

The Single Plan for Student Achievement

School: Schmitt Elementary School
CDS Code: 30667466030860
District: Westminster School District
Principal: Orchid Rocha
Revision Date: October 26, 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:

Contact Person: Orchid Rocha
Position: Principal
Phone Number: (714) 894-7264
Address: 7200 Trask Avenue
Westminster, CA 92683
E-mail Address: orocha@wSDK8.us

The District Governing Board approved this revision of the SPSA on January 19, 2017.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
Title III Accountability (School Data)	14
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	21
School Goal #3.....	24
School Goal #4.....	28
Centralized Services for Planned Improvements in Student Performance	30
Centralized Service Goal #1.....	30
Centralized Service Goal #2.....	32
Centralized Service Goal #3.....	33
Summary of Expenditures in this Plan.....	34
Total Allocations and Expenditures by Funding Source	34
Centralized Service Total Expenditures by Funding Source.....	35
Combined Total Expenditures by Funding Source.....	36
School Site Council Membership	37
Recommendations and Assurances.....	38

School Vision and Mission

Schmitt Elementary School's Vision and Mission Statements

"The vision of Ray M. Schmitt Elementary School's staff is high academic achievement for all students based on the shared belief that all students can learn."

Mission Statement: "We believe Schmitt Elementary School is a community where we all work together to achieve success in a way that is respectful, responsible and safe."

School Profile

Ray M. Schmitt Elementary School is located in the City of Westminster in Orange County, CA. Schmitt is part of the Westminster School District, and serves 518 students in grades Kindergarten through 5th depicts trends in overall student enrollment, percentage of students participating in the Free/Reduced Lunch program, and the number of students identified as English Language Learners over the past four years. Currently, we have 498 students enrolled in grade levels Transitional Kindergarten through 5th grade. We are a Title I Achieving School, a Gold Ribbon School in the area of Reading Fluency and a Silver Medal School in the implementation of a Positive Behavior Intervention Program (PBIS). We are very proud of our accomplishments, and we plan to continue our success as we focus on student achievement.

On a daily basis, Schmitt Elementary School's teaching and support staff strives to make a difference in the lives of students. The Schmitt instructional staff consists of 19 general education teaching positions, 3 special education teachers, 1 State Preschool general education teacher, 2 part-time reading intervention teachers, 1 speech teacher, 1 school psychologist, and 1 school nurse. The school's support staff consists of 7 special education para-educators, 1 Preschool instructional assistants, 2 Community Liaisons, 1 Health aide, 1 Computer Aide, 1 Library Media Assistant, 1 Part-time Title I clerk, and 1 Office Manager. Our school receives categorical funding from the following sources: Economic Impact Aid/English Learner program, English Language Acquisition Program, and the Gifted and Talented Education program. Currently, we are funded under the LCFF (Local Funding Formula).

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).

Last spring of 2015 we had over 200 Needs Assessment surveys were returned. We found that the overwhelming majority of our parents need training and support in the area of homework and study skills. Many of our parents would like to continue with our Nutrition and Literacy workshops.

Our Fall 2016 Needs Assessment Survey for teachers revealed that our teachers need professional development in the area of Writing, Scoring Writing, Calibrating Writing Scores, Writing with Technology, and technology in general. This school-year we will be working with our Instructional Support Specialists to build the capacity of our leadership team in providing our school team support in the areas of need.

Classroom Observations

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

I have had the opportunity to visit classrooms on a weekly basis. Based on my observations, I can see that we need to raise the quality and rigor in writing across all subject areas, we need stay focused on the purpose and objective of the lessons we present, and we need to also focus in deepening our understanding of Mathematical concepts.

My goal is to be in classrooms for at least an hour daily. During this time I will be looking for model lessons in writing, good examples of quality writing, purpose, engagement and higher level type questions from our teachers. We will also work on continuing the practice of having peers observe each other and share strategies.

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)

State and local assessments are used to guide and improve both instruction and student achievement. Additionally, these data sets, specifically the CELDT and district benchmarks, will be used to measure success toward school goals.

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

Process for Monitoring student progress and modifying instruction as needed:

Student progress is assessed through Trimester benchmark results. These results, along with formative and summative program/classroom assessments, are analyzed during collaborative meetings (a.k.a. PLCs) facilitated by the team leader. These sessions assist teachers in maintaining the coherence and continuity of the curriculum implemented within and across grade levels. The collaborative meetings, scheduled throughout the year, are used to review current data, identify areas of concern, and make modifications to instructional delivery as supported by the data.

Staffing and Professional Development

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

Instruction provided by highly qualified teachers:

Instruction at Schmitt Elementary School is delivered by Highly Qualified teachers. Their dedication to continuous learning supports the refinement of their lesson delivery to all students.

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

All teachers are credentialed at Schmitt School.

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

Alignment of staff development activities to content standards, assessed student performance levels and professional needs:

Professional development in the Westminster School District is based on identified needs in conjunction with the Professional Development Plan created by the Professional Development Master Plan Committee comprised of teachers and administrators. Professional development activities align with state standards, the district vision and the Common Core Standards. The Westminster Board of Trustees supports continuous learning designating weekly modified days for voluntary professional development and professional collaboration. To meet individual professional development needs, teachers, administrators, and classified staff self-select workshops designed to assist them in implementing best practices at their site and in the classrooms. In addition, Westminster School District teachers facilitate the professional development of their peers during PLC sessions and through the implementation of professional learning communities.

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

Through the use of district funds, teachers meet on a bi-weekly basis to collaborate and share best practices. Additionally, the district is providing teacher support through professional development during pupil free days and Professional Development Wednesday sessions are set aside for teacher leaders to step-up and provide professional development in our focus areas. As an added layer of support, teachers have as a resource, specially trained teacher leaders to work with grade level teams at each site on the implementation of effective instructional strategies in writing, mathematics, reading, technology and ELD.

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

The Westminster Board of Trustees supports continuous learning designating weekly modified days for voluntary professional development and professional collaboration. The PLCs or Collaboration Sessions, scheduled throughout the year, are used to review current student data or writing samples, identify areas of concern, and make modifications to instructional delivery as supported by the data. During grade level or department PLCs and Collaborations instructional concerns are identified and specific intervention strategies are planned and selected to ensure students mastery of the content grade level standards.

Teaching and Learning

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

Alignment of curriculum, instruction and materials to content and performance standards:

The District selects curriculum and instructional materials aligned with the state standards. Adoption committees comprised of teachers, parents and administrators, recommend textbooks for adoption by the Board of Trustees after completing a thorough analysis of their alignment with the state standards. Supplemental and intervention materials are also carefully selected to ensure alignment with content and performance standards as well as the needs of Westminster School District students. Teachers at Schmitt Elementary School adopt and implement research-based instructional strategies and delivery methods to ensure academic achievement for all students.

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

Schmitt Elementary School adheres to the states recommended instructional minutes in the areas of ELA and Math. The school provides a 120- minute block of time for English Language Arts as well as sixty-minutes for math instruction. Schmitt Elementary School meets or surpasses the mandatory number of minutes at our grade span. In addition we offer an all day kindergarten program designed to give students additional support.

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

Lesson pacing schedule and schedule flexibility for sufficient intervention:

Westminster School District has developed trimester pacing guides aligned to the California Common Core Standards. Teachers at Schmitt Elementary School implement these guides and assess student achievement on the standards presented using end of Trimester benchmarks. Benchmark data, along with formative classroom assessments, determines the need for additional exposure to a given standard and/or the assignment of a student to a specialized reading/math intervention. Assessments are used throughout the year to monitor student progress and allow them to move flexibly through the interventions offered by the school.

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

Availability of state board adopted standards-based instructional materials including intervention materials appropriate to all student groups:

Instructional materials including intervention materials are purchased by both the site and district funds. Westminster School District takes care to evaluate instructional materials to ensure their appropriateness for all student groups. After the analysis of student data in the fall, budget allocations are made and materials are purchased in order to fill any instructional gaps that are revealed. The Westminster School District Curriculum and Instruction department assists school sites in making purchases of appropriate instructional materials. In the 2016-2017 school-year, all teachers are implementing the new Math adoption by McGraw Hill.

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 instructional materials are standards aligned and meet state requirements.

Opportunity and Equal Educational Access

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

We have two part-time (.4) certificated teachers in place to help support our struggling students. At the primary level, we have a .4 teacher who works with primary level groups to support in reading. This part-time teacher will also help support our "newcomers" who are learning English as a second language for the first time. Our primary intervention teacher will be using phonemic awareness type lessons and lessons from the Universal Access section of Open Court.

To help support students at the upper-grade levels, we have a reading teacher who also provides support to students who need small group instruction in the area of reading or writing. The program that will be implemented by our reading intervention teacher is READ 180 by Scholastics.

14. Research-based educational practices to raise student achievement

Schmitt teachers regularly utilize Thinking Maps, GLAD, language frames and cooperative strategies across all content areas including ELD. Additionally, once appropriately trained, teachers use the GATE icons to deepen understanding for all students in all content areas.

Parental Involvement

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

Through a district partnership with Abrazar Inc., Schmitt is able to provide an extended after school support program. Serving roughly 20% of our school population, the program offers students the opportunity for the extra academic or social support students may need. In addition, students are also exposed to various other enrichment activities including theater arts, chorus, science, technology, mathematics and engineering. Parents in our community have the opportunity to take ESL classes at our site in the mornings or evenings. We also offer a Latino Literacy Project Workshop series to support our parents in the art of reading aloud to their children.

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

The Westminster School District recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. Parent guides for the California standards have been developed and are distributed to parents in the fall at Back to School Night.

Schmitt staff recognize the importance of the parents' role in student learning and in the school's decision-making process. The community is actively involved in the educational process of all students through the School Site Council, English Learner Advisory Council, PTA and as parent classroom volunteers.

The district provides two part-time community liaisons to work with our limited English speaking Spanish and Vietnamese communities. The community liaison translates school documents, phones parents, answers questions, and is generally available to the community for any additional support.

Parents are actively involved in school activities through:

- PTA
- School Site Council
- District Advisory Council
- Family Education Nights
- School Volunteers in the classrooms
- Back to School Night
- Open House
- Parent Teacher Conferences
- GATE Parent Night
- School Events/Field Trips
- English Learner Advisory Council
- Reading is Fundamental Events (Author's Day, Prehistoric Day, and Readers' Day)
- Family Movie Night

Funding

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

Categorical funds are primarily used to hire intervention teachers, a computer technology assistant, a Title I Clerk, two Community Liaisons, and parent workshop series materials which provide targeted support at the primary and upper grade levels.

18. Fiscal support (EPC)

All state and federal categorical program services are coordinated to address the needs of students. The Westminster School District participates and coordinates the following programs:

- CA Local Control Funding Formula
- Title I
- Title II
 - Title III
 - Network for a Healthy California (Nutrition)
 - State Preschool
 - State Math Grants
 - TUPE
 - Proposition 49 Funds, PRIDE Club

Description of Barriers and Related School Goals

Tutoring services are in high need for our low performing students. There is long standing achievement gap between our Vietnamese and Latino Students. About 98% of our students are on the Free/Reduced meal program, and cannot afford the tutoring services that would be beneficial to help close the achievement gap. Many of our students still need help outside of the school day to build on their basic skills, so we can move on to more rigorous and complex standards.

Our liaisons are only available for three hours each day; our parents and teachers need the liaisons full-time to help with communication, parent training, and completing standard school forms (e.g. registration, lunch application, Chromebook insurance, SST survey etc). Many of our parents are illiterate in their own language, and therefore require hours of 1:1 support completing registration forms as well as any other forms that come from the school. It is extremely difficult to build trust and parent-teaching skills when the communication between teacher and parent is limited due to the shortage of translating services. A full-time community liaison is essential to helping our families.

Because we are no longer in Program Improvement, our students are no longer eligible for free tutoring services (SES). This is a huge need in our community since the majority of our families cannot afford tutoring services, but really need this extra support for their children.

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	89	90	85	87	85	87	95.5	96.7
Grade 4	86	86	83	80	83	80	96.5	93
Grade 5	88	90	86	82	86	82	97.7	91.1
All Grades	263	266	254	249	254	249	96.6	93.6

* 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	2365.8	2365.8	5	10	21	15	26	26	48	48
Grade 4	2427.2	2434.6	19	14	13	26	18	21	49	39
Grade 5	2482.5	2483.8	17	17	28	28	15	18	40	37
All Grades	N/A	N/A	14	14	21	23	20	22	46	41

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	12	8	33	38	55	54
Grade 4	12	16	40	36	48	48
Grade 5	20	18	38	45	42	37
All Grades	15	14	37	40	48	46

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	5	13	45	39	51	48
Grade 4	24	23	31	46	45	31
Grade 5	21	24	40	37	40	39
All Grades	17	20	39	41	45	40

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	5	13	61	49	34	38
Grade 4	14	8	57	69	29	24
Grade 5	16	18	58	51	26	30
All Grades	12	13	59	56	30	31

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	6	13	44	41	51	46
Grade 4	17	14	42	56	41	30
Grade 5	20	24	58	50	22	26
All Grades	14	17	48	49	38	34

Conclusions based on this data:

1. Overall the 4th graders had the greatest gain; 31 in 2015 to 40 % in 2016 met or were above standard. The fifth graders remained the same. The third-graders dropped 1% point overall.
2. In our focus area of WRITING, we found that 3rd graders only grew by 1% point; 4th graders increased from 55% to 69% at or above standard; 5th graders remained the same. We suspect that this group of students performed better because students had more practice using the Chromebooks to write and research information; they were exposed to the use of technology much more frequently throughout the school day in all various content areas.
3. In READING-understanding literary text and non-fiction, our 5th graders outperformed the other grade levels; 58 % to 63% in 2016 are at or above standard. 4th graders remained the same; 3rd graders had one percent more at or above grade level.

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	89	90	86	88	86	88	96.6	97.8
Grade 4	86	86	83	82	83	82	96.5	95.3
Grade 5	88	90	86	84	86	84	97.7	93.3
All Grades	263	266	255	254	255	254	97.0	95.5

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2391.2	2386.8	8	14	20	20	33	19	40	47
Grade 4	2457.2	2443.2	20	10	20	22	29	39	30	29
Grade 5	2490.5	2490.2	17	20	19	20	26	19	38	40
All Grades	N/A	N/A	15	15	20	21	29	26	36	39

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	20	22	31	27	49	51	
Grade 4	30	20	28	37	42	44	
Grade 5	24	26	36	26	40	48	
All Grades	25	22	32	30	44	48	

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	16	20	36	32	48	48
Grade 4	18	11	45	52	37	37
Grade 5	15	17	37	42	48	42
All Grades	16	16	39	42	44	42

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	9	20	50	47	41	33
Grade 4	24	17	40	48	36	35
Grade 5	16	21	45	42	38	37
All Grades	16	20	45	45	38	35

Conclusions based on this data:

1. Overall our gain in Mathematics was minimal. In 2015 we had 35% of our students at or above standard. In 2016 we had 36% at or above standard.
2. All grade levels dropped in the area of Applying Mathematical Concepts and Procedures. Grade three dropped from 51% to 49% of our students at or above standard; fourth graders dropped from 58% to 57% at or above standard; and fifth grade dropped from 60% to 52% at or above standard. This area had a drop in all grade levels.
3. In Problem Solving we see the following: third and fourth grade stayed the same while the fifth graders jumped from 53% to 59% at or above standard.
In Communicating Reasoning we see the following: third grade increased from 59% to 67%; fourth grade 64% to 65%; fifth grade 61% to 63% at or above standard.

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
K				12	7	18	41	57	64	35	29	9	12	7	9
1	15	6	5	24	35	24	45	39	53	15	11	10	1	8	8
2	16	10	6	43	24	39	26	30	27	11	28	22	3	8	6
3	22	19	22	38	25	18	27	31	31	3	20	18	10	5	12
4	11	9	13	39	36	43	39	36	24	5	11	13	5	9	7
5	18	19	12	42	42	56	21	25	23	16	6	5	3	8	5
Total	16	11	11	35	30	33	33	34	34	11	17	14	5	8	8

Conclusions based on this data:

1. The majority of Schmitt students fall in the Advanced and Early Advanced range. That is 51% of the English Learners are moving up and getting ready to be redesignated.
2. 99 (33%) of our students are in the intermediate phase. Studies show that students normally remain in the Intermediate phase for a couple of years or more before they are ready to truly be considered Early Advanced or Advanced in English Fluency.
3. Only 15 % of our students are Beginners or Early Intermediates in the level of English acquisition. It makes sense for a large percentage to be at the Kindergarten level. It is however, unusual to see 10% as beginners in third grade.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	301	307	294
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	301	307	294
Number Met	221	183	190
Percent Met	73.4%	59.6%	64.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	Yes

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	329	45	325	47	311	49
Number Met	122	24	93	29	91	33
Percent Met	37.1%	53.3%	28.6%	61.7%	29.3%	67.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	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:

- Schmitt did a great job meeting AMAO 1 even though the target was moved to 62%.
- All other AMAOs were met.
- We are focusing on the most difficult subtest area of Writing, to help our students be proficient or above on the CELDT and achieve reclassification.

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Access to Core Curriculum 21st Century Teaching and Learning
LEA/LCAP GOAL:
Student Achievement & Professional Development
SCHOOL GOAL #1:
<ul style="list-style-type: none">• All student groups will show an increase of at least 6% more proficient or advanced in ELA as measured by local, District and CAASP assessments.• Currently, we did not have significant increases in ELA we grew 1 to 4% points in each subcategory.• On the CAASP, Grades 3-6, we plan to grow a minimum of 6% in English Language Arts.• School Focus: Writing. At least 75% of our Schmitt students will score proficient in writing content based on each grade level's Rubric scores.
Data Used to Form this Goal:
<ul style="list-style-type: none">• ELA Benchmarks in Grades K-6• 2016 CAASP Scores for Grades 3-6• DIBELS scores• Grade Levels' Formative and Summative assessments• In Writing: Grade level rubric scores from pre-test in the Fall of 2016
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Overall, on the CAASP for English Language Arts, 37% of our students in grades 3-5 met or exceeded the standard.• Specifically, the improvements in the area of Writing on the CAASP were minimal. We need to spend more time on writing coherent responses that serve a purpose.• Data from the CAASP Writing revealed that we need to focus on the quality and application of writing. We will also use the data from pre-tests and post-tests given by the teachers in the focus area of writing.• Only 65% of our students were fluent based on DIBELS scores; we would like to increase that to 75% proficient or above.

How the School will Evaluate the Progress of this Goal:

- Teachers will use team meetings and PLCs to monitor progress in writing and reading on a regular basis.
- During Parent-Teacher conferences, teachers will enlist the support of parents in meeting individualized goals.
- Grade level teams will develop Instructional Action Plans (Form C of SST) for struggling students.
- Since our Focus is Writing: all teachers will calibrate their scoring of what proficient or advanced looks like for their grade level.
- All teachers will assess the quality of writing at least on a monthly basis based on agreed upon rubrics.
- To improve objectivity, teachers will select anchor papers as a team.
- Teachers will also use their PLC time to look at each other's writing samples or classrooms to compare their expectations in writing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two part-time intervention teachers will support teachers in working with struggling students who individualized in Writing, Reading or Mathematics. Co-funded with At-Risk to purchase the two .4 Intervention Teachers	October 2016 - May 2017	Principal Schmitt Teachers Reading Intervention Teachers	Targeted assistance in the area of reading, phonics and phonemic awareness	1000-1999: Certificated Personnel Salaries	Title I	29745
			Targeted assistance based on SMART goal for students referred to Student Study Team.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration (At-Risk)	22,984
			Targeted assistance in literacy for students in grades 4 and 5 who qualify for READ 180 replacement program (third part of this funding comes from English Learners funding; see Goal #2).			
Supplemental Instructional Materials & Supplies	September 2016- June 2017	Principal , READ 180 Teachers & Intervention Teachers	A variety of support reading, writing or teaching materials that may be needed to support intervention programs.	4000-4999: Books And Supplies	Title I	1796
			Headphones for Imagine Learning	4000-4999: Books And Supplies	LCFF Supplemental/Concentration (At-Risk)	120
			Guided reading books for intervention teacher.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Daily use of software/reading program IMAGINE LEARNING for students in grades 1st and 2nd. STMath for students Kindergarten-5th grade.	September 2016-June 2017	Teachers	Reading Intervention and English Learner Intervention (Imagine Learning) STMath	4000-4999: Books And Supplies	District Funded	
Professional Development PLCs Grade Level Collaboration Classroom walk-throughs Conferences District Staff Development	September 2016-June 2017	Principal Site Leaders ISS Teachers	Teacher release sub. cost for new teachers observing on site or off site (4 sub. days) Staff Development Wednesdays VAPA/Collaboration Tuesdays ISS Support	1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration (At-Risk) District Funded District Funded District Funded	1300
Construction of Writing, Thinking Maps, & Blended Learning Staff Development & Implementation	September 2016-June 2017	Centralized Service; Thinking Map Coaches & Principal	More consistent and deeper implementation of Thinking Maps to improve reading comprehension and writing. This includes release time for TM trainers		District Funded	
Integration of Technology and Chromebooks for Grades 1-5.	September 2016 - June 2017	All teachers and Coaches	Daily use of technology to help improve comprehension and writing skills.		District Funded	
READ 180 INTERVENTION PROGRAM	September 2016 - June 2017	Principal RSP Teacher SDC Teacher	Daily reading intervention program for students below grade level based on multiple criteria	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement and Literacy Workshops Engage parents in school events.	September 2016- June 2017	Principal Liaisons Teachers	Variety of supports will be in place to get our parents to be involved in our school (e.g., Literacy Workshops, Nutrition Education, School Site Council, ELAC etc. This includes: teaching materials, incentives, childcare, translations etc.	2000-2999: Classified Personnel Salaries	Title I	3300
			Latino Literacy Workshop books, materials and/or refreshments for parents only.	4000-4999: Books And Supplies	Title I	347
Teachers will collaborate to plan and provide appropriate literacy intervention.	September 2016- June 2017	Classroom Teachers, Site Leadership, Thinking Map Coaches, and Principal	Provide quality reading and writing lessons, Proficiency/Thinking Maps to support our students' learning. GLAD strategies.			
			Collaboration time on Tuesdays	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure all students have access to the core ELA curriculum.	September 2016-June 2017.	Principal & Teachers	Implement Common Core Units of Study & Project Based Learning GLAD and Thinking Map Strategies in all curricular subjects. Provide opportunities for professional development (learning walks, Wednesday PDs, and Tuesday VAPA Collaborations)		District Funded District Funded	
Integrate Technology across the curriculum in all grade levels.	September 2016-June 2017	Teachers, Ed Tech Coach, Computer Aide, Intervention Teachers and Principal	Use a variety of 21st century tools to facilitate learning and to innovate. Tools such as Chromebooks, SmartBoards, Haiku, Google Classroom, and Discovery Ed. Participate in i4 Initiative; Blended Learning and use the Technology ISS as a resource to build teacher's skills.		District Funded	
Use of Accelerated Reader Program for grades 2-5	September 2016-June 2017	Classroom Teachers	Part of the funding for A.R. comed from Discretionary funds, and the rest from Title I. Our total comes to well over \$3,713.20	4000-4999: Books And Supplies	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I Clerk	August 2016-July 2017	Principal Title I Clerk	Title I Clerk provides translation and support after school is out and before. Title I Clerk also places the order for all the materials needed for our supplemental program. Our Title I clerk keeps records of expenditures through Bi-Tech.	2000-2999: Classified Personnel Salaries	Title I	6200

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: English Language Development
LEA/LCAP GOAL:
Student Achievement and Professional Development
SCHOOL GOAL #2:
All English Learners will attain English Proficiency within 5 years of enrolling and will be reclassified one year within reaching English Proficiency. Students will move at least one CELDT band per year.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CELDT data• District Benchmark data• DIBELS data• Classroom formative/summative assessments
Findings from the Analysis of this Data:
Currently, Schmitt met all three of the AMAO targets for 2016. Our English Learners are struggling the most with writing. For School Plan: A minimum of 65% of our EL students will move up a minimum of one band on the CELDT 2016, and 62% of our English Learners will achieve Early Advanced or Advanced on the CELDT 2016. ELL Writing Fluency English language learners will improve their writing score on the CELDT exam by a minimum of one performance band which will also impact a higher percentage of students meeting Reclassification criteria.
How the School will Evaluate the Progress of this Goal:
Grade level collaboration teams will monitor student growth on a monthly basis and adjust teaching based on findings. Grade level teams will develop anchor papers and use rubrics to assess objectively and on a more regular basis. Grade level teams will analyze data from CELDT results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Structured Collaboration Time (Staff Development) for Teachers to analyze results local, District and state assessments.	Start Date : Sept. 2016 Completion Date : June 2017	Grade level PLCs	Music and PE teachers funded by District to release all teachers for 2 hours a month for collaboration.	1000-1999: Certificated Personnel Salaries	District Funded	
CoPlan CoTeach sessions with Instructional Support teachers	Start Date : 9/01/2016- 6/21/2017	<ul style="list-style-type: none"> Schmitt Teachers Principal ISS 	Substitutes needed to release teachers Any needed materials for intervention teacher or supplemental (e.g. headphones for Imagine Learning program on Chromebooks).	4000-4999: Books And Supplies	LCFF Supplemental/Concentration (English Learners)	321
Raise level of implementation of Thinking Maps to improve comprehension and quality of writing.	September 2016 - June 2017	<ul style="list-style-type: none"> Thinking Map Coaches Schmitt Teachers 	District funded sustainability sessions.		District Funded	
<ul style="list-style-type: none"> Daily Designated ELD Integrated ELD Reclassification 	September 2016 - June 2017	<ul style="list-style-type: none"> Schmitt Teachers Principal Site Leaders 	Professional Development by Office of Language Acquisition Use of English Learner ISS as support or to co-plan and co-teach		District Funded District Funded	
Latino Literacy Workshop Series	January 2017- April 2017	<ul style="list-style-type: none"> Principal Liaison Classroom teacher parent referrals 	Supplemental Materials Refreshments Incentives (See Goal 1 for funding)		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Newcomer Program	January 2017-June 2017	<ul style="list-style-type: none"> Principal Intervention Teacher (See Goal # 1 for funding of Intervention Teacher).	Supplemental Materