

# The Single Plan for Student Achievement

**School:** J. F. Smith Elementary School  
**CDS Code:** 43-69435-6117956  
**District:** Evergreen Elementary School District  
**Principal:** Roberta A. Ortega  
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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:

**Contact Person:** Roberta A. Ortega  
**Position:** Principal  
**Phone Number:** (408) 532-2150  
**Address:** 2220 Woodbury Lane  
San Jose CA, 95121  
**E-mail Address:** [rortega@eesd.org](mailto:rortega@eesd.org)

**The District Governing Board approved this revision of the SPSA on 12-10-15.**

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## School Vision and Mission

### J. F. Smith Elementary School's Vision and Mission Statements

#### Principal's Message

James F. Smith Elementary School is the 17th school to open in the Evergreen School District. It is located in the eastern foothills of the Mt. Hamilton Range. JFS, as it is often referred to, opened in the fall of 2000. Our current enrollment is approximately 745 students. Our staff consists of 29 multi-subject Teachers, and 1 Resource Teacher. The following teachers/educators are part-time: 1 Coach, 1 Speech Teacher, 1 Nurse, 1 Psychologist, and 1 Music Teacher. The following staff are non-credentialed personnel: 1 School Secretary, 1 Health Clerk, 2 Custodians, 1 Media Clerk, 1 English Language Assistant, 1 Resource Aide, 2 Kinder Teacher Aides, and 5 Noon Supervisors.

Our School Vision and Motto: "Learning Today, Leading Tomorrow."

#### School Mission Statement

The mission of the James Franklin Smith Elementary School is to develop 21st Century learners who are successful at collaborating, communicating, creating and thinking critically. Our staff will provide a learning environment that builds on the foundation of good character development as seen in our "James F. Smith Elementary 21st Century Learners Can:" document. A strong foundation of character as our base will help to promote the intellectual, physical and social-emotional capacities of each child. Our mission is for students to become productive citizens, and contributing members of society. Our students will develop self-esteem by participating in a caring school community which appreciates diversity and develops in children tolerance, cooperation, and the motivation to be a life long learner. Students will understand they are a part of a local and global community. Students will become 21st Century learners that embrace technology and integrate it into present and future goals. Students will be active participants in their own learning through project-based learning and design. Teachers will be responsible for guiding the learning process, setting goals and fulfilling instructional standards set forth by district and state mandates.

Students will learn to make good choices and choose a life style that will promote a healthy body and mind.

#### 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 with a population that continues to grow. It is now the third largest city in California. San Jose is located in Santa Clara County and is considered the heart of Silicon Valley. It is home to more than 1 million residents.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually and socially. Parents support JFS' educational goals and help to provide a healthy community of caring adults. Teachers, staff, and administrators who continue to act on the principle that students come first.

## School Profile

From SARC. Evergreen School District, located in the east foothills of the City of San Jose. It is comprised of fifteen elementary schools and three middle schools. James F. Smith Elementary School is the 17th school to open in the Evergreen School District. JFS, as it is often referred to, opened in the fall of 2000. with 290 students and 9 teachers. Our enrollment at its highest was 820 students and is currently at 752 students. Our curriculum is based on the California State Standards. JFS teachers are committed to providing a balanced curriculum that integrates technology and the latest researched based teaching strategies.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

During the 2014/2015 school year, two surveys were completed: The Youth Truth Survey and the Evergreen Profile for Healthy Youth. The Youth Truth's first report did not reveal significant areas for concern. Continued surveys will be measured against the initial baseline and improvement actions will be proposed in the coming year. The Evergreen Profile for Healthy Youth revealed a significant area of concern--stress/anxiety was at 24% coupled with 21% responses from students who struggle with resiliency. These surveys suggest a need for a more collaborative and communicative environment. Also, there is a need to diminish competition and work on team building activities in the curriculum.

### 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)

The use of state and local assessments at JFS School are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children. They give the math diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at JFS School. All students take the CAASSP in grades 3-6.

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

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

Staffing and Professional Development

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

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

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

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

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

Evergreen Elementary School District 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)

JFS's staff understands the importance of professional development and collegial support as the primary means to expand and improve their skills as educators. As a result of their commitment to be knowledgeable and well trained, all JFS teachers participate in professional development, both on site and through various workshops. Our staff development is focused on the implementation of a standards-based, assessment-driven instructional program in the designated content areas. We use the professional learning communities model for collaboration especially in grade level goal planning meetings.

Staff development practices at JFS are developed and implemented based on the new implementation of the Common Core standards.

New teachers receive additional training through the Beginning Teacher Support and Assessment (BTSA) program and are paired with a Support Provider (teaching coach). The teacher and Support Provider meet a minimum of one hour weekly for discussions, lesson planning, model lessons, and peer observations and feedback.

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

During the course of the year, planning conferences are held with each teacher in their grade level team. During this meeting, the teacher/s and the principal and the instructional coach discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. Step Up to Writing Strategies are being integrated with the core adoption and Writer's Workshop to increase our students' ability to write and express their thoughts. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development. In 2014-15 CPM math curriculum was adopted for 6th grade only and teachers were provided professional development through our district. With the newly adopted math curriculum 2015-16 for grades K-5th, our district has provided professional development and additional site hours for the planning and implementation of the adoption.

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 JFS, grade level collaboration occurs at least once a month. At regularly scheduled collaboration meetings, teachers work and meet together to review and analyze progress towards established student achievement goals. They discuss strategies that have a positive impact on learning by using information from a variety of formative and summative sources including a deep analysis of student work, observation, and grade level assessment data. Teachers use 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 grade level collaboration teams established at JFS. In addition at each grade level, teachers spend five professional district days working in grade level teams to gain additional professional development in core subject matter, and an opportunity to discuss 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 together, teachers at JFS 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 JFS School are aligned to content and performance standards. All teachers at JFS 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 the Fall. 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 have flexibility with the pacing of standards with the transition into Common Core. For students who are not making appropriate progress, intervention is prescribed.



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. JFS 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.

JFS classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Base Learning and SEAL Program (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The JFS 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 JFS School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, *What Works in Classrooms* as a guide. JFS School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

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

#### Parental Involvement

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

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and JFS 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.
- JFS's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- JFS school posts weekly newsletters on the school's website to inform parents of current events.

Parent University  
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). JFS 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**

Funding/Technology-As demands for increased technology tools increase, our school must work to utilize our funds to purchase and replace technology tools and applications. Technology is not be the focus of learning, but a tool used to collaborate, communicate, create, and think critically. Professional development and support for teachers to learn updated technology skills and programs to use with their students is needed. Our 50% instructional coach is a valuable resource that could be utilized at 100% capacity.

A district plan for technology skills from TK-8th grade is needed. It would outline the skills a Kindergarten student needs to know before entering 1st grade and the progression of those skills throughout the grades. There is also a need to outline the transition from one math program to another in order to prepare and supplement any gaps in instruction--3rd to 4th and 5th to 6th.

A site plan for Professional Learning Community professional development whereby teachers are at the center of decision-making on content and instructional practices with time and substitutes available for meeting and planning.

Common Assessments- With the implementation of Common Core there is a need for common assessments as a grade level, as a school site, and across the district in order to have conversations around student work and note progress towards the standards.

Cross-grade level articulation needs-Given there are three different Math adopted programs in K-6, there is a need to ensure the transition to the next math curriculum is supported w/content and vocabulary overlap and attention attention given to any curriculum gaps.

## 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	122	121	99.2	121	2508.8	64	21	13	2
Grade 4	137	133	97.1	133	2547.5	61	24	11	5
Grade 5	119	117	98.3	117	2568.3	46	38	9	7
Grade 6	122	121	99.2	121	2612.4	56	31	8	4
All Grades	500	492	98.4	492		57	28	10	4

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	63	31	6	60	38	2	47	51	2	58	36	6
Grade 4	56	38	6	59	38	4	47	50	2	47	47	6
Grade 5	44	44	12	56	37	7	35	58	7	53	44	3
Grade 6	46	44	10	67	29	4	30	66	4	55	40	5
All Grades	52	39	8	60	35	4	40	56	4	53	42	5

#### Conclusions based on this data:

1. This is the first year of CAASPP--Baseline Data is commensurate with previous standardized test with JFS scoring in the 90th percentile in Above, At, or Near Standard in ELA.

## 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	122	121	99.2	121	2514.3	58	34	7	1
Grade 4	137	135	98.5	135	2539.1	50	30	15	5
Grade 5	119	117	98.3	117	2558.0	42	25	24	9
Grade 6	122	121	99.2	121	2626.3	60	23	13	4
All Grades	500	494	98.8	494		52	28	15	5

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	83	15	2	68	29	3	63	36	2
Grade 4	62	27	10	59	30	11	61	30	8
Grade 5	50	33	16	40	48	12	37	50	13
Grade 6	68	23	9	56	38	6	55	41	4
All Grades	66	25	9	56	36	8	54	39	7

#### Conclusions based on this data:

1. This is the first year of CAASPP--Baseline Data is commensurate with previous standardized test with JFS scoring in the 90th percentile in Above,At, or Near Standard in Math.

## 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			1	17	3	50	2	33			6
<b>1</b>	4	13	15	48	11	35	1	3			31
<b>2</b>	4	24	5	29	6	35	1	6	1	6	17
<b>3</b>			***** *	***							*****
<b>4</b>			5	71	1	14	1	14			7
<b>5</b>	5	45	3	27	3	27					11
<b>6</b>	1	17	4	67			1	17			6
<b>Total</b>	14	18	35	44	24	30	6	8	1	1	80

#### Conclusions based on this data:

1. 78.5% met AMAO 1 Target

## 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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			13	27	25	51	8	16	3	6	49
<b>1</b>	9	22	19	46	12	29	1	2			41
<b>2</b>	6	29	6	29	7	33	1	5	1	5	21
<b>3</b>			3	75	1	25					4
<b>4</b>	3	23	7	54	1	8	1	8	1	8	13
<b>5</b>	7	50	4	29	3	21					14
<b>6</b>	1	17	4	67			1	17			6
<b>Total</b>	26	18	56	38	49	33	12	8	5	3	148

#### Conclusions based on this data:

1.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	123	123	80
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	123	123	80
Number Met	99	113	63
Percent Met	80.5%	91.9%	78.8%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	183	5	153	8	100	14
Number Met	84	--	93	--	38	--
Percent Met	45.9%	--	60.8%	--	38.0%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--
<b>Mathematics</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

#### Conclusions based on this data:

1. Met accountability AMAO #1
2. Met accountability AMAO #2

## 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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1. Our EL students who have been in school for 5 or more years are not making the targeted growth to become fluent in English.
2. Our students did not make AMAO #1 for the first time this year.

## 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---	10.2	25.4	55.9

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	14.7	19.6	48.0

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	11.9	27.6	53.7

## Planned Improvements in Student Performance

### ELA 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:

<b>SUBJECT: English Language Arts</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Improve Reading/LA Use 21st Century learning tools to share information and communicate ideas to others through writing, presentations, and collaborative groups.
<b>Data Used to Form this Goal:</b>
Review of the Common Core anchor standards, EESD strategic plan, site assessments, report cards, CELDT, CAASPP
<b>Findings from the Analysis of this Data:</b>
This instructional goal needs to support teachers and students in building instruction that deepens learning in the content area of English Language Arts.
<b>How the School will Evaluate the Progress of this Goal:</b>
State assessment, local benchmark assessment, teacher input

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials, computer technology, and supplies needed to support the Language Arts program will be purchased.	8/19/2015-6/9/2016	Principal, teachers, instructional coach		4000-4999: Books And Supplies	Supplemental Fund	6293.
				4000-4999: Books And Supplies	General Fund	1900.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment and/or intervention support and homework center will be offered to meet the needs of all regular, EL, and special needs students.	8/19/2015-6/9/2016	Principal, teachers, instructional coach		1000-1999: Certificated Personnel Salaries	General Fund	2318
				4000-4999: Books And Supplies	Supplemental Fund	1011
				1000-1999: Certificated Personnel Salaries	Supplemental Fund	2500
Teachers and specialists will attend professional development workshops and observations of other teachers during classroom instruction. Equipment, materials, supplies, and staff development will be provided to support quality instruction for regular classroom teachers and all specialists. Teachers will be released for grade level planning and to observe colleagues and/or provide on-site professional development in other classrooms. Substitutes will be provided as needed.	8/19/2015-6/9/2016	All teachers, specialists and instructional coach		5000-5999: Services And Other Operating Expenditures	General Fund	1000
				1000-1999: Certificated Personnel Salaries	General Fund	500
				1000-1999: Certificated Personnel Salaries	Supplemental Fund	1900
Library Collections will be expanded to support student learning .Ensure on-line access of reading materials for students and parents.	8/19/2015-6/9/2016	Librarian/Media Clerk/Teachers		4000-4999: Books And Supplies	Donations	250
				4000-4999: Books And Supplies	General Fund	500
				None Specified	None Specified	
Provide substitute time to enable TK, kindergarten, first and second grade teachers to conduct assessments.	8/19/2015-6/9/2016	All teachers.	Provide substitute time to enable TK, Kindergarten, first and second grade teachers to conduct assessments.	1000-1999: Certificated Personnel Salaries	General Fund	1000

