The Single Plan for Student Achievement

School: Saratoga Elementary School

CDS Code: 4369682604910

District: Saratoga Union Elementary School District

Principal: Brian White

Revision Date: 11/16/17

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 12/14/17.

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School Vision and Mission

Saratoga Elementary School's Vision and Mission Statements
The mission of Saratoga Elementary School is to create an environment which inspires and supports all children in becoming global citizens with a passion for lifelong learning. To educate students to their fullest potential, our District Strategic Plan includes three components; academic success for all students, providing a balanced curriculum, and the building of caring, responsible students. The goals of Saratoga Union School District are to create an innovative public school system that stimulates intellectual curiosity, providing academic rigor for each and every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners thrive. We accomplish this with a highly professional and differentiated system of education, which engages the community as educational partners, embraces diversity, promotes civic responsibility, inspires creativity, and fosters student well-being. We measure success in student outcomes and achievement, professional growth, and a commitment to continuous improvement. Our vision recognizes the development of the whole child in the three areas of academic success, balanced curriculum, and caring, responsible citizens.

Our vision at Saratoga Elementary School supports our firm belief that our role is to support all students to achieve their highest potential. Our first goal is Academic Success. Our teachers work on district and site teams to collaborate on goals, curriculum planning and development, and address the educational needs of all children. The second dimension, a Balanced Curriculum, is achieved through the working partnership of our school district and parent community. Partner organizations like the Saratoga Education Foundation, Parent-Teacher Association, School Site Council, and the Saratoga Alumni Association provide support for our District enrichment curriculum that includes hands-on science labs, visual and performing arts, physical education instruction, library, character education, and student support services. The third dimension is Building Caring, Responsible Citizens. Our work with Project Cornerstone asset-building curriculum and philosophies is deepening through the campus. Project Cornerstone combine with our school's Service Learning Committee to provide numerous enriching activities for our students that seek to deepen our connections with each other, with our Saratoga community, and our world.

School Profile

At Saratoga Elementary School, students, parents, staff, and our community work together to ensure each student receives a challenging, balanced, and integrated educational program in a safe and caring environment. Instruction across content areas build in our students critical thinking, creativity, problem solving, and communication skills. Professional development and collaboration provide staff opportunities to grow and reflect upon teaching practices as we strive to move forward in meeting the needs of our students in an ever-changing world. Teachers use student data to assess instructional practice, student progress, and guide instruction. As a learning community, we share ideas and concerns honestly, communicate regularly with parents and community, and model a lifelong joy of learning through our own personal and professional growth.

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).

In the Spring of 2017, a survey was sent to all Saratoga Union School District (SUSD) employees and community members, and it was also available to the community via the District website. The survey was open for six weeks, and several reminders were sent: 426 SUSD parents, employees, and community members participated. The survey questions address the 8 State Priorities, such as student achievement/engagement, implementation of Common Core State Standards, school climate, parental involvement, course access, and basic services.

A survey was also given to all students in grades 4 - 8 and was open for six weeks. Principals and teachers encouraged students to take the survey at school: 419 students participated districtwide.

Refer to 2017-20 SUSD LCAP pages 65-93 on District website under "Our District" and "Local Control Accountability Plan".

Informal surveys are given to parents and teachers throughout the year, and results are used to improve district programs.

The School Site Council analyzes data and discusses parent input at their monthly meetings. The issues discussed include addressing social-emotional needs of children, meeting the needs of our English Learners, incorporating technology to enhance teaching and learning, and providing appropriate professional development for staff.

Classroom Observations

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

SUSD teachers are evaluated as per the Saratoga Teachers' Association contract. In addition, administrators informally observe every teacher frequently and provide feedback to them. Our focus areas this year are: implementation of high impact strategies (Visible Learning), implementing standards-based instruction, meeting the social-emotional needs of students, and providing appropriate technology to enhance teaching and learning.

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 California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014 and replaces the Standardized Testing and Reporting (STAR) Program. The CAASPP System encompasses the following assessments and student participation requirements:

The Smarter Balanced Summative Assessments (SBAC) are comprehensive end- of-year assessments in English language arts/literacy (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and measure progress toward college and career readiness. Both the ELA and mathematics assessments are comprised of two parts: computer adaptive test and performance task All students in grades three through eight take these assessments, with the exception of those students who have an individualized education program that designates the use of an alternate assessment. The Smarter Balanced Summative Assessments are administered when at least 66 percent of instructional year has been completed.

California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight. Students with cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments, even with accessibility supports ,and whose individualized education program (IEP) indicates assessment with an alternate test.The content of the alternate assessment is based on alternate achievement standards derived from the Common Core State Standards for students with cognitive disabilities. The CAAs are a computer-based adaptive test and administered to students in a one-on-one environment.

