2016-17 Single Plan for Student Achievement

School: Twelve Bridges Elementary School

CDS Code: 94-1599904

District: Western Placer Unified School District

Principal: Rey Cubias

Revision Date: October 28, 2016

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

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

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The District Governing Board approved this revision of the SPSA on November 11, 2016.

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School Vision and Mission

Twelve Bridges Elementary School's Vision and Mission Statements
Mission Statement:

"Our mission is to develop lifelong learners by providing a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents."

Vision Statements:

In order to fulfill our fundamental purpose of developing lifelong learners, we are dedicated to creating a school in which...

1. Every teacher, parent, and student is clear on the expectations, academic objectives, and standards for student behavior.

2. Staff, parents, and students engage in consistent, clear, and concise communication.

3. There is a climate of high expectations for success for all students, and staff members communicate their high expectations to students, parents, and one another.

4. The learning of each student is monitored in a timely manner using data whenever appropriate. The school has structures in place to ensure that the unique learning needs of all students are met.

5. We are a collaborative community where all students are "our" students. Staff members work interdependently to better meet the needs of all students and analyze and improve their professional practice.

6. High expectations of teachers and staff are supported through ongoing, job-embedded learning and professional development.

7. We have a positive, fun, and supportive school climate that promotes community and a love for learning in a physically and emotionally safe environment for students, families, and staff members alike.

8. Structures are in place to promote widely dispersed leadership throughout the school.

Community and School Profile

Twelve Bridges Elementary School (TBES) is a California Gold Ribbon School where students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. The school is located in the Western Placer Unified School District in the community of Twelve Bridges and the city of Lincoln. The school serves preschool through fifth grade with a current enrollment of approximately 635 students.

Parents play a vital role at TBES with their active participation and involvement in the School Site Council (SSC), the Parent Teacher Club (PTC), annual events and volunteering at the school and in the classrooms. Activities include but are not limited to an annual FUN RUN, a Harvest Festival, Dinner Nights at local restaurants, an annual Book Fair, school assemblies, a Daddy-Daughter Dance, Evening performances and a Dads of Great Students (DOGS) volunteer program.

Students are provided with a Common Core curriculum, which has been designed to help each student achieve the best results possible. Students are challenged and inspired to reach their potential through meaningful and engaging lessons and activities. Students are given the opportunity to learn through cross-curricular and hands-on activities involving STEM, garden plots, outdoor learning centers, and technology.

Some additional opportunities available include:
*Science curriculum taught by a science specialist
*Large greenhouse regularly utilized by students
*Orchard and gardens planted and maintained by students

*School-wide music program taught by a music specialist
*After-school band and choir program for upper grades
*Tiger Crew student leadership program for 4-5 students
*Monday early release enrichments: Tiger Tracks Cross Country Team, STEM, computer coding, art, soccer, K-Kids (Kiwanis-led service club)
*Comprehensive art program taught by teachers and parent volunteers
*Fully stocked Art Room, equipped with a kiln
*Computer Lab, a mobile i-pad lab, and six mobile Chromebook labs
*Robotics taught during science time for grades 3-5
*"R.O.A.R." rules founded on PBIS (Building Effective Schools Together and Positive Behavior Intervention Supports), Love & Logic, and The Nurtured Heart Approach embedded school-wide;
*Physical education opportunities including a circuit training center

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).

The majority of parents support the school climate and believe the learning environment to be positive with staff who care about student success in all areas and have high expectations for all students to achieve their highest potential. A Parent Survey was completed during the 2014-15 year that corroborates those findings. Another survey will be conducted in the spring of 2017.

Classroom Observations

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

Both formal and informal observations are conducted throughout the year by the school administrator. Teacher are observed engaging students in a consistent implementation of the state and district adopted curriculum. Teachers are formally evaluated every other year and new teachers have formal observations at least twice a year. Formative observations are conducted through frequent informal visits where feedback is provided for the teachers.

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

Standards, Assessment, and Accountability

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

    At the start of each year, teachers review student performance on required state and local assessments to evaluate the effectiveness of the instructional program, make adjustments, and establish new SMART goals for the coming year. Through a review of this data in conjunction with our school mission/vision, staff identify areas of need to be addressed.