## Planned Improvements in Student Performance

### Math School Goal #2, District LCAP #2

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

<b>SUBJECT: Mathematics</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Build students' understanding of mathematical practices to deepen their knowledge of grade level math content through the implementation of the Common Core Math Standards.
<b>Data Used to Form this Goal:</b>
Review of the Common Core anchor standards, EESD strategic plan, site assessments, report cards and CAASPP
<b>Findings from the Analysis of this Data:</b>
This instructional goal needs to support teachers and students in building instruction that deepens learning in the content area of mathematics.
<b>How the School will Evaluate the Progress of this Goal:</b>
State performance reports, local benchmark assessment, teacher input.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials, computer technology, and supplies needed to support the Math program will be purchased	8/19/2015-6/9/2016	Principal, teachers	4000-4999: Books And Supplies		Supplemental Fund	5000
			4000-4999: Books And Supplies		General Fund	5200
Intervention program/s for Mathematics. Seek out game based interventions for foundational mathematics.	8/19/2015-6/9/2016	Principal, teachers	1000-1999: Certificated Personnel Salaries		General Fund	500
			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
Teachers and specialists will attend professional development workshops and observations of others teachers to improve classroom instruction. Equipment, materials, supplies, and staff development will be provided to support quality instruction for regular classroom teachers and all specialists. Teachers will be released for grade level planning and to observe colleagues and/or provide on-site professional development in other classrooms. Substitutes will be provided as needed.	8/19/15-6/9/16	Principal, teachers		5000-5999: Services And Other Operating Expenditures	General Fund	1000
				1000-1999: Certificated Personnel Salaries	Supplemental Fund	5000
				1000-1999: Certificated Personnel Salaries	General Fund	1000

## Planned Improvements in Student Performance

### ELD Title, 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:

<b>SUBJECT: English Language Development</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
All JFS EL students will perform at the proficient or advanced levels on the CELDT by 2016 in grades 3-6. Non-proficient ELD students in grades K-2 will make yearly progress as required by state mandate.
<b>Data Used to Form this Goal:</b>
2014-2015 CELDT reports
<b>Findings from the Analysis of this Data:</b>
Targeted support for our EL level 1 and level 2 students is needed. Students who score a level 3 will receive support as needed. Students who have been classified EL for more than 4 years need support with classroom content instruction.
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT exam reports, state performance reports, local assessments, teacher input and CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental resources are provided by the Evergreen School District in the form of direct services to students. EL student support is provided by a certificated EL Specialist. Testing and monitoring of progress will be provided to all EL students.	8/19/2015-6/9/2016	Director of Instruction, EL Instructional Assistant, Principal		4000-4999: Books And Supplies	General Fund	500
Additional resources provided to targeted students to support reading fluency	8/19/2015	Director of Instruction, EL Instructional Assistant, Principal, Teacher		4000-4999: Books And Supplies	Title III	7,500





## Planned Improvements in Student Performance

### PE Title, School Goal #4, 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:

<b>SUBJECT: Physical Education</b>
<b>LCAP GOAL:</b>
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
<b>LCAP SCHOOL GOAL:</b>
All students will participate in physical education to build fundamental skills (i.e. throwing, catching, kicking, jumping, etc.) and improve overall student fitness.
<b>Data Used to Form this Goal:</b>
5th grade physical fitness data from the 2014-2015 school year
<b>Findings from the Analysis of this Data:</b>
134 5th graders were assessed. Below are the percent of students who met the standard (Percent of students in the Healthy Fitness Zone 2014) Aerobic Capacity: 91.8 Body Composition: 83.6 Abdominal Strength: 88.1 Trunk Extension Strength: 88.1 Upper Body Strength: 89.6 Flexibility: 87.3
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher feedback and 5th grade physical fitness data from the 2014-2015 school year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PE supplies to support sports and fitness programs. PD for teachers regarding lesson development and physical education of students. Enrich curriculum with supplemental programing.	8/19/2014-6/9/2016	Principal, Teachers, instructional coach		4000-4999: Books And Supplies	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrollment in Walk n Roll Program will promote fitness for students who participate in walking to school.	8/19/2015-6/9/2016	Principal, Teachers, Students, Parents		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
Promote athleticism in school to encourage self esteem and fun activities for students to participate				None Specified	None Specified	
				None Specified	None Specified	

