4351	1000-1999: Certificated Personnel Salaries	Title I	2200

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	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			42,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	101,984	0.00
Supplemental Fund	60,810	0.00
Title III	7,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
School and Library Improvement Program Block	0.00
Supplemental Fund	60,810.00
Title I	101,984.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	74,397.00
2000-2999: Classified Personnel Salaries	8,585.00
3000-3999: Employee Benefits	4,691.00
4000-4999: Books And Supplies	26,664.00
5000-5999: Services And Other Operating Expenditures	7,500.00
5800: Professional/Consulting Services And Operating	22,193.00
5900: Communications	8,900.00
6000-6999: Capital Outlay	17,364.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	School and Library Improvement Program	0.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	27,046.00
4000-4999: Books And Supplies	Supplemental Fund	6,500.00
5800: Professional/Consulting Services And	Supplemental Fund	4,000.00
5900: Communications	Supplemental Fund	5,900.00
6000-6999: Capital Outlay	Supplemental Fund	17,364.00
1000-1999: Certificated Personnel Salaries	Title I	47,351.00
2000-2999: Classified Personnel Salaries	Title I	8,585.00
3000-3999: Employee Benefits	Title I	4,691.00
4000-4999: Books And Supplies	Title I	20,164.00
5800: Professional/Consulting Services And	Title I	18,193.00
5900: Communications	Title I	3,000.00
5000-5999: Services And Other Operating	Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	98,714.00
Goal 2	6,194.00
Goal 3	8,800.00
Goal 4	6,000.00
Goal 5	17,922.00
Goal 6	2,500.00
Goal 7	1,000.00
Goal 8	1,000.00
Goal 9	8,100.00
Goal 10	20,064.00

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
Linda Mora	X				
Gracie Ramos				X	
Marc Jordan		X			
Annora Lee (Ho)					
Sandra Cervantes				X	
Debra Chong		X			
Gloria Guterrez			X		
Ann Green				X	
Jessica Rosas				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

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

District Site Liaison Team DSLT

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 12/1/2015.

Attested:

Linda Mora

Typed Name of School Principal

Signature of School Principal

Date

Gracie Ramos

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date