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

   Staff meet weekly in professional learning communities (PLC's) to set short-term and long-term goals, develop common formative assessments, review student performance data, and implement intervention strategies and best practices to ensure that students are reaching proficiency at their current grade level.

<u>Staffing and Professional Development</u>

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

   All staff are highly qualified and are provided with staff development opportunities at staff meetings and through county and district professional development programs.

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

   All teachers have appropriate credentials and have access to the core curriculum. The curriculum is aligned with district pacing guides and content standards.

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

   All staff development is designed to support the district's annual goals, the school site's annual goals and the assessed needs of students. Specific professional development activities are currently focusing on the California Common Core Standards (CCSS) as well as:

   • Pearson Envisions Math in-services held by the WPUSD
   • Standardized SBAC testing in-services held by the WPUSD
   • WPUSD regularly does a staff survey assessing professional development needs
   • CTAP aligned to teaching standards
   • Focus on staff being trained on the components of a Professional Learning Community, RTI/MTSS, GATE, Visible Learning, GLAD, PBIS, and ELL training.

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

   Peer coaching, as indicated in the 2015-16 Western Placer Unified School District Staff Development Plan is available for professional development in support of district and site goals. All new teachers have access to a one-on-one mentor teacher throughout their 2-year induction program.

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

   All teachers participate in Professional Learning Communities weekly during early release days to develop and implement and monitor yearly SMART goals. Informal collaboration occurs daily to assess and monitor student success. Additionally, district-level "Action Teams" meet a minimum of two times a year by grade-level to do extensive planning.

<u>Teaching and Learning</u>

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

   All subject areas, assessments, report cards, and testing have been aligned with the California Common Core State Standards. District adopted curriculum is used in language arts, math, science, social studies, music, visual arts, PE, and handwriting. Teachers use supplemental materials to target instruction and ensure that all students are meeting grade level expectations.

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

   Teachers develop weekly lesson plans that reflect the recommended minutes of instruction in each of the core curricular areas. In addition, time is set aside to address enrichment opportunities. Specific instructional minutes include a minimum of 2.5 hours/daily for grades 1-3, and 2 hours/daily for grades 4/5 in English Language Arts as well as a minimum of 1 hour daily in mathematics instruction for grades 1-5.

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

   Grade level representatives meet at the district level to collaboratively develop pacing guides and common assessments that assist teachers with the implementation of the instructional scope and sequence in core curricular areas. Time is also scheduled into the school day for targeted intervention (Tiger Time) for individuals and small groups identified through PLC meetings.

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

   - The WPUSD Board of Trustees has an annual resolution to adopt the instructional materials available to students at TBES
   - Tests available through WPUSD for all K-5 students
   - Supplemental materials supplied through the School Site Council and PTC funds
   - In ELA the Houghton-Mifflin district-adopted curriculum provides supplementary materials to address all learning levels.
   - Language arts texts have re-teaching books.
   - In mathematics, the district-adopted Pearson "Envisions" program provides supplementary materials to address all learning levels.
   - Supplemental software is available to assess comprehension (Lexia & Renaissance Learning)
   - For students identified as significantly below grade level, materials are provided to address their specific needs
   - All classes have grade level appropriate music materials/instruction

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)

   All materials adopted and used by district teacher meet the requirements of the California Department of Education.

<u>Opportunity and Equal Educational Access</u>

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

Services provided by the regular program that enable under-performing students to meet standards include:
- Parent/community volunteers (SCHOOLS program) assisting students in class
- One-to-one remedial time with team teacher and district paid aide in kindergarten
- Language arts remedial lessons and ELD lessons; Lexia reading intervention program
- Newsletter communication to parents addressing their important role with children re: good nutrition, proper sleep, and consistent help with school work
- Possible retention notices that list school staff and parent actions for student progress
- Teachers cover all content standards in each grade level
- Cross age tutors – study buddies – with older students helping younger students
- Decodable leveled books used to assist students
- WPUSD supplied CBM testing to assist with determining student academic needs
- Supplemental materials and strategies shared among staff to assist lower performing students
- Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
- Special Education Individualized Educational Plans (IEP) developed for determining educational goals for
- Students in speech and resource (RSP)
- Pre-teach and reteach opportunities
- School-based Special Day Class Program
- District paid aide for one hour each day in kindergarten
- A Behavior Class to address the needs of students needing behavioral support
- LHS tutors work with our teachers to provide math intervention after school

14. Research-based educational practices to raise student achievement

We are in the process of implementing an MTSS program to support both the academic and behavioral needs of our students. As a PBIS school, we use SWIS to help track behavior data and provide the appropriate tier of support for each individual student with a need. Academically, we are using the RTI model to help us track the performance of each individual student. We have recreated our schedule to allow for "Tiger Time" which is a 40 minute intervention/enrichment period school-wide. During PLC meetings staff review the core curriculum as outlined in district pacing guides and review common assessments. In addition, the PLC teams review the need for additional intervention time for students needing additional support.

<u>Parental Involvement</u>

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

Many resources are utilized from families, the school, district and community to assist under-achieving students. These services include but are not limited to:
- STAR Before and After School Program from 6:00 a.m. -6:00 p.m. for student academic, recreational, and enrichment activities
- Lighthouse Resource Center services for family, parent, student counseling and guidance services
- SST meetings to assess and assist student needs with faculty/parent input
- Ongoing parent communication via phone calls, emails and Parent/teacher conferences with minimum days set for this communication
- County courses available
- WPUSD in-services available
- Special Education RSP & Speech
- Assemblies focused on educational and character trait development (PBIS)
- Enrichment field trips
- Teacher notes/communication systems re: student progress/concerns with parent response expected
- Parent volunteers in classrooms
- Instructional assistants for academics in RSP
- After-school tutoring
- Approximately 160+ minutes of prep time for each teacher for planning time to assist students in various ways,
- Community sports programs (soccer, football, baseball, basketball)
- Child Protective Services assistance as needed
- Library time scheduled for all students weekly

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)

N/A

<u>Funding</u>

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

Categorical funding available to enable underperforming students to meet goals including:
- supplemental materials, as requested and funds available, for staff to assist student needs
- Special education funds assist with RSP, Speech, Psychologist personnel
- Team (SST) meetings with parents to assist students with academics, social, behavioral, and emotional issues
- Assistance with paper supplies and copier costs to assist staff/students with extra materials needed
- Lexia and Accelerated Reader program to assess reading skills development & reading comprehension to motivate students to read
- Individualized Educational Plans (IEP) developed for determining educational goals for students in special education
- After school tutoring for grades 2-5 in reading or math
- Intervention for kindergarten and first grade during the school day

18. Fiscal support (EPC)

TBES receives general LCFF supplemental funds and lottery funds from WPUSD . In addition, the PTC provides funding to support enrichment activities and general classroom needs of all classes.

IV. Description of Barriers and Related School Goals

Barriers to school related goals are the reduction in state funding for schools to support the learning needs of all students. Need for a adoption of new Common Core aligned curriculum in language arts. Time to continue the process of converting standards over to new Common Core expectations. Also, we have become very passionate about RTI/MTSS and the need to have data-driven decision making that will allow us to screen and regularly progress-monitor students, both academically and behaviorally, regardless of their level of need; in this way we can most appropriately service all of our students, from the most at-risk to the most advanced.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

	Overall Participation for All Students							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	88	98	84	97	84	96	95.5	99
Grade 4	116	92	113	91	113	91	97.4	98.9
Grade 5	116	117	116	115	116	115	100.0	98.3
All Grades	320	307	313	303	313	302	97.8	98.7

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

	Overall Achievement for All Students									
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2454.2	2435.0	33	26	33	28	24	28	10	18
Grade 4	2488.3	2498.4	37	36	24	31	20	19	19	14
Grade 5	2503.6	2542.3	18	35	37	39	23	17	22	10
All Grades	N/A	N/A	29	32	31	33	22	21	17	14

	Reading Demonstrating understanding of literary and non-fictional texts					
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	31	24	49	51	20	24
Grade 4	35	33	43	51	21	16
Grade 5	23	41	53	47	22	12
All Grades	29	33	49	49	21	17

