

The Single Plan for Student Achievement

School: Millbrook Elementary School
CDS Code: 43-69435-6105787
District: Evergreen Elementary School District
Principal: Dolores Garcia
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Millbrook Elementary School's Vision and Mission Statements

The Millbrook Community believes that all children can learn and that all children, given the appropriate environment, will reach their learning potential. Students need to learn the skills which not only help them to be successful as they move on to each grade, but they all need to learn to make decisions that will contribute to their well-being and to the well-being of others. Students must learn the skills which will enable them to communicate needs, ideas, and feelings in order for them to understand and respect the needs, talents, and ideas of others. Millbrook students will enjoy learning and be able to use their skills as a way to understand and meet 21st Century world challenges to enhance their lives. The Millbrook School Community believes that all students are special, talented, and that they will achieve to their fullest potential.

School Profile

Evergreen School District, located in the City of San Jose, is comprised of eighteen 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 Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 1,000,000 residents.

Millbrook Elementary School is located on the east side of the district's borders. Millbrook opened its doors in 1985 as the thirteenth school in our district. In the 2014-15 school year, the school served 731 students in grades Transitional Kindergarten through six on a traditional calendar schedule. See the following approximations by Ethnic Group: Asian 53%, Filipino 8%, Hispanic or Latino 31%, Pacific Islander 1%, White 3%, African American 2%, Multiple Races 2%, and Declined to state 0.0%.

The 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).

During the 2014-2015 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Evergreen School. The goals of the safety plan the group generated researched information about the effectiveness of the Project Cornerstone Program at our school. The first survey was a parent survey which asked questions about the parent's general knowledge of the Project Cornerstone ABC program as well as some of the finer details of the program. Students in grade 5 participated in the California Healthy Kids Survey which includes elements of school climate and well being. Students in grades 3-6 participated in the Youth Truth Survey. Here is focus is on engagement, school climate and culture.

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

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

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

Staffing and Professional Development

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

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

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

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

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

Evergreen Elementary School 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)

This year we continue the transformative process of shared leadership through professional grade level learning teams. This practice includes using effective, collaborative tools such as planned agendas, meeting outcomes, norms, and protocols. Time was devoted during our staff development day on September 24, 2015 to reinforce this process and practice at the specific grade levels. This is especially important since the work is directly aligned to 21st Century Learning and Common Core Standards (CCS). Through the process, teachers assess student performance, appraise needs, formulate goals, and collaborate on authoring inquiry questions with measurable outcomes. Another feature of the day was the continued promotion of growth mind sets in regards our own learning. Additional staff development time on Thursdays will be dedicated to this process in regards to math, as teachers gain expertise in implementation of Eureka, Bridges, and College Prep Math as they pertain to CCS. In regards to new teachers, they will continue to participate in the BTSA program, which familiarizes them with topics and areas of focus most pertinent to those individuals new to the profession. Additionally, we will prepare for an upcoming English Language Arts adoption with our district instruction department orchestrating that work. Finally, on the horizon, are the Next Generation Science Standards specific to that content area. We look forward to this more integrated approach.

In the Santa Clara County and more specifically in the Evergreen School District, a number of teachers have been trained in becoming Professional Learning Community (PLC) facilitators. Through this training, teachers gain the skills needed to successfully lead the charge. This assists us in our shift to a shared leadership model of operation.

Each PLC reflects and collaborates on the previous year's assessments to help create new goals and inquiry questions that are aligned to CCS. The administration and teacher teams help to facilitate ongoing conversations surrounding student assessment. This leads to data-driven instruction using collaborative inquiry and PLC protocols. 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 Common Core Standards, assessments, and professional needs. Now that we have results from the Youth Truth Survey and California Assessment of Student Performance and Progress (CAASPP) data to work with, we are well equipped to dive deeply into meaningful work, bridging both academic and school climate/culture needs.

A few key ingredients in a professional/staff development model that lead to successful school improvement and positive growth include the following:

- Applicable content, approach and efficacy
- Shared vision and expectation
- Useful, meaningful plan and implementation schedule
- Follow-through and accountability
- Sustainability

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

During the course of the year, teachers complete planning and goal setting templates. Planning conferences are held accordingly. In these conferences, the teacher and principal collaborate to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to professional development goals; the establishment of goals and objectives to meet the needs of underachieving students are also discussed. 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. Additionally, teachers participate in site and district-wide staff development programs on a variety of high-interest topics.