California Science Test (CAST) Field Test is required from all students in grades five and eight unless their IEP indicates assessment with an alternate test. The CAST includes discrete items and performance tasks (PTs). The discrete item types consist of selected response, constructed response, table, fill-in, graphing, etc. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards. The CAST is aligned with the California Next Generation Science Standards (CA NGSS, which were adopted by the State Board of Education in September 2013). The 2017 administration of the CAST was a census pilot test and the 2018 CAST will be a census field test.

California Alternate Assessment [CAA] for Science Pilot Test: Students in grades five and eight with cognitive disabilities who are unable to take the CAST even with accessibility supports and whose IEP indicates assessment with an alternate test. The content of the alternate assessment is based on alternate achievement standards derived from the CA NGSS for students with cognitive disabilities.

California English Language Development Test (CELDT)-- All students who are identified in the home language survey in the registration packet take the CELDT assessment upon enrollment and annually to determine the level of fluency in English and the appropriate English Language Development services for that student. The CELDT allows our staff to identify students who need to improve their skills in listening, speaking, reading, and writing in English.

The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The California Department of Education (CDE) expects to be fully transitioned from the CELDT to the ELPAC as the state's assessment of ELP by 2018–19.

Physical Fitness Test (PFT): Students in grades five and seven take the fitness test, which has six parts (aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body composition, trunk extensor strength and flexibility, and flexibility) that show a level of fitness that offer a degree of defense against diseases that come from inactivity.

SUSD Assessments:

* Writing assessment: All students in Grades K-5 will take pre- and post- writing assessments, three times per year or more.
* Developmental Reading Assessment (DRA): All students in Grades K-3 will be assessed at least twice a year. All Grade 4-5 students who are not reading at their grade level will be assessed twice a year.
* Content assessments: are administered in the content areas of math, ELA, social studies, and science.
* Middle school math placement assessments: multiple and objective measures which are used to place students in middle school math courses for which they are appropriately prepared to be successful.

The SUSD Assessment Calendar denotes the aforementioned assessments and dates of administration.

Special Education qualification testing is available if recommended by the Student Study Team or requested by parents.

Elementary Student Progress Updates (trimester) and RMS Report Cards (semester) provide written records of student performance on curriculum outcomes over a period of time.

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

All SUSD teachers use the curriculum-embedded assessments in their subject areas to monitor student progress and the effectiveness of instruction. The results are used to reteach, modify, and differentiate the curriculum to students needing extra support.

California's new accountability system is reported through the California School Dashboard, which is an online tool that reports on multiple measures, including local and state indicators. The Dashboard reflects districts' and schools' growth and status in the areas of suspension, English learner progress, and academic progress in ELA and mathematics.

SUSD teachers and administrators utilize a data management system to monitor overall performance on assessments over time.

Staffing and Professional Development

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

All teachers are ESSA (The Every Student Succeeds Act of 2015) compliant: a teacher of core academic content must possess: a bachelor's degree, a teaching or intern credential, and demonstrated core academic subject matter competence. The core academic content areas include: multiple/general subjects, English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, history, geography, and the arts.

All SUSD teachers are CLAD (Crosscultural, Language, and Academic Development) certified.

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

All SUSD teachers are qualified, effective instructors (appropriately credentialed) per California's State Board of Education.

Saratoga Union School District sponsors three days of professional staff development during the course of the school year. District and site leaders and teacher leaders work with staff members to analyze student data, make curricular adjustments based upon student need, and learn and incorporate new and innovative strategies to support student achievement. Teachers also work with one another during collaboration periods during the school week. This collaborative work is very instrumental in maintaining consistency of curriculum design and sharing best practices with one another. Elementary and middle school teachers have been using the collaboration period for some time. Ongoing professional development is a very high priority for all SUSD teachers and classified staff. In addition our teachers and other staff are encouraged, and take advantage of, extensive training opportunities within the district and on their own.

SUSD developed a comprehensive curriculum framework to align professional development and curriculum implementation.

2017-18 Professional learning focus areas are:
* Mandatory health and safety trainings
* Next Generation Science Standards implementation (TK-5 and RMS science teachers)
* Math: content and standards for mathematical practice implementation (TK-5 and RMS math teachers)
* ELA implementation of standards-based program (RMS core teachers)
* Balanced literacy
* Writing Workshop (elementary)
* Visible Learning (effective strategies with high impact to student learning)
* G-Suite training (differentiated for teachers' levels - TK - 8)
* MakerSpace and project-based learning
* Strategies to support English learners
* Suicide awareness and prevention, gender equity and inclusivity, and comprehensive sexuality education (middle school)

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

    The SUSD District Leadership Team's (DLT) purpose is to provide a vehicle for teacher input on district decisions, specifically to: 1) ensure and facilitate articulation among school sites, grade levels, departments, etc, and 2) Establish long- and short-term professional development goals (content and timelines), based upon district goals and administrator, teacher and/or student need. Elementary grade-level representatives and middle school department-level representatives on the DLT meet monthly to align professional development to content standards, assessed student performance, and professional needs.