	Writing Producing clear and purposeful writing					
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	37	24	45	47	18	28
Grade 4	32	36	50	45	18	19
Grade 5	28	43	47	42	24	16
All Grades	32	35	47	45	20	21

Listening Demonstrating effective communication skills						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	23	18	70	73	7	9
Grade 4	28	31	63	62	9	8
Grade 5	17	23	65	68	16	9
All Grades	23	24	65	68	11	8

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	24	23	60	56	17	20
Grade 4	19	38	64	46	17	15
Grade 5	25	47	63	44	12	9
All Grades	22	37	62	49	15	14

Conclusions based on this data:

1. Overall, we are making improvements in the area of language arts instruction. The one grade-level that showed a drop was 3rd grade. These students were being assessed for the first time, so it's difficult at this point to determine the reason for the drop. It may just be a group of students with more ELA needs. Better early elementary progress monitoring procedures are necessary to have better indicators of student growth/progress and to predict future success on state assessments.

2. In 5th grade, the increase from 14-15 to 15-16 was 19% proficient or advanced. That is a significant jump. In 5th grade during the 15-16 school year, we trialed a departmentalized program which could account for the increase. Due to some scheduling challenges, teacher preference, and developmental research, we have moved back to the traditional model. We are anxious to see what the scores look like this coming year and draw conclusions at that point.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	88	98	84	97	84	97	95.5	99
Grade 4	116	92	113	91	113	91	97.4	98.9
Grade 5	116	117	116	116	115	116	100.0	99.1
All Grades	320	307	313	304	312	304	97.8	99

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2470.8	2441.8	25	21	55	37	13	25	7	18
Grade 4	2491.8	2502.4	23	29	38	37	29	23	10	11
Grade 5	2506.1	2524.0	25	28	18	25	28	32	28	16
All Grades	N/A	N/A	24	26	35	33	24	27	16	15

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	52	41	37	32	11	27
Grade 4	34	40	47	44	19	16
Grade 5	30	36	30	32	41	32
All Grades	37	39	38	36	25	26

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	44	27	50	51	6	23
Grade 4	29	33	50	49	21	18
Grade 5	25	25	39	53	36	22
All Grades	32	28	46	51	22	21

Communicating Reasoning Demonstrating ability to support mathematical conclusions					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	37	29	60	63	4	8
Grade 4	28	34	50	52	22	14
Grade 5	18	26	49	54	33	20
All Grades	27	29	52	56	21	14

Conclusions based on this data:

1. As with ELA, overall, we are making improvements in the area of math instruction. The one grade-level that showed a drop was 3rd grade. These students were being assessed for the first time, so it's difficult at this point to determine the reason for the drop. It may just be a group of students with more math needs. Better early elementary progress monitoring procedures are necessary to have better indicators of student growth/progress and to predict future success on state assessments.

2. In 5th grade, the increase from 14-15 to 15-16 was 10% proficient or advanced. That is a meaningful jump. In 5th grade during the 15-16 school year, we trialed a departmentalized program which could account for the increase. Due to some scheduling challenges, teacher preference, and developmental research, we have moved back to the traditional model. We are anxious to see what the scores look like this coming year and draw conclusions at that point.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1	40		***		57	***	20	43		40					
2				50	***	33	25	***	50	25		17			
3			***	***	50	***		25	***				***	25	
4		***			***		60		***				40	***	
5			***		75		***	25					***		
Total	11	5	27	17	52	27	33	33	40	17		7	22	10	

Conclusions based on this data by levels:

1. Twelve Bridges has a very small population of students needing to receive CELDT testing. In 2014-15, of the thirteen students, six were level 4 or 5 (early advanced/advanced).

2. In comparison to 14-15, 5 of our students went up, 5 maintained previous levels, and 3 decreased.

3. Looking more closely at the data, the specific skills that need most of the attention are in the areas of reading and writing.

V. School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	18	21	15
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	18	21	15
Number Met	--	17	9
Percent Met	--	81.0%	60.0%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	22	2	18	4	17	1
Number Met	--	--	9	--	7	--
Percent Met	--	--	50.0%	--	41.2%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	Yes
Met Percent Proficient or Above		--	--
Mathematics			
Met Participation Rate		--	Yes
Met Percent Proficient or Above		--	--

Conclusions based on this data by AMAO level:

1. Overall, a slightly greater percentage (25.4% versus 24.2%) of our students met the NCLB target from the 14-15 school year, but overall, a smaller group met the goal. As we have very few EL's and many of them have been here less than 5 years, it's hard to draw real conclusive answers.

VI. Planned Improvements in Student Performance

Student Achievement

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

LCAP GOAL:
All students will meet or exceed grade level standards in core academic areas.
LEA GOAL:
1 & 3
Data Used to Form this Goal:
CAASPP/SBAC assessment data for grades 3-5 and various reading progress monitoring tools in TK-2nd (ESGI, BPST, Lexia, STAR Reading, Read Naturally, etc.).
Identified Needs (findings from the analysis of data):
Our students are progressing well, but we need better progress monitoring tools and intervention process in place to accurately identify needs, appropriate interventions, and duration of those interventions in both ELA and math.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by SBAC, in English language arts and mathematics (grades 3-5) will increase 5% annually until 100% is obtained.   2. Common district benchmark assessments (2-4 per year) will be developed and implemented for English language arts and mathematics (grades 1-5) and baseline data established.   3. The percentage of all students (and significant subgroups) meeting or exceeding standard ("3/C" or better), as measured by trimester (grades K-5) report card grades, in all core areas will increase 5% annually until 100% is obtained.   4. The percentage of all students (and significant subgroups) identified as GATE or High Achiever in ELA and math will increase by 0.5% annually until 10% is obtained.   5. The percentage of all students (and significant subgroups) receiving special education services will decrease by 0.5% annually until 9% is obtained.   6. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Best First Instruction • Educational Software for Guiding Instruction (ESGI) • Language Arts Supplemental Materials (Ready Common ELA materials, CC aligned formative assessments, Quick Words Handbook) • RenLearn (STAR Reading, AR360, "Math Facts in a Flash") • Lexia (Reading development and intervention program) & Reading Plus (Reading Comprehension enrichment and intervention) Pilot License for iReady ELA/Math Online Program from Curriculum Associates MobyMax (Math and other content area on-line practice and support) Increased educational opportunity/Extended learning time: • BrainPop • Enrichment for students (GATE) • Site Word Busters (Site word program for 1st graders)	On-going Fall On-going	TK and Kinder Teachers All Teachers All Teachers	Software Cost/Site License (TK and Kinder) RenLearnSoftware Cost/Site License (K-5) Lexia software Cost/Site License (K-5) MobyMax iReady Pilot Cost (Access & Training) Materials (Grades 1-3) Site Word Busters School Supplies BrainPop Software Cost/Site (4-5)	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-Base (District Fund) LCFF-Supplemental (Site Fund) LCFF-Supplemental (Site Fund) Parent Teacher Association (PTA) LCFF-Supplemental (Site Fund)	 150.00 198.00 205.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Interventions Increased educational opportunity/Extended learning time: • After school math tutoring for grades 1-5 w/ LHS tutors Increased ISP support time.	On-going	Teachers (1st-5th)	Teacher pay at $35/hour not to exceed three hours per week; three teachers. ISP time at $19.50 per hour	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF-Base (District Fund) LCFF-Base (Site Fund)	 1,500
Professional Development & Collaboration Staff trainings and workshops to increase knowledge base related to ELA Common Core Standards Instruction, Differentiating Instruction, Effective First Instruction, Writing, and Response to Intervention	As needed	Teachers & Administration	Registration and sub costs	5000-5999: Services And Other Operating Expenditures	None Specified	
Two-way Communication • Canyon Creek (On-line conference scheduler) • Homework Folders • Student Planners • Jupiter Grading Program	End of trimester 1 On-going	Teachers & Parents	Website Fee Cost of folders Cost of planners (Grades 4 and 5) Jupiter grading program cost/site license	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund) LCFF-Base (District Fund)	725.00 300.00
Progress Monitoring • Use of EADMS, ESGI, STAR, Lexia and other electronic and district created assessment tools.	On-going	Teachers & Administration	No new costs associated			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Use of Collaboration Time for teachers to create formative assessments, share data, and plan instruction and determine enrichment/intervention needs.						

VI. Planned Improvements in Student Performance

English Language Acquisition

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:

LCAP GOAL:
All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.
LEA GOAL:
2
Data Used to Form this Goal:
CELDT data and progress monitoring of English Language Learners.
Identified Needs (findings from the analysis of data):
TBES has a relatively low number of ELL's and the teachers need to know the levels of their ELL's as well as what types of accommodations are appropriate for their levels. At that point, proper interventions and progress monitoring can be done.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT, will increase 5% annually until 100% is obtained. 2. The percentage of English learners reclassified as fluent English proficient in 2015-2016 will meet or exceed 20%. 3. 100% of the students reclassified as fluent English proficient in 2013-2014 and 2014-2015 will earn a "2" or a "C" or better in all core area classes in 2015-2016. 4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Best First Instruction All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged All teachers will provide integrated and designated ELD to English learners.	2016-2017	Staff & Administration	Professional development (Mattos RTI)	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (District Fund)	
			Educational Materials	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	1000
			Sub costs for professional development ($115 per sub, per day)	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	2,415
Progress Monitoring Monitor progress of our ELL students and provide more targeted,	Monthly (4-6 weeks)	Staff & Administration	Assessment tools Renaissance products Lexia Learning			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
differentiated instruction.						
Interventions Grade level block times for intervention allow teachers and the Intervention Services Provider to address the needs of the various learners including English Language Learners. In addition to integrated and designated ELD, English Language Learners utilize software program(s) designed to enhance vocabulary development.	Ongoing (2016-17)	Staff & Administration	Small group or 1-1 intervention time After school tutoring Renaissance products Lexia Learning			
Community Involvement Translators are provided meetings such as Student Study Team (SST), Individualized Education Plan (IEP), attendance, parent teacher report card conferences to ensure parent involvement. ELL parents are also invited to serve on our School Site Council/ELAC committee.	2016-2017	Staff & Administration	Cost of translators			600

VI. Planned Improvements in Student Performance

College & Career Readiness

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:

LCAP GOAL:
All students will graduate from high school college and career ready
LEA GOAL:
5
Data Used to Form this Goal:
CAASPP/SBAC data will help us determine how many students are leaving us prepared in ELA, math, and science as they move on into middle school.
Identified Needs (findings from the analysis of data):
Conversely, we will use that same data to determine areas of weakness we need to address as students move through the grade-levels.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. The district's cohort graduation rate will increase 2% annually until 100% is obtained. 2. The percentage of all graduates meeting A-G requirements will increase by 3% annually until 100% of all graduates meet A-G requirements. 3. The percentage of all AP students scoring a 3 or better on AP exams (in all AP courses) will increase by 5% annually until 100% of all students (and significant subgroups) are scoring 3 or better on AP exams (in all AP courses). 4. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one AP (or college equivalent) course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one AP (or college equivalent) course. 5. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one capstone CTE course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one capstone CTE course. 6. The percentage of all students in grade 11 who are deemed college ready, as determined by EAP, in ELA and math will increase by 5% annually until 100% of all students in grade 11 are deemed college ready in ELA and math.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Best First Instruction Teachers, supported by the principal, will participate in weekly, collaborative PLCs that focus on best first instruction to support students in meeting or exceeding specified learning targets.Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts. All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding providing relevant independent assignments/projects; to ensure students meet grade level standards in preparation for college and career readiness programs at the secondary level.	2016-2017	Staff & Administration				
Professional Development & Collaboration Grade levels meet with district	2016-2017	Staff, Administration, & District Coaches				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instructional coaches to analyze and unpack CCSS in ELA to develop anchor text units to address the needs of the all students to ensure they meet grade level standards in preparation for college and career readiness programs at the secondary level. Staff members participate in site/district and outside workshops to learn and implement effective first instruction strategies to address the various needs of the learners in their classrooms.						
Interventions Teachers/students set Accelerated Reader goals at each student's reading level and monitor progress towards those goals to help students increase reading fluency and their zone of proximal development in reading. After school intervention allows students the opportunity to receive additional assistance in the content areas. Grade level differentiation blocks allow teams of teachers/Intervention Services Provider (ISP) to address the needs of students below, at and above grade level standards.	Ongoing (2016-17)	Staff & Administration				

VI. Planned Improvements in Student Performance

Culture & Climate

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:

LCAP GOAL:
All students will be safe and actively engaged at school.

LEA GOAL:
4

Data Used to Form this Goal:
Attendance and discipline data from the 2014-2015 school year.

Identified Needs (findings from the analysis of data):

Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. The district's (and individual schools') average daily attendance will increase by 0.2% annually until average daily attendance reaches 98% for the district and all school sites. 2. The district's truancy rate will decrease by 0.1% annually until 2% is obtained. 3. The district's cohort dropout rate will decrease by 0.2% annually until 0% is obtained. 4. Total suspensions will decrease by 30 annually until total suspensions are less than 300. 5. Total expulsions will decrease by 2 annually until total expulsions are 0. 6. Data regarding students' hope, engagement and well-being, as measured by Gallup Student Poll, will be gathered.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development & Collaboration Truancy letters sent to children with unexcused absences, arriving late and taking vacations during school times. Trimester Recognition for Perfect Attendance. Yearly Recognition for Perfect Attendance Professional development for school attendance clerk	Ongoing (2016-17)	Principal & Attendance Clerk	Certificates, Pins, and Medals	4000-4999: Books And Supplies	LCFF-Base (Site Fund)	500
			Professional development for attendance clerk.	5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	300
PBIS On-going PBIS Training Purchase materials and supplies necessary to teach and promote PBIS school "ROAR" rules for students, staff, and families. Positive behavior/character education assemblies End of Year "Positive Behavior" Celebration	2016-2017	PBIS Team	Complete Tier III training	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (District Fund)	3000
			Materials & supplies	4000-4999: Books And Supplies	Parent Teacher Association (PTA)	1000
			Assemblies	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association (PTA)	3000
			Carnival	5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	2000
Youth Development Tiger Crew exists as our school "Leadership" group for interested 3rd-5th graders. They serve to give students a voice on campus	2016-2017	Tiger Crew leader, YDI Team, K-Kids leaders, staff, and administration.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and help plan, organize, and execute events. K-Kids Service exists in conjunction with Kiwanis International which sponsors the club of service-minded 3rd-5th graders. They identify areas of need on campus and in the community and devise ways to serve and support.						

VI. Planned Improvements in Student Performance

Learning Environment

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:

LCAP GOAL:
All students will receive instruction in up-to-date and well-maintained environments.
LEA GOAL:
4
Data Used to Form this Goal:
FIT survey, CBEDS information
Identified Needs (findings from the analysis of data):
TBES has six Chromebook mobile carts and one class set of iPads, but we are starting to see wear and tear on those purchased two years ago. A plan needs to be put into place to set aside money for replacing them as they die off. In addition, we would benefit from at least one more security camera to capture the other half of our blacktop play area.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. All students will have access to standards-aligned instructional materials. 2. All school facilities will receive adequate (in good repair) rating, as measured by FIT. 3. A district standard for technology in schools and classrooms will be developed. 4. A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintenance A web-based system allows the office and custodial staff to efficiently report maintenance problems and allows the school to keep abreast of progress as the problems are addressed by district maintenance staff.	2016-2017	Staff & Administration				
Two-way Communication Office staff, admin, yard duty and custodial staff have up to date radios to communicate on campus.	2016-2017	Staff & Administration				
Safety Security cameras have been installed on campus, and additional cameras will be added to assist with monitoring campus.	2016-2017	Administration				
Technology Each classroom is equipped with computers, document cameras, projectors and interactive whiteboards. Six Chromebook labs are checked out and shared by teachers in grades 1st - 5th. Teachers in grades K - 5 have access to the computer lab on a weekly basis.	2016-2017	Staff & Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Curriculum & Resources All students have access to standards-aligned instructional materials. Grade levels meet with the district instructional coach to create standards-based lessons using the district's anchor text unit maps.	2016-2017	Staff & Administration				