## Planned Improvements in Student Performance

### Health and Wellness, School Goal #5, 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:

<b>SUBJECT: Health and Wellness</b>
<b>LCAP GOAL:</b>
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
<b>LCAP SCHOOL GOAL:</b>
Campus Environment Students will be provided a safe, attractive and healthy school environment that is conducive to learning and develops self esteem. It will include positive social skills of communication, collaboration and an anti-bullying program. There is also a school focus of universal achievement, positive behavior, character development, and college readiness.
<b>Data Used to Form this Goal:</b>
Teacher, parent and students feedback, district mental health survey
<b>Findings from the Analysis of this Data:</b>
There is a need for conflict resolution skills, social skills, continuing the bullying prevention program.
<b>How the School will Evaluate the Progress of this Goal:</b>
Staff, student, and parent surveys to be given in the spring of 2016, staff observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue the use of positive morning messages, character skill development, ABC Cornerstone anti bullying programs, and provide support for social skills programs, including materials and assemblies such as Soul Shoppe.	8/19/2014-6/9/2016	All staff, volunteer parents, outside specialists		1000-1999: Certificated Personnel Salaries	Donations	1000.
				4000-4999: Books And Supplies	General Fund	2000.
					Supplemental Fund	3000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development for staff through Workshops and programs like Turn Around Schools No Excuses University with a focus on universal achievement, positive behaviors, and college readiness.	8/19/2014-6/12/2016	All staff		5000-5999: Services And Other Operating Expenditures	General Fund	1000
				1000-1999: Certificated Personnel Salaries	Supplemental Fund	2076.
				None Specified	None Specified	
Provide team-building activities, materials, incentives, and collaboration opportunities for all staff to develop and promote a positive school culture and climate.	8/19/2014-6/9/2016	All staff.		1000-1999: Certificated Personnel Salaries	General Fund	500.
				4000-4999: Books And Supplies	General Fund	500.
				None Specified	None Specified	
Provide release time and/or materials to monitor the comprehensive safe school plan. Provide materials/supplies to improve school safety, including traffic safety.	8/19/2014-6/9/2016	School staff, parent community.		1000-1999: Certificated Personnel Salaries	Supplemental Fund	2000.
				None Specified	None Specified	
				None Specified	None Specified	
Promote the Walk and Roll program for improved school climate and community.				None Specified	Donations	300.

## Planned Improvements in Student Performance

### 21st Century Learning, School Goal #6, District LCAP #1

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

<b>SUBJECT: 21st Century Learning</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Use 21st Century learning tools to share information and communicate ideas to others. (This goal is to support the purchase of technology tools, programs, provide professional development, and manage the technology equipment.)
<b>Data Used to Form this Goal:</b>
2013 CBEDS technology survey
<b>Findings from the Analysis of this Data:</b>
At JFS we are increasing the technology tool to student enrollment ratio. We currently either have a laptop cart or iPad cart for each grade level. The ultimate goal is to have a device for every student (1:1) within their classroom.
<b>How the School will Evaluate the Progress of this Goal:</b>
2014 CBEDS Survey, local inventory of current technology tools and use of programs, teacher feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials, computer technology, professional development, manipulatives and supplies needed to support the instructional program will be purchased.	8/19/2015-6/9/2016	Principal, teachers, instructional coach		1000-1999: Certificated Personnel Salaries	General Fund	500
				4000-4999: Books And Supplies	General Fund	1500
				4000-4999: Books And Supplies	Supplemental Fund	4500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology hardware, computers and ancillary devices will be purchased for grade TK-6 classrooms. Repairs will be made, as needed, to existing equipment.	8/19/2015-6/12/2016	Principal, teachers, instructional coach		5000-5999: Services And Other Operating Expenditures	General Fund	700
				4000-4999: Books And Supplies	General Fund	4382.
A stipend will be provided to a teacher leader to assist in facilitating technology-related staff development, assist with troubleshooting as problems arise, and maintain and update the JFS website. A certificated employee will be paid hourly to assist in maintenance and updating of devices.	8/19/2015-6/9/2016	Principal, teacher leaders		2000-2999: Classified Personnel Salaries	General Fund	1000
				1000-1999: Certificated Personnel Salaries	General Fund	1000
				2000-2999: Classified Personnel Salaries	Donations	3000