In regards to math, our district instruction department gathered a team of teachers to develop Common Core Math Units for grades kindergarten through eighth grades. Their work and recommendations led to the eventual adoption of Eureka/Engage NY, Bridges and College Prep math for Evergreen students. Also worthy of mention is the work done by interested teachers who formed a district-wide team to research and establish writing rubrics aligned with CCS. At our school, teachers have embraced the Step Up to Writing Program, along with Core Writing and Writer's Workshop. These programs are aligned with Common Core Standards (CSS) and CCS Writing Rubrics and provide strategies to support all students in that process. Many teachers utilizing Writer's Workshop have attended training in prior years to support them in analyzing student work, planning instruction, and mentoring others. Teachers, grades 4-6, have received coaching support to meet the writing needs of English Language Learners. The impetus from these past trainings has impacted the English Language Arts program tremendously.

Instructional coaches continue to provide support, demonstration lessons, professional development and consultation for teachers to support all students but particularly the needs of English Language Learners. This is a valued service and an additional form of support in the implementation of new curricula and Common Core Standards. At this time, our EL service model is push-in so students are not removed from the regular classroom setting.

Many teachers participate in training and workshops to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support. These include: Twilight series professional development, District English Language Learner's Council (DELLCO), Courageous Conversations, and Culturally Responsive Teaching. These help them respond to the various needs of our student population.

District facilitators (Coaches, Teachers, Specialists, and Administrators) will lead engaging work groups that cover a variety of topics to support teachers in implementing strategies to ensure that all students are proficient in their achievement. During recent school years, the topics have included the following: Project Based Learning, Teaching 21st Century Skills with Technology, Culturally Responsive Teaching, Making Math Meaningful, and Differentiated Instruction for 21st Century Learners. Additionally, teachers meet twice per month in Professional Learning Teams to share expertise, analyze student assessments, and plan interventions.

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

Teacher collaboration continues to be embraced by our district and at each school site. We cite the research-based strategies found in the works of DuFour, Marzano, Hollie, Dweck, 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 Millbrook, grade level and cross grade level collaboration occurs regularly. During the first weeks of the school year, teachers work together to establish norms and protocols for their Professional Learning Communities (PLC) meetings and to identify grade level goals using information from Common Core Standards (CCS), state and local assessments as well as other formative and summative data. At subsequent regularly scheduled collaboration meetings, they work and meet together to review and analyze progress towards establishing student achievement goals which in turn, has a positive impact on learning. Using information from a variety of formative and summative assessment sources, including a deep analysis of student work, observation, and local assessments, we tailor our instructional program to meet student needs. During their work together, teachers review Common Core Standards (CCS) to refine and adjust goals and/or instruction to ensure increased student achievement. This is part of the Professional Learning Community process established at Millbrook. In addition to our site based teamwork at each grade level and across grade levels, teachers spend approximately five professional district work group days (at our site) collaborating. This is an opportunity to discuss best practices as well as identify challenges and potential solutions to grade level issues that arise. Because of the instilled belief in the strength of teamwork, teachers at Millbrook are committed to the continuous improvement process to optimize 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 Millbrook 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)

Common Core aligned, district-approved materials are available in math through specific series or publishers. The District is committed to material support and professional development. From a District perspective, we are implementing the math program intentionally and with fidelity. In the area of language arts, recently, teacher leaders developed instructional units. At the time of this writing, eighteen district teachers, representing grades 3-8, have begun the expeditionary learning pilot looking at ELA/ELD materials centered around rich literacy and expository texts. In regards to assessment, schedules will be developed in math and reading/language arts that will allow us to monitor student progress toward proficiency. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, and differentiated instruction. Additionally, the school offers extended day classes for students who are at risk of retention.

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

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

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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

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

Opportunity and Equal Educational Access

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

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

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

14. Research-based educational practices to raise student achievement

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

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in devloping 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 Millbrook Elementary School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

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

Parent University
Counselors
MFT Interns

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

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

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

Funding

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

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

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Since we are continuing our transition to Common Core Standards through a new math adoption and an upcoming English Language Arts adoption, we may come across a few unexpected challenges. Working together we will put into place support structures to make sure no student is overlooked.

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	100	100	100.0	100	2447.6	34	25	23	18
Grade 4	123	120	97.6	120	2485.4	37	19	22	23
Grade 5	107	106	99.1	106	2524.3	25	34	24	17
Grade 6	128	128	100.0	128	2564.0	32	34	16	17
All Grades	458	454	99.1	454		32	28	21	19

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	30	46	24	30	52	18	24	66	10	28	56	16
Grade 4	33	40	28	38	41	22	20	66	14	32	51	18
Grade 5	28	45	26	40	47	13	23	65	12	35	51	14
Grade 6	30	44	26	51	37	13	20	68	13	39	48	13
All Grades	30	44	26	40	44	16	21	66	12	34	51	15

Conclusions based on this data:

1. Spring 2015 scores established baseline for future comparison.
2. Full implementation of Common Core Standards in connection with the California Assessment of Student Performance and Progress are taking place.
3. Students with disabilities, Latino, socio-economically disadvantaged and ELL subgroups need further intervention support.

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	100	100	100.0	100	2472.3	36	35	16	13
Grade 4	123	121	98.4	120	2493.4	26	30	25	19
Grade 5	107	106	99.1	106	2514.1	28	16	27	28
Grade 6	128	128	100.0	128	2559.7	41	14	23	21
All Grades	458	455	99.3	454		33	23	23	20

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	54	29	17	47	36	17	43	47	10
Grade 4	33	37	30	30	54	16	38	36	27
Grade 5	32	32	36	30	34	36	26	41	33
Grade 6	48	23	28	32	46	22	41	38	21
All Grades	42	30	28	34	43	22	37	40	23

Conclusions based on this data:

1. Spring scores establish baseline for future comparison.
2. Full implementation of Common Core Standards in connection with the California Assessment of Student Performance and Progress (CAASPP) are taking place.
3. Students with disabilities, Latino, socio-economically disadvantaged and ELL subgroups need further intervention support.

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	5	15	12	35	13	38	1	3	3	9		34
2	2	6	15	43	14	40	2	6	2	6		35
3	11	22	20	41	11	22	6	12	1	2		49
4	2	13	4	27	7	47	1	7	1	7		15
5	1	8	7	58	3	25	1	8				12
6			5	28	8	44	4	22	1	6		18
Total	22	13	63	38	57	35	15	9	8	5		165

Conclusions based on this data:

1. Millbrook tested 165 students on the CELDT. Most of the students (86%) performed at the Intermediate through Advanced range. 14% percent performed at the Beginning through Early Intermediate level.
2. In grades three through six we have 14 students out of 94 (total number of students) performing at the Advanced level.
3. We will continue to provide quality instruction to meet the needs of all our EL students so that exit/reclassified from the ELD program and reduce the number of Long Term English Learners (LTELs).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	2	4	11	21	22	42	12	23	5	10	52
1	7	18	14	36	14	36	1	3	3	8	39
2	3	8	15	41	15	41	2	5	2	5	37
3	11	22	20	40	11	22	6	12	2	4	50
4	2	13	4	25	7	44	1	6	2	13	16
5	2	15	7	54	3	23	1	8			13
6	1	5	5	26	8	42	4	21	1	5	19
Total	28	12	76	34	80	35	27	12	15	7	226

Conclusions based on this data:

1. We have a number of students in grades 4-6 considered LTELs based on the number of years they have been deemed EL students. The number, at the time of this writing, is approximately 48 students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	173	167	165
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	173	167	165
Number Met	120	113	101
Percent Met	69.4%	67.7%	61.2%
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	215	26	181	29	173	31
Number Met	80	--	69	--	64	14
Percent Met	37.2%	--	38.1%	--	37.0%	45.2%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	Yes	--	Yes	No

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

Conclusions based on this data:

1. Millbrook EL students met the AMAO #1 (Annual progress in attaining English proficiency) for the last three years.
2. In years 12-13 and 13-14, Millbrook students met AMAO #2 but did not meet it in 14-15. This refers to the EL students in the cohort for more than 5 years, and are not achieving their targets (LTELs).
3. Millbrook students met the most recent participation goal.

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. Evergreen School District did not meet AMAO #1 this year- (Annual growth rate.)
2. Evergreen School District is meeting the targets for AMAO # 2 for less than 5 years in the program- Attaining English proficiency.
3. Evergreen School District is not meeting all the targets for AMAO # 3 - Adequate yearly progress for EL subgroups at the LEA level.

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	14.4	26	39.4

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2	25.5	35.5

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.8	26.8	37.4

Planned Improvements in Student Performance

English Language Arts Goal #1, , District LCAP Goal #1

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

SUBJECT: English Language Arts
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:
Students in grades 3rd through 6th will meet or exceed standard in language arts or will improve by at least 5% as measured by the California Assessment of Student Performance and Progress (CAASPP).
Data Used to Form this Goal:
Spring CAASPP
Findings from the Analysis of this Data:
Baseline analysis from previous year yields the following proficiency levels (standard met and standard exceeded) in English/Language Arts: 3rd=59%; 4th=56%; 5th=59%; 6th=66%; overall=60%
How the School will Evaluate the Progress of this Goal:
We will follow a circular process (exam, reflect, set goals, monitor, and evaluate) to analyze data. All Professional learning teams, staff, grade level, coaches meetings, teachers and the administrator utilize collaborative inquiry in Professional Learning Teams to analyze data from CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of supplemental instructional materials and supplies aligned to Common Core Literacy Standards will take place.	8/19/15-6/10/16	Principal, Teachers, Instructional Coach and Consultants	Materials, supplies	4000-4999: Books And Supplies	General Fund	6175.00
			Copier	5000-5999: Services And Other Operating Expenditures	General Fund	3740.00
All students will experience differentiated instruction in order to meet learning goals in Language Arts. We will utilize purchased materials to meet the diverse needs of students.	8/19/15-6/10/16	Principal, Teachers, Instructional Coach and Consultants	Materials and supplies	4000-4999: Books And Supplies	Supplemental Fund	1000.00
Professional development opportunities will be offered to teachers and support staff.	8/19/15-6/10/16	Principal, Teachers, Instructional Coach and Consultants	Release and OT, consultants	1000-1999: Certificated Personnel Salaries	Supplemental Fund	500.00
			Registration	2000-2999: Classified Personnel Salaries	Supplemental Fund	500.00
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	200.00
We will provide support for targeted students with the implementation of an before/after school program.	8/19/15-6/10/16	Teachers and Instructional Aides	Release and OT	1000-1999: Certificated Personnel Salaries	Supplemental Fund	2000.00
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	350.00
			Aides	2000-2999: Classified Personnel Salaries	Supplemental Fund	300.00
As we continue to implement CCS, Project Based Learning (PBL) and 21st Century Learning Skills, all students will experience a variety of strategies and resources that are aligned with CCS.	8/19/15-6/10/16	Principal, Teachers, Instructional Coach and Consultants	Materials and supplies	4000-4999: Books And Supplies	Supplemental Fund	1000.00
			Registration	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	500.00
			Release and OT	1000-1999: Certificated Personnel Salaries	Supplemental Fund	500.00
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will participate in collaborative work focusing on instructional shifts in Language Arts, which could include, but is not limited to CCS, Project Based Learning (PBL) and 21st Century Learning Skills.	8/19/15-6/10/16	Principal, Teachers, Instructional Coach and Consultants, Instructional Aides				
Release time maybe provided to teachers in order to observe colleagues at our school, and at others for a variety of reasons including program implementation, use of technology, materials, etc.	8/19/15-6/10/16	Principal, Teachers, Instructional Coach and Consultants	Release and OT	1000-1999: Certificated Personnel Salaries	Supplemental Fund	500.00

Planned Improvements in Student Performance

Mathematics, School Goal #2, District LCAP #1

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

SUBJECT: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Students in grades 3rd through 6th will meet or exceed standard in math or will improve by at least 5% as measured by the California Assessment of Student Performance and Progress (CAASPP).
Data Used to Form this Goal:
Spring CAASPP
Findings from the Analysis of this Data:
Baseline analysis from previous year yields the following proficiency levels (standard met and standard exceeded) in Mathematics: 3rd=71%; 4th=56%; 5th=44%; 6th=55%; overall=56%
How the School will Evaluate the Progress of this Goal:
We will follow a circular process (exam, reflect, set goals, monitor, and evaluate) to analyze data. All Professional learning teams, staff, grade level, coaches meetings, teachers and the administrator utilize collaborative inquiry in Professional Learning Teams to analyze data from CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials, manipulatives, technologies and supplies needed to support the mathematics program will be purchased.	8/19/15-6/10/16	Teachers, Principal, Support Staff	Materials, supplies	4000-4999: Books And Supplies	General Fund	6175.00
			Copier	5000-5999: Services And Other Operating Expenditures	General Fund	3740.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will experience differentiated instruction to meet their learning goals in Math. Teachers will use purchased materials to meet the diverse needs of students (ELL, Special Education, and Subgroups) through direct instruction and teacher workshops.	8/19/15-6/10/16	Teachers, Principal, Students	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	2000.00
Students will have the opportunity to enhance their mathematical skills through CCS, 21st Century Learning, and PBL through the integration of technology in the classroom.	8/19/15-6/10/16	Teachers, Principal, Students				
Staff development will provide additional learning opportunities for the development of skills in math shifts that align to Engage/New Youk, Bridges and College Prep Math, as well as current inclusion of CCS, 21st Century Learning and PBL.	8/19/15-6/10/16	Teachers, Principal, Coach, Consultants	Release and OT	1000-1999: Certificated Personnel Salaries	Supplemental Fund	500.00
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	200.00
			Registration and training	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	500.00
Support is provided to targeted students in math with the implementation of extended day and enrichment time.	12/1/15-4/30/16	Teachers, Principal, Aides, Students	Release and OT	1000-1999: Certificated Personnel Salaries	Supplemental Fund	1000.00
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will provide instructional strategies to improve student achievement. Mathematics will emphasize the development of numeracy in purposeful and meaningful application of grade level appropriate concepts. Students will use real life applications to make math meaningful. Instructional hardware, software, and applications will be purchased to support the math program.	8/19/15-6/10/16	Teachers, Principal, Coach	Materials and supplies	4000-4999: Books And Supplies	Supplemental Fund	1000.00
Teachers will explore Project Based Learning to enhance the implementation of Common Core math standards for practice and as a result, increase student understanding of the purpose of math in the real world.	8/19/15-6/10/16	Teachers, Principal, Coach	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	100.00
			Registration and training	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	500.00

Planned Improvements in Student Performance

English Language Development (ELD), 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: English Language Development (ELD)
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:
Millbrook School will meet its AMAO 1 and AMAO 2 targets. Along with meeting AMAO 2, we will reduce the number of students considered LTEL (long term English learners).
Data Used to Form this Goal:
California English Language Development Test (CELDT) CAASPP results Writing assessments or samples Report cards Accelerated Reader Levels and Raz Kids A Developmental English Proficiency Test (ADEPT)
Findings from the Analysis of this Data:
The analysis of data showed that Millbrook met AMAO 1 with 61.2% (target was 60.5%). The analysis of data showed that Millbrook (EL less than five years) met AMAO 2 with 37.9% (target was 24.2%). The analysis of data showed that Millbrook (EL five years or more) did not meet AMAO 2 with 40% (target was 50.9%). These students are LTELs (long term English learners).
How the School will Evaluate the Progress of this Goal:
Analysis of selected Spring Assessments (Site, District, or State) We will follow a circular process (exam, reflect, set goals, monitor, and evaluate) to analyze data. All staff, grade level meetings, coaches meetings, teachers, teacher- coaches, and the administrator will analyze Spring Assessments, AMAO, ADEPT and CELDT results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental resources are provided to classroom teachers in their support of EL students. EL 1's & 2's students receive support from two instructional aides working under the supervision of classroom teachers.	8/19/15-6/10/16	Teachers, Support Staff, Principal Instructional Coach Parents, Students	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	1,000
Professional development opportunities will be provided to EL staff, classroom teachers, and administrators.	8/19/15-6/10/16	Teachers, Support Staff, Principal, Instructional Coach Parents, Students	Release and OT	5900: Communications	Supplemental Fund	500.00
			Registration and training	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	500.00
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	200.00
Literacy and English language development instructional materials and technologies, aligned to Common Core and English Development standards will be purchased.	8/19/15-6/10/16	Teachers, Parents, Instructional Coach, Support Staff, Community, Students	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	1000.00
				4000-4999: Books And Supplies	Title III	3000.00
LTELs (Long Term English Learners) progress will be monitored and supplemental programming and services are being planned.	on going	Teachers, Principals, Instructional Coach, EL Coach	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	2000.00
				1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	Title III	4500.00

Planned Improvements in Student Performance

Science, 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: 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:
87% of Millbrook School's 5th graders will perform at the proficient or advanced level on the California Science Test in Science (CST Science-82% in 2015). Begin examining Next Generation Science Standards.
Data Used to Form this Goal:
California Science Test (CST) for grade 5
Findings from the Analysis of this Data:
The analysis of data the spring science California Science Test for 2015 showed 36% of our 5th graders scoring at the proficient level and 44% scoring at the advanced level for a total of 82% demonstrating content knowledge in that subject.
How the School will Evaluate the Progress of this Goal:
We follow a circular process (exam, reflect, set goals, monitor, and evaluate) to analyze data. All staff, grade level meetings, coaches meetings, teachers and the administrator will analyze 2015 data from Spring Assessments in 5th grade science.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials, manipulatives, assemblies, and supplies needed to support the science program will be purchased.	8/19/15-6/10/16	Teachers, Principal	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will experience differentiated instruction to meet learning goals in science. The use of purchased materials helps us meet the diverse needs of students. This includes the integration of science with other subjects.	8/19/15-6/10/16	Teachers, Support Staff, Principal	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	3000.00
Students will have the opportunity to enhance their science skills as we implement CCS, 21st Century Learning, and PBL with the integration of technology in the classroom. Next Generation Science will also be an area of focus as we plan for the future of science instruction with a more integrated approach.	on going	Parent, Teachers, Support Staff, Consultants, Principal	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	1000.00
			Registration and training	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	500.00
Staff development will provide additional learning opportunities for the development of teaching strategies in science.	8/19/15-6/10/16	Teachers, Principal Consultants	Release and OT	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	500.00
			Registration and training	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	500.00
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	200.00

Planned Improvements in Student Performance

History/Social Studies, 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: History/Social Studies
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:
All students will participate in a history/social studies program based on the state and district adopted subject-matter text, supplemental materials, resources, and primary and secondary sources specific to the California Common Core Standards.
Data Used to Form this Goal:
Lesson plans, observations, feedback, projects
Findings from the Analysis of this Data:
Students are to be exposed to both historical fiction and non-fiction in an integrated approach to cite evidence and support examples.
How the School will Evaluate the Progress of this Goal:
We will follow a circular process (exam, reflect, set goals, monitor, and evaluate) to analyze data. All staff, grade level meetings, coaches meetings, teachers, teacher- coaches, and the administrator will analyze Spring Assessment and District Assessments.
Current evaluation materials include Houghton-Mifflin assessment materials, classroom assessments, progress reports, report cards, and grade reporting forms, Spring Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The history/social studies program will align with CCS, 21st Century Learning & PBL in order to interest students and match learning styles. We will purchase necessary materials and professional development for staff. Materials include both works of fiction and non-fiction.	8/19/15-6/10/16	Teachers, Principal, Students	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	2000.00
			Consultants	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Integration of history/social studies into the language arts curriculum in order to build relevance and interest will take place. The goal is to show relevance and real world connections.	8/19/15-6/10/16	Teachers, Principal	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	1000.00
We will continue to use our history/social studies text with various supplemental materials as we align our instruction to CCS. Supplemental resources include instructional materials, manipulatives, field trips, assemblies, guest speakers and the supplies needed to support the program and other related subject areas. This also includes workshops, purchase of materials, and consultants.	8/19/15-6/10/16	Teachers, Principal, Consultants	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	2000.00
			Consultants	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	1000.00
Through the use of technology all students, will have the opportunity to enhance their reading and technology skills in regards to history/social studies.	8/19/15-6/10/16	Teachers, Principal, Consultants	Materials, supplies,	4000-4999: Books And Supplies	Supplemental Fund	500.00

Planned Improvements in Student Performance

Visual and Performing Arts/PE, School Goal 6, 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: Visual and Performing Arts and PE
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
All students will have the opportunity to participate in visual and performing arts offerings at our school. All students will participate in a Physical Educational program that meets the state educational mandated instructional time frame.
Data Used to Form this Goal:
Lesson plans, Fitness Test Results at 5th grade, student work, programming, surveys
Findings from the Analysis of this Data:
The analysis of data reveals that within the six areas of the California Physical Fitness Test, which includes Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension, Upper Body Strength, and Flexibility, 49.1% of our 5th graders met all six benchmarks on this assessment in 2014-15. In Evergreen, 40.7% of 5th graders met six of six.
How the School will Evaluate the Progress of this Goal:
We follow a circular process (exam, reflect, set goals, monitor, and evaluate) to analyze data. All staff, grade level meetings, coaches meetings, teachers and the administrator will analyze 2015 related data. We will cite lesson plans, classroom observations, parent sign-in sheets, records of student participation in various activities that include but not limited to field trips, assemblies, enrichment programs, and other activities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In order to improve our programs, supplemental instructional materials, field trips, assemblies, and supplies needed to support the PE/Fitness programs and visual and performing arts areas will be purchased. Activities and events include but are not limited to Walk n' Roll, Project Cornerstone, College Day, Talent Show, Bike Rodeo, Art Prep, etc.	8/19/15-6/10/16	Teachers, Students, Parents, Support Staff, Community	Materials, supplies	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	1959.00
			Consultants, outside agencies	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	1000.00
We will continue to refine and implement fitness activities in a comprehensive, sequential program.	8/19/15-6/10/16	Teachers, Staff, Principal, Parents, Students	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	500.00
The Millbrook community will continue to support programs that promote fitness and the arts.	8/19/15-6/10/16	Teacher, Principal, Other Staff, Survey results	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	500.00
Professional development opportunities will provide on going learning in the areas of PE and visual and performing arts.	on going	All staff members, Consultants	Materials, supplies,	4000-4999: Books And Supplies	Supplemental Fund	500.00
			Release and OT	1000-1999: Certificated Personnel Salaries	Supplemental Fund	600.00
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	300.00
Students in grades 5 and 6 have the opportunity to participate in instrumental music.	Fall 2015-spring 2016	District staff				
Students in grade 5 participate in the CA Fitness Test.	Spring 2016	5th Grade Teachers, Students				

Planned Improvements in Student Performance

Technology #7, District LCAP #1

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

SUBJECT: Technology
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All Millbrook students will have access to up to date technology tools to support student achievement in all subjects.
Data Used to Form this Goal:
Staff Tech Survey, student work
Findings from the Analysis of this Data:
On going training is desired as expressed by staff
How the School will Evaluate the Progress of this Goal:
Technology logs Technology sign outs Student work Lesson Plans

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Through the purchase of technology and staff development, all students, will have the opportunity to enhance their technology skills	8/19/15-6/10/16	Teachers, Principal, District Tech	Materials, supplies, technology	4000-4999: Books And Supplies	None Specified	12,000.00
			Maintenance and repair	4000-4999: Books And Supplies	None Specified	1000.00
Support will be provided to staff in their use of technology.	8/19/15-6/10/16	Site Tech Rep.	Release and OT	1000-1999: Certificated Personnel Salaries	None Specified	1000.00
			Benefits	3000-3999: Employee Benefits	None Specified	352.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology will be integrated across the curriculum.	8/19/15-6/10/16	Principal, Teachers, Instructional Coach				
Path to Excel will be employed at approximately mid year to assist us in accessing assessments, creating report cards, and sharing tasks, etc. Initial training will take place in January.	1/12/16-on going	Consultants, Instructional Coach, Principal, Teachers				

Planned Improvements in Student Performance

Climate and Wellness, School Goal #8, 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: Climate and Wellness
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
All students will participate in activities, which support them in making healthy and safe decisions including good nutrition, fitness, positive attitudes and growth mindsets.
Data Used to Form this Goal:
California Fitness Test or Fitness Gram School suspensions Youth Truth Survey Healthy Kids Survey Lesson Plans Observations Student participation records
Findings from the Analysis of this Data:
Findings from the Youth Truth Survey from spring 2015 indicate the following: Engagement-At Millbrook, students have comparatively higher levels of engagement compared to students at other participating schools. Academic Expectations-On average, students at Millbrook rate the academic expectations typically compared to students at other participating schools. Relevance-At Millbrook, students have comparatively less favorable perceptions of their teachers' ability to connect students' experiences in school to their lives more broadly. Instructional Methods-Compared to students at other participating schools, students at Millbrook provide more positive feedback for teachers' instructional methods. Personal Relationships-When asked about the rapport they have with the typical teacher at Millbrook, students give more favorable feedback compared to students of other teachers who have participated in the survey. Classroom Culture-When asked about the culture of the typical Millbrook teacher's classroom, students generally feel more positive compared to students at other participating schools.
How the School will Evaluate the Progress of this Goal:
Circular reflection process (exam, reflect, set goals, monitor and evaluate) to analyze data Master calendar of events Number of suspensions and citations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide activities and programs to promote overall health (including physical, emotional and mental), well-being and engagement for all. Purchase materials and supplies to support a healthy, safe, clean, school campus and climate.	8/19/15-6/10/16	Teachers, Principal, Support Staff, Students, Community	Materials, custodial supplies	4000-4999: Books And Supplies	General Fund	6094.00
			Release and OT	1000-1999: Certificated Personnel Salaries	General Fund	5882.00
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	1000.00
Provide additional equipment, training and materials to help ensure school and student preparedness for daily operations and for actual disasters and emergencies.	8/19/15-6/10/16	Teachers, Principal, Specialists, Office Staff	Materials, supplies,	4000-4999: Books And Supplies	Supplemental Fund	1000.00
			Release and OT	1000-1999: Certificated Personnel Salaries	Supplemental Fund	500.00
Refinement and implementation of school emergency and safe school plan will take place.	on going, revised yearly	Teachers, Principal, Specialists, Office Staff, Students	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	500.00
The Millbrook community will continue to provide programs that promote safety, health, and personal/social responsibility. This will include assemblies, workshops,, and fitness days such as Walk-n-Roll, Fit for Learning, Classroom Activities, Fitness Day, Character Skill program, Career/College Activities, Red Ribbon Week, Cyber Awareness Week, incentives, treats, rewards, etc.	8/19/15-6/10/16	Community, Parents, Teachers, Students, Principal	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	1000.00
Staff development will provide additional learning opportunities and necessary items for the development of skills in safety and wellness for teachers and support staff. This includes the YWCA's Child Abuse and Prevention Program extended to include grades K,2,4,5, and 6.	8/19/15-6/10/16 with CAPP to take place the week of 1/11/16	YWCA Staff, Principal, Teachers, Students	Materials, supplies	4000-4999: Books And Supplies	Supplemental Fund	500.00
			Consultants	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grades 3-6 will continue to participate in the Youth Truth climate survey to help us gather information on engagement, connection to school, fairness, and leadership opportunities, etc. We will look to improve ways to build relevance.	Spring 2016	Teachers, Students Grades 3-6, Principal	Consultants			
Promote character skills through incentives such as Braggin' Dragon and Dragons with Dignity, in addition to lessons about academic, civic, social and behavioral responsibility.	8/19/15-6/10/16	Teachers, Students, Principal	Materials, supplies, incentives	4000-4999: Books And Supplies	Supplemental Fund	500.00
Implement elements of Expect Respect anti-bullying program.	Training is fall 2015 and implementation is fall 2015-6/10/16	Project Cornerstone Staff, teachers, students	Materials, supplies, incentives	4000-4999: Books And Supplies	Supplemental Fund	500.00

Planned Improvements in Student Performance

Parent Involvement, School Goal #9, 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:
We will increase the number of parents participating in school events. Notification regarding these events comes in a variety of formats.
Data Used to Form this Goal:
Surveys Sign-In Sheets Parent Meetings, conferences, events
Findings from the Analysis of this Data:
Feedback district wide indicates parents want more activities, training, and opportunities to better support their children.
How the School will Evaluate the Progress of this Goal:
Calendar of events Sign-In Sheets Surveys Website use

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outreach for parent support as classroom helpers, chaperones, Project Cornerstone ABC Readers, Talent Show, etc. will take place. Supplemental materials and supplies will be allocated for the purpose of parent and community outreach.	8/19/15-6/10/16	Parents, Community, Principals, Teachers, Students	Materials, supplies, incentives, snacks	4000-4999: Books And Supplies	Supplemental Fund	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue school-wide Project Cornerstone ABC Reader Program, consisting of trained parent volunteers reading and conducting character skills activities in classrooms.	8/17/15-6/10/16	Parents, Community, Principal, Teachers, and YWCA Staff	Materials, supplies,	4000-4999: Books And Supplies	Supplemental Fund	200.00
Provide in-service training to our noon supervisors in effective communication with students through Project Cornerstone. The vast majority of them are either parents or grandparents of students at our school.	periodically	Principal, Noon Supervisors, Project Cornerstone Representative	Materials, supplies,	4000-4999: Books And Supplies	Supplemental Fund	200.00
Encourage participation of our parents at district level events including PAC, ELAC, and DAC. Traditionally, our school is very well represented.	8/17/15-6/10/16	Principal, Parents, District Leaders				
Part-time Office Assistant will be employed to support the coordination and communication of parent programs and school events and recognition. This is the main function of this individual.	8/17/15-6/10/16	Principal, Office Assistant	Office assistant	2000-2999: Classified Personnel Salaries	General Fund	17,440.00
			Benefits	3000-3999: Employee Benefits	General Fund	13,668.00
Promote and offer district and site level parent education and workshops on various topics of interest and need.	8/17/15-6/10/16	Principal, Instructional Coach, District Leaders, Parents	Materials, supplies, snacks incentives	4000-4999: Books And Supplies	Supplemental Fund	200.00

Planned Improvements in Student Performance

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

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

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

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Fund	62,914.00	0.00
Supplemental Fund	46,209.00	0.00
None Specified	14,352.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	62,914.00
None Specified	14,352.00
Supplemental Fund	46,209.00
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	17,482.00
2000-2999: Classified Personnel Salaries	18,240.00
3000-3999: Employee Benefits	17,170.00
4000-4999: Books And Supplies	61,644.00
5000-5999: Services And Other Operating Expenditures	7,480.00
5800: Professional/Consulting Services And Operating	8,459.00
5900: Communications	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	5,882.00
2000-2999: Classified Personnel Salaries	General Fund	17,440.00
3000-3999: Employee Benefits	General Fund	13,668.00
4000-4999: Books And Supplies	General Fund	18,444.00
5000-5999: Services And Other Operating	General Fund	7,480.00
1000-1999: Certificated Personnel Salaries	None Specified	1,000.00
3000-3999: Employee Benefits	None Specified	352.00
4000-4999: Books And Supplies	None Specified	13,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	6,100.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	800.00
3000-3999: Employee Benefits	Supplemental Fund	3,150.00
4000-4999: Books And Supplies	Supplemental Fund	27,200.00
5800: Professional/Consulting Services And	Supplemental Fund	8,459.00
5900: Communications	Supplemental Fund	500.00
1000-1999: Certificated Personnel Salaries	Title III	4,500.00
4000-4999: Books And Supplies	Title III	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,465.00
Goal 2	16,215.00
Goal 3	12,700.00
Goal 4	7,700.00
Goal 5	7,000.00
Goal 6	5,359.00
Goal 7	14,352.00
Goal 8	17,976.00
Goal 9	32,208.00

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
Dolores Garcia	X				
Tommy Thu				X	
Neil Fong				X	
Alma Perez				X	
Marilyn Goldsmith		X			
Melanie Gee		X			
Amelia Jugravu				X	
Venus Te			X		
Chris Huynh				X	
Cheryl Wong		X			
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

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

Attested:

Dolores Garcia		
Typed Name of School Principal	Signature of School Principal	Date

Marilyn Goldsmith		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date