VI. Planned Improvements in Student Performance

Parent Involvement

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:

LCAP GOAL:
All parents will be actively engaged in their child's learning and school community
LEA GOAL:
1, 2 & 5
Data Used to Form this Goal:
We will use both quantitative and qualitative data to make this determination based on results from the parent survey we will send home in the spring and the amount of parent involvement/participation at our school functions and events.
Identified Needs (findings from the analysis of data):
Past results show that a large number of our parents are actively involved in school activities. More frequent access to student progress would allow parents to be better informed and thus more involved in their students' learning.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be developed. 2. A system for collecting data regarding parent involvement will be developed for each of the 6 types of parent involvement. 3. Data for parent usage of Schoology and JupiterEd will be collected.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two-way Communication "Week at a Glance" email and phone blast sent out via SchoolMessenger to parents; shows school calendar for the week, highlights school events, and student and teacher accomplishments. Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students' academic and social needs. Staff send reports to parents to keep them abreast of students' progress. Teacher websites are current with necessary school/class information. Parent information at Back to School Night to share assessment data, school goals, vision, etc. Kindergarten Orientation Day is held prior to the beginning of school to help orient Kindergarteners as well as their parents with our program Translators are provided meetings such as Student Study Team (SST), Individualized Education Plan (IEP), attendance, parent teacher report card conferences to ensure parent	2016-2017					

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

K-Kids Service Club exists to find needs at school and in the community that can be met by the 3rd-5th grade students and adult leaders who run the program. K-Kids is sponsored by Kiwanis International, a service group[founded on the ideals of helping children in our local communities.

Tiger Crew is our school leadership club for 3rd-5th graders. Along with being the student voice of our school, Tiger Crew also helps coordinate service events such as our canned food drive, Toys 4 Tots, Pennies 4 Patients, and other service projects that may arise. They often work in conjunction with our K-Kids | 2016-2017 | K-Kids & Tiger Crew adult leaders, staff, administration, and local community members. | | | | |
| Youth Development

Our YDI team meets either in person or via email to discuss how to continue giving our students an active voice in their school environment. A function of our YDI team is also how to continue outreach into our local community such as "adopting" families in need over the holidays. | 2016-2017 | YDI Team | | | | |
| Collaborative Decision Making | 2016-2017 | PTC, local community, staff, and | | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We have a very active PTC that works closely with school staff to discuss and identify school needs; they then work in conjunction to determine to cost of addressing those needs and fundraising for them. Some of those events also are great for community outreach such as our Harvest Festival, Bingo Night, etc. The PTC also hosts other community outreach events such as Daddy-Daughter Dance, Mother-Son event, Father-Son Skyzone Nights, and Mother-Daughter Painting Party.		administration.				

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF-Supplemental (Site Fund)	$4,693	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF-Base (District Fund)	300.00
LCFF-Base (Site Fund)	4,300.00
LCFF-Supplemental (District Fund)	3,000.00
LCFF-Supplemental (Site Fund)	4,693.00
Parent Teacher Association (PTA)	4,000.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1A: English Language Arts	3,078.00
Goal 1B: Mathematics	3,415.00
Goal 2: Disproportionality	
Goal 3: English Language Development	9,800.00
Goal 4: Physical Fitness/Health & Wellness	
Goal 5: School Climate	
Goal 6: Parent Involvement	
Goal 10:	
Goal 11:	

X. 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	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rey Cubias			X				
Will Middleton					X		
Katy Evangelisti				X			
Cindy Hood					X		
Maduri Duddukuri						X	
Meredith Mahoney						X	
Gwen Scales						X	
Maureen Richardson						X	
Charlotte Casillas						X	
Leah Bassett						X	
Cynthia WIllis				X		X	
Numbers of members of each category:			**1**	**2**	**2**	**7**	

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.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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 November 4, 2016.

Attested:

Rey Cubias
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Maduri Duddukuri
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date