## Planned Improvements in Student Performance

### 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:

<b>SUBJECT: Science Enhancement</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
All JFS students will have the opportunity to experience "hands on" Science program tools and materials
<b>Data Used to Form this Goal:</b>
Teacher request of science supplies
<b>Findings from the Analysis of this Data:</b>
First year, no data available
<b>How the School will Evaluate the Progress of this Goal:</b>
Check-out and purchase of science supplies

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTA in collaboration with teacher request will stock and supply "hands-on" science materials .JFS will Designate Science Closet and other support as needed.	8/19/2015-6/9/2016	PTA Science Chair/Principal/Teachers		4000-4999: Books And Supplies	Donations	200.
				None Specified	None Specified	
				None Specified	None Specified	
PTA will train students "science assistants" to help teachers in securing needed supplies for the classroom.	8/19/2015-6/9/2016	PTA Science Chair/Principal/Teachers		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	



## 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:

<b>SUBJECT: Visual &amp; Performing Arts</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Visual and/or Performing Arts JFS students will have the opportunity to participate in activities and/or events addressing the visual and/or performing arts standards within the classroom and outside of the regular classroom setting.
<b>Data Used to Form this Goal:</b>
Discussions among staff that opportunities were provided to participate in Arts Attack, Music Matters, classroom and grade level play productions, and PTA sponsored musical productions, public speaking.
<b>Findings from the Analysis of this Data:</b>
All students had a variety of opportunities to participate in activities that address the visual and performing arts standards.
<b>How the School will Evaluate the Progress of this Goal:</b>
80 Students participated in PTA musical. 120 students participated in "thriller" dance. Band is offered to 5th and 6th graders, some scholarships available. Other fee based music programs are offered after school, 3-6 grade morning announcements, speech making in elections and public speaking in spirit assemblies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide equipment, materials, and supplies to support the visual and performing arts. Provide support and coaching of students.	8/19/2015-6/9/2016	All teachers, Principal		4000-4999: Books And Supplies None Specified	General Fund None Specified	500
				None Specified	None Specified	

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts</b>
<b>SCHOOL GOAL #1:</b>
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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>8/14-6/17</li> </ul>	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"> <li>Support teachers with needed instructional materials to enhance instructional practices.</li> </ul>	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> <li>Provide PBL Professional Development to support students and also address the needs of ELs.</li> </ul>	<ul style="list-style-type: none"> <li>9/14- 6/17</li> </ul>	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"> <li>Provide intervention for targeted students.</li> <li>Provide intervention for English learners and specifically for LTELs based on the need of the school.</li> </ul>	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"> <li>* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.</li> </ul>	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics</b>
<b>SCHOOL GOAL #2:</b>
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"> <li>Targeted ELs and LTELS</li> </ul>	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency</b>
<b>SCHOOL GOAL #3:</b>
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"> <li>Targeted students will be involved in specific intervention strategies and/or programs. (PI schools)</li> <li>Targeted Intervention for ELs and LTELs(all schools)</li> </ul>	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)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	4,750.00
General Fund	29,500.00
Supplemental Fund	36,280.00
Title III	7,500.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	21,794.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	45,236.00
5000-5999: Services And Other Operating Expenditures	3,700.00
None Specified	300.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Donations	1,000.00
2000-2999: Classified Personnel Salaries	Donations	3,000.00
4000-4999: Books And Supplies	Donations	450.00
None Specified	Donations	300.00
1000-1999: Certificated Personnel Salaries	General Fund	7,318.00
2000-2999: Classified Personnel Salaries	General Fund	1,000.00
4000-4999: Books And Supplies	General Fund	17,482.00
5000-5999: Services And Other Operating	General Fund	3,700.00
	Supplemental Fund	3,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	13,476.00
4000-4999: Books And Supplies	Supplemental Fund	19,804.00
4000-4999: Books And Supplies	Title III	7,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	19,172.00
<b>Goal 2</b>	20,700.00
<b>Goal 3</b>	8,000.00
<b>Goal 4</b>	500.00
<b>Goal 5</b>	12,376.00
<b>Goal 6</b>	16,582.00
<b>Goal 7</b>	200.00
<b>Goal 8</b>	500.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lynda Nguyen				X	
Alice Trieu				X	
Sridevi Vadi				X	
Jorge Roque				X	
Sue Song				X	
Cynthia Holmes		X			
Cindy Nunes		X			
Janie Swenor		X			
Patricia Khan			X		
Roberta Ortega	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 8, 2015.

Attested:

Roberta A. Ortega

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Patricia Khan

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date