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

    SUSD provides TK-8 teachers with differentiated, ongoing, job-embedded professional development in a safe environment focusing on schoolwide improvement and building teacher capacity. The overall goal is to improve student learning. Some of the ways that instructional coaches support teachers are:
    * Focusing on student learning
    * Improving teaching practices
    * Building teacher collective efficacy
    * Working together as professionals
    * Collaboratively building teacher capacity
    * Developing a deep cycle of learning or a quick learning experience
    * Co-planning, co-teaching, reflecting
    * Analyzing data together

    Possible examples of professional learning experiences with SUSD's TOSAs include:
    * ELA/ELD core and supplementary instructional materials support
    * Assessment-driven instruction
    * Conferring/small group instruction
    * Writing and reading across the curriculum
    * Book clubs/ literature circles
    * Guided Reading
    * Balanced literacy components
    * Differentiation/ Enrichment
    * Technology and digital instructional tools
    * Workshop teaching
    * RMS Core (ELA and Social Studies) coaching support
    * Implementation and customization of curriculum
    * Mathematics core and supplementary instructional materials support
    * Using assessment to inform instruction
    * Integrating technology into instruction using the SAMR model
    * G-Suite for Education (collaboration and productivity tools)
    * EL strategies and best practices
    * Integrated ELD instruction in the content areas
    * Designated ELD instruction using the ELD standards and Framework
    * Progress monitoring of English learners

    SUSD participates in the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) program for new teachers to:
    * Develop an Individualized Learning Plan which includes assessing their own practice against a subset of high-impact California Standards for the Teaching Profession, setting goals, and planning for growth
    * Know the strengths and needs of their students across multiple dimensions-both as academics and as whole people
    * Build positive collaborations with families, colleagues, administrators, and the broader community
    * Regularly analyze student work in order to understand student strengths and needs as well as current levels of success
    * Plan effective and rigorous standards-aligned lessons
    * Engage in focused observation and feedback cycles both of their own classrooms as well as observing in the classrooms of experienced and expert teachers
    * Regularly reflect on teaching practice and growth

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

    Teachers work with one another during collaboration periods during the school week. This collaborative work is very instrumental in maintaining consistency of curriculum design and sharing best practices with one another. The SUSD Professional Learning Calendar delineates the weekly focus for professional development, which is more often than not teacher collaboration to focus on professional growth to improve student learning. Teachers meet in site-, district wide or department teams to focus on student learning, including data-analysis and looking at student work.

Teaching and Learning

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

    Standards-based teaching and learning is a student-centered approach to curriculum design, assessment, and instruction guided by a series of learning targets for students in every Saratoga Union School District grade level. These standards are derived from a variety of widely accepted and state-mandated sources including Common Core State Standards, Next Generation Science Standards, and California Content Standards.

    Based on these standards, teachers collaborate in district wide grade level or department teams to consider what students should know or be able to do, how they will know whether students know and can do, what they will do when students don't know or can't do, and how they will respond when students already know and can already do. SUSD teachers use a variety of assessment data to create personalized opportunities for students to acquire essential knowledge and skills, make meaning of big ideas, and transfer this learning to worthwhile tasks that engage and challenge students of all ability levels.

    Standards are not equally significant. Some standards have relevance across multiple courses and disciplines, while others deepen understanding and skills within a certain course or discipline. The most salient standards for every grade level and course have been identified by teams of SUSD elementary teachers, principals, and instructional coaches using the following criteria:
    * Endurance: standards that provide students with knowledge and skills beyond a single test date
    * Leverage: standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
    * Readiness: standards that provide knowledge and skills for success in the next grade or level of instruction SUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources.

    Just as standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and needs are gleaned from a variety of assessments including frequent informal assessment, ongoing classroom observation, thoughtful evaluation of performance tasks, and less-frequent traditional tests. With clear assessment data, teachers consider next steps for each student relative to deep and rigorous understanding of standards. Teachers anticipate and plan for successful outcomes for ALL students.

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

Kindergarten:
The minimum school day for kindergarten students shall be 180 minutes, including recesses but excluding noon intermissions. (Education Code 46115, 46117)

Elementary Schools:
The minimum school day for students in elementary schools shall be:
230 minutes for students in grades 1-3 (Education Code 46112)
240 minutes for students in grades 4-8 (Education Code 46113)
For students in grades 1-8, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)

Secondary Schools:
The minimum school day for middle and high school students shall be 240 minutes unless otherwise provided by law. (Education Code 46141-46147)

The adopted course of study includes English Language Arts, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education The State of California has no hourly requirements for coursework, other than for physical education.

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

Elementary intervention courses and programs are scheduled not to interfere with the Saratoga Education Foundation enrichment classes of art, music, science labs, library time, physical education or special activities. These specialized intervention courses do not supplant classroom instruction. The classroom teachers work with the specialists to determine the schedule. These programs include: special education "pull-out" and "push-in", reading intervention sessions, English language development "pull-out" and "push-in" support, and 4th and 5th-grade science labs.

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

SUSD students have access to standards-based instructional materials, as per EC Section 60119(c)(1), which states that sufficient textbooks or instructional materials means, "each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil." This specifically applies to four subject areas: reading/language arts, mathematics, science, and history-social science.

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)

The SUSD Williams Quarterly Reviews reveal that all state-adopted texts and materials are available to all students, and used daily in the instruction of our students.

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

All SUSD students receive the educational services they need to achieve the high academic standards in all curricular areas. Services provided by the general education classroom program may include the following:
* Peer tutoring
* Cross-age tutoring
* Modified instruction
* Cross-curricular teaching
* Differentiated instruction

Student Study Team (SST) is a group that examines a student's academic, behavioral and social-emotional progress and proposes interventions for the student. The team usually consists of a teacher, administrator, and support personnel from the school. The student and parent are also a part of the team.

The Resource Specialist Program (RSP) teacher works with students who have an Individualized Education Plan (IEP).

Other personnel that provide services for underperforming students include school psychologists, occupational therapists, speech therapists, and counselors.

14. Research-based educational practices to raise student achievement

Saratoga Union School District educators are committed to knowing their impact on teaching and learning. Visible Learning refers to making student learning visible to teachers so they know whether they are having an impact on learning. It also refers to making teaching visible to the students so students learn to become their own teachers. Visible Learning comprises John Hattie's 800 meta-analyses (a method of combining results from different studies to identify patterns) of 50,000 research articles and about 240 million students. The most important discovery from the research was that almost any intervention can claim to "work." We need to be more discriminating in the educational practices we implement. Rather than looking at any practice that has an effect size of more than zero (d > 0), in Visible Learning Hattie suggests that an effect size of 0.40 should be considered the hinge-point. An effect size of 0.40 is about the average effect we expect from a year's schooling. Therefore we should aim to implement those interventions of 0.40 and above because those are the ones that will truly improve student achievement.

SUSD Educators have identified the following high-impact strategies:
* Collective teacher efficacy (d = 1.57): helping all teachers on the staff to understand that the way they go about their work has a significant impact on student results.
* Formative evaluation and assessment (d =.90): feedback that provides teachers with formative information on attention to the purposes of innovations, the willingness to seek evidence on where students are not doing well, the keenness to see the effects on all students, and openness to new experiences make a difference.
* Feedback (d = .75): teachers seek feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged.
* Teacher Clarity (d= .75): teachers provide organization, explanation, examples and guided practice, and assessment of student learning.
* Teacher-student relationships (d = .72): teacher behavior reflects non-directivity, empathy, warmth, encouragement of higher order thinking, encouraging, learning, adapting to differences, genuineness, and learner-centered beliefs.

Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

<u>Parental Involvement</u>

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

SUSD educators utilize a variety of resources to assist and support all students:

* Saratoga Education Foundation (SEF): this parent-run organization raises funds for visual arts, music, computers, library, and physical education staff.
* Parent Teacher Association (PTA): supports classrooms with materials, budget, and grant process.
* Parent volunteers assist in every elementary classroom at least weekly and often daily.
* District Special Education Support Staff: An Occupational therapist, Speech and Language teacher, Resource Specialist, Behavioral Specialist, district psychologists, and a district nurse assist with student needs.
* Los Gatos Saratoga Recreation Department and SUSD provide an academic summer school for underperforming students entering Grades 1-8 in the curricular areas of reading and math.
* Counseling and Support Services for Youth (CASSY) supports RMS students' social-emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education
* Saratoga Music Boosters (SMB) supports music programs for students and raises funds for SUSD and SHS Music Programs.
* Project Cornerstone programs to reduce bullying, promote achievement and help all students feel valued and respected.
* Los Gatos Saratoga High School District and SUSD partner to meet the academic and social-emotional needs of our students by ensuring ongoing communication between teachers and administrators.
* Santa Clara County Sheriff's Department provides a School Resource Officer whose primary function is to establish and maintain a positive relationship with the schools in Saratoga.
* City of Saratoga partners with SUSD to improve emergency preparedness and communication protocol in our community.
* Santa Clara County Library District partners with SUSD to ensure that all students have a library card and access to the library's rich learning resources including books, eBooks, computers, music, periodicals, databases, and more.
* Santa Clara County Office of Education provides technical support in implementation of the district's programs and initiatives.r school for under-performing students entering Grades 1-7 in the curricular areas of reading and math.

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)

Saratoga Union School District (SUSD) has a very involved and dedicated parent community. Many parents generously contribute their valuable time, energy, and financial resources in order for our district to provide a stellar learning environment for our students. Our partnership with parents and the community translates into enriching learning opportunities and activities that set our district apart. The richness of the programs in Saratoga Union School District (SUSD) is made possible by the strong partnership between the schools, parents and the community-at-large.

The structure for parent involvement includes committees at both the district and site levels comprised of a cross section of parents representing English learners, students with disabilities, low- income families, and all students. The committees also include stakeholders from the certificated and classified bargaining units, as well as site and district administrators.

The stakeholders that provide input into the Single Plans for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) include:
* District Leadership Team (DLT);
* District English Learner Advisory Committee (DELAC);
* Science, Technology, Engineering, Arts, Math, and Music (STEAM) Team;
* School Site Councils (SSCs);
* Superintendent's Advisory Council (SAC) comprised of parent leaders of each site's School Site Council (SSC), Parent Teacher Association (PTA), Saratoga Education Foundation (SEF), and other parent volunteer organizations;
* Emergency Preparedness Committee;
* Saratoga Education Foundation (SEF);
* Comprehensive Sexuality Education (CSE) Working Group;
* School-based committees comprised of staff and parents

In particular, the following two groups plan, implement, and evaluate school programs:

* School Site Council (SSC) : Parents and staff members create, implement, and assess a school plan to address student achievement, focusing on providing support to underachieving students.
* District English Language Advisory Committee (DELAC): Parents and staff members support students, families, and teachers by reviewing English Learner data and best practices to advise School Site Councils and the Board of Trustees on ways to support English Language Learners.

Funding

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

Services provided by categorical funds that enable "underperforming students" to meet standards:
* Title II Funds (Preparing, Training, and Recruiting High Quality Teachers and Principals) is a federal grant used to provide continuous, ongoing training that helps teachers understand academic subjects and learn strategies to help students meet high academic standards. In 2017-18 SUSD will receive approximately $24,840, which must also be shared with the two private schools in the attendance area.

*Title III Part A Language Instruction for English Learners and Title III Part A Immigrant Funds are federal grants that help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. In 2017-18 SUSD will receive approximately $10,831 (Title 3 EL) and $9,369 (Title 3 Immigrant).

18. Fiscal support (EPC)

Fiscal support for SUSD's educational programs is provided by the district's General Fund, district Parcel Tax, state federal Categorical Funds (Title II, and Title III), the Saratoga Education Foundation, and the Parent Teacher Associations. Additional information about SUSD's budget can be found at https://www.saratogausd.org/Page/485.

Description of Barriers and Related School Goals

Possible Barriers to achieving goals:

1. Substitutes: Adequate numbers of available substitutes is a major barrier in SUSD and statewide. Planning, data review and training days are scheduled and often there are no substitutes to cover teachers so they may attend the training or planning day. This impacts student academic progress as teachers are not given adequate time to analyze data and plan next steps or receive the training necessary to move their practice forward.
2. Time for structured and unstructured collaboration
3. Educators' Mindset: the need to encourage educators' flexible mindset, i.e., the belief that we are evaluators, change agents, adaptive learning experts, seekers of feedback about our impact, engaged in dialogue and challenge, and that we see opportunity in making mistakes, and are keen to spread the message about the power, fun, and impact that we have on learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	61	60	64	60	58	64	60	58	100.0	98.4	96.7
Grade 4	70	73	68	70	70	67	70	70	67	100.0	95.9	98.5
Grade 5	82	73	71	81	69	71	81	69	71	98.8	94.5	100
All Grades	216	207	199	215	199	196	215	199	196	99.5	96.1	98.5

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2482.2	2517.8	2473.9	44	68	44.83	38	25	27.59	14	3	17.24	5	3	10.34
Grade 4	2547.1	2552.6	2551.6	64	63	64.18	17	23	25.37	13	11	10.45	6	3	0.00
Grade 5	2591.4	2588.7	2562.4	58	58	47.89	27	32	30.99	14	3	9.86	1	7	11.27
All Grades	N/A	N/A	N/A	56	63	52.55	27	27	28.06	13	6	12.24	4	5	7.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	68	44.83	42	28	44.83	9	3	10.34
Grade 4	56	59	59.70	31	36	38.81	13	6	1.49
Grade 5	51	55	49.30	40	39	40.85	10	6	9.86
All Grades	52	60	51.53	38	35	41.33	11	5	7.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	47	53	37.93	47	43	50.00	6	3	12.07
Grade 4	67	64	58.21	29	33	37.31	4	3	4.48
Grade 5	74	54	57.75	22	36	33.80	4	10	8.45
All Grades	64	57	52.04	32	37	39.80	5	6	8.16

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	52	37.93	67	47	56.90	0	2	5.17
Grade 4	47	46	41.79	50	50	58.21	3	4	0.00
Grade 5	38	42	40.85	60	54	57.75	1	4	1.41
All Grades	40	46	40.31	59	50	57.65	1	4	2.04

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	60	39.66	63	37	46.55	5	3	13.79
Grade 4	49	40	52.24	44	56	46.27	7	4	1.49
Grade 5	74	72	43.66	25	25	40.85	1	3	15.49
All Grades	53	57	45.41	42	39	44.39	4	4	10.20

Conclusions based on this data:

1. Differentiated instruction is needed to meet the needs of all learners.

2. Teachers will review and analyze data for their grade level to evaluate the grade level instructional program.

3. Frequent formative assessment will provide timely and targeted information about each students' progress and necessary instructional shifts.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	61	60	64	60	60	64	60	60	100.0	98.4	100
Grade 4	70	73	68	70	70	67	70	70	67	100.0	95.9	98.5
Grade 5	82	73	71	81	70	71	81	70	71	98.8	95.9	100
All Grades	216	207	199	215	200	198	215	200	198	99.5	96.6	99.5

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2486.8	2521.7	2483.7	44	55	45.00	39	40	31.67	14	5	13.33	3	0	10.00
Grade 4	2554.7	2560.5	2570.6	60	61	65.67	21	24	31.34	17	14	2.99	1	0	0.00
Grade 5	2614.5	2596.8	2589.4	72	74	57.75	15	7	15.49	11	14	22.54	2	4	4.23
All Grades	N/A	N/A	N/A	60	64	56.57	24	23	25.76	14	12	13.13	2	2	4.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	78	56.67	38	20	31.67	3	2	11.67
Grade 4	76	70	79.10	19	26	19.40	6	4	1.49
Grade 5	75	76	63.38	21	14	23.94	4	10	12.68
All Grades	71	75	66.67	25	20	24.75	4	6	8.59

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	63	50.00	38	37	35.00	2	0	15.00
Grade 4	67	61	70.15	27	37	28.36	6	1	1.49
Grade 5	68	70	49.30	26	17	47.89	6	13	2.82
All Grades	66	65	56.57	30	30	37.37	5	5	6.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	42	72	51.67	53	28	40.00	5	0	8.33
Grade 4	61	66	71.64	34	31	26.87	4	3	1.49
Grade 5	63	66	47.89	35	24	45.07	2	10	7.04
All Grades	56	68	57.07	40	28	37.37	4	5	5.56

Conclusions based on this data:

1. Differentiated instruction is needed to meet the needs of all learners.

2. Teachers will review and analyze data for their grade level to evaluate the grade level instructional program.

3. Frequent formative assessment will provide timely and targeted information about each students' progress and necessary instructional shifts.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	***				***	***									
1	***	60	40		40	60									
2	***			***		***			***						
3	***	***		***			***								
4		***		***			***								
5				***	***										
Total	40	50	22	40	50	67	20		11						

Conclusions based on this data:

1. English Learners are supported through their appropriately credentialed classroom teacher as well as an EL Aide providing support in the classroom and through an after-school intervention program. We will continue to monitor student performance for those students who are classified as Fully English Proficient.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	19	8		56	42		19	42		6	8				
1	50	50		25	38		25							13	
2	***			***											
3	***	***		***	***		***								
4		***		***			***								
5		20		***	60		***			***	20				
Total	23	31		48	41		23	17		6	7			3	

Conclusions based on this data:

1. CDE had not yet released 2015-16 data at the time of publication of this SPSA.

School and Student Performance Data

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	***		14	***	60	57		40	14						14
1	21	31	24	29	54	65	43	8	12	7				8	
2	22	43		22	43	50	33	14	30	22		20			
3	30	20		60	40	33	10	10	67		20			10	
4	15	67	33	38	17		31		67		17		15		
5	9	23		45	38	60	36	15	20		23		9		20
6		38		38	50	54	25	13	31	25		15	13		
7	40	17	***	40	67		20		***		17				
8		75	33	43		33	43	25	33	14					
Total	19	33	16	39	43	46	30	13	30	8	9	5	5	3	3

School and Student Performance Data

California Data Dashboard (Equity Report)

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Equity Report

Saratoga Elementary - Santa Clara County

Enrollment: 355   **Socioeconomically Disadvantaged:** 1%   **English Learners:** 5%   **Foster Youth:** N/A   **Grade Span:** K-5   **Charter School:** No

Reporting Year: Spring 2017

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	4	0
English Learner Progress (K-12)		N/A	N/A
English Language Arts (3-8)	🔵	3	0
Mathematics (3-8)	🔵	3	0

Performance Levels: 🔵 Blue (Highest) 🟢 Green 🟡 Yellow 🟠 Orange 🔴 Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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School and Student Performance Data

California Data Dashboard (Status Report)

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Status and Change Report

Saratoga Elementary - Santa Clara County

Enrollment: 355   **Socioeconomically Disadvantaged:** 1%   **English Learners:** 5%   **Foster Youth:** N/A   **Grade Span:** K-5   **Charter School:** No

Reporting Year: Spring 2017

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Very Low 0.3%	Declined -0.7%
English Learner Progress (K-12)		N/A	N/A
English Language Arts (3-8)	⬤	Very High 82.9 points above level 3	Increased +8.9 points
Mathematics (3-8)	⬤	Very High 75.4 points above level 3	Maintained +4 points

Performance Levels: ⬤ Blue (Highest)   ⬤ Green   ⬤ Yellow   ⬤ Orange   ⬤ Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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School and Student Performance Data

<u>**California Data Dashboard (Detailed Report)**</u>

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Detailed Report

Saratoga Elementary - Santa Clara County

Enrollment: 355   **Socioeconomically Disadvantaged:** 1%   **English Learners:** 5%   **Foster Youth:** N/A   **Grade Span:** K-5   **Charter School:** No

Reporting Year: Spring 2017

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

| Academic Performance | School Conditions and Climate | Academic Engagement |

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		N/A	N/A
English Language Arts (3-8)	✦	Very High 82.9 points above level 3	Increased +8.9 points
Mathematics (3-8)	✦	Very High 75.4 points above level 3	Maintained +4 points

Performance Levels: ● Blue (Highest)   ● Green   ● Yellow   ● Orange   ● Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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School and Student Performance Data

California School DASHBOARD

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Student Group Report

Saratoga Elementary - Santa Clara County

Enrollment: 355   Socioeconomically Disadvantaged: 1%   English Learners: 5%   Foster Youth: N/A   Grade Span: K-5   Charter School: No

Reporting Year: Spring 2017

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	⊕	*	N/A	N/A	*	⊕	*	⊕	*	*	*	*	⊕	⊕
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)	⊕	⊕	N/A	N/A	*	*	*	⊕	*	*	*	*	*	⊕
Mathematics (3-8)	⊕	⊕	N/A	N/A	*	*	*	⊕	*	*	*	*	*	⊕

Performance Levels: ⊕ Blue (Highest)   ◕ Green   ◔ Yellow   ◔ Orange   ◔ Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance 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:
SUSD LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS and NGSS-aligned instruction, assessment, and teacher professional development.
SCHOOL GOAL #1:
All students will demonstrate upward growth in student achievement, as measured by local and state assessments. The percentage of students in categories of 'standard exceeded' or 'standard met' in Math will increase from 82% to 85% on the annual CAASPP report. Math subjects will retain the status of "Very High" on the California School Dashboard Report.
Data Used to Form this Goal:
Classroom observations CAASPP Data Teacher generated rubrics and student work samples
Findings from the Analysis of this Data:
Students continue to maintain high levels of success on statewide and local math assessments. Targeted support for English Language Learners in developing academic vocabulary may increase student math performance among EL students.
How the School will Evaluate the Progress of this Goal:
Classroom observations CAASPP SBAC Mathematics Summative Data Teacher-generated rubrics and student work samples

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Eureka Math curriculum; customization of lesson plans to target students' learning needs.	2017-18 school year	Teachers, Principal, Instructional coaches, District Math TOSA				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for implementation of Eureka Math curriculum	2017-18 school year	Teachers, Principal, Instructional coaches, District Math TOSA				
Vertical subject matter planning to support alignment of math instruction practices	2017-18 school year	Principal, Teachers, District Math TOSA, Assistant Superintendent				
EL services to support English Language Learners	2017-18 school year	EL TOSA and District EL Teachers, EL aides, Principal, Teachers, Assistant Superintendent				

Planned Improvements in Student Performance

<u>**School Goal #2**</u>

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 student performance 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: Instructional Technology
LCAP GOAL:
SUSD LCAP Goal 4: Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), the infusion of technology, and consistent STEAM2 integration across disciplines.
SCHOOL GOAL #2:
By June 2018, all 4th and 5th grade students will participate in one or more learning activities that use digital tools to modify or redefine a traditional assignment, where students act as collaborators and create learning artifacts to progress toward a grade-level standard. Students in kindergarten through 3rd grade will build foundational awareness and skills using instructional technology.
Data Used to Form this Goal:
Teacher-generated rubrics, classroom observation, student work samples, SAMR (Substitution, Augmentation, Modification, Redefinition) model of instructional technology.
Findings from the Analysis of this Data:
Students in 4th and 5th grades will have 1:1 access to District-provided Chromebooks. Students currently use instructional technology to replace existing paper/pencil instruction (using Google Classroom to share documents). Students occasionally use instructional technology to augment class presentations (adding powerpoint or video to an assignment).
How the School will Evaluate the Progress of this Goal:
Teacher-generated rubrics, classroom observation, student work samples, SAMR (Substitution, Augmentation, Modification, Redefinition) model of instructional technology, ISTE (International Society for Technology in Education) Educational Technology Standards for Students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
G-Suite Training (cloud computing, productivity and collaboration tools) for all staff	2017-18 School Year	Teachers, Principal, District staff, Director of Instructional Technology	Targeted PD to support the building of fluency with using Google Apps for Education			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of Chromebook carts to support 1:1 access	2017-18 School Year	Principal, District staff, Director of Instructional Technology	Purchase of 2 Chromebook carts		Parcel Tax	2823.00
Staff will have the opportunity to attend trainings such as 2017 STEAM (Science, Technology, Engineering, Arts, and Mathematics) Symposium, SCCOE Project Based Learning (PBL) Training, and Mini-Merit.	2017-18 School Year	Teachers, Principal, Director of Instructional Technology, Assistant Superintendent	Professional Development to support the instructional goal.			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Climate/Service Learning
LCAP GOAL:
SUSD LCAP Goal 3: Our students will be educated in a safe environment that ensures physical safety, integrates social emotional literacy and engages students and stakeholders at all levels.
SCHOOL GOAL #3:
By June 2018, all students will have an opportunity to participate in a service learning project designed to increase connections between students and the community of Saratoga.
Data Used to Form this Goal:
2016 Project Cornerstone Developmental Assets Survey
Findings from the Analysis of this Data:
According to the 2016-17 Developmental Assets Survey 24% of Saratoga Elementary students report they feel valued and appreciated by adults in the community. 30% of students report they have opportunities to help others in the community.
How the School will Evaluate the Progress of this Goal:
Participation in Service Learning Projects Student reflections on participation Student survey Impact statements from community stakeholders

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue with Mind-Up curriculum	2017-18 school year	Principal, Counselor, Teachers				
Implement Project Cornerstone Social Emotional Literacy Program (District)	2017-18 school year	Project Cornerstone Staff, ABC Leaders, Principal, teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two whole-school service learning projects (one international based, one local)	2017-18 school year	Principal, Service Learning Committee, Teachers/Staff				
Monthly Character Trait Themes supported by Student Council and Project Cornerstone	2017-18 school year	Principal, students, teachers K-5, Project Cornerstone parents				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance 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: Visible Learning
LCAP GOAL:
SUSD LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.
SCHOOL GOAL #4:
All teachers and support staff (as appropriate) will participate in Professional Development activities focused on leveraging high impact strategies in our classrooms, such as Learning Intentions, Success Criteria, and Targeted Feedback (Visible Learning).
Data Used to Form this Goal:
assessment data, teacher surveys and feedback, Professional Development attendance, classroom observations
Findings from the Analysis of this Data:
Limited instructional time requires us to implement the strategies that have the highest impact to student learning, and shift away from less impactful strategies.
How the School will Evaluate the Progress of this Goal:
Classroom observations, teacher and student surveys, PD sign-ins, PD feedback surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Provide staff development opportunities	2017-18 school year	District staff, Principal				
Utilize Teachers on Special Assignment (TOSAs) and Instructional Coaches to assist teachers in implementing Visible Learning	2017-18 school year	District staff Principal TOSAs Instructional Coaches				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for grade level articulation, classroom observations, staff collaboration time to strengthen high impact strategies	2017-18 school year	District Leadership Team, Principal, District staff				
Calendar time at each staff meeting to focus on high impact strategies	2017-18 school year	Principal, Faculty Advisory Committee, Staff				
Maintain a school leadership team to support Visible Learning.	2017-18	Principal				

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
Brian White	X				
Amanda Wroblenski				X	
Melissa Stanis				X	
Amanda Follmar				X	
Todd Larraux		X			
Kristen Foley		X			
Numbers of members of each category:	**1**	**2**		**3**	

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)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

       State Compensatory Education Advisory Committee

_____
Signature

X   English Learner Advisory Committee

_____
Signature

       Special Education Advisory Committee

_____
Signature

       Gifted and Talented Education Program Advisory Committee

_____
Signature

       District/School Liaison Team for schools in Program Improvement

_____
Signature

       Compensatory Education Advisory Committee

_____
Signature

       Departmental Advisory Committee (secondary)

_____
Signature

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

_____
Signature

       School Technology Committee, School Project Cornerstone Committee, School Climate Committee, School Leadership Team, Faculty Advisory Committee, District Emergency Preparedness Committee, District Leadership Team, District English Language Advisory Committee

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 2017.

Attested:

Brian White
_____
Typed Name of School Principal   Signature of School Principal   Date

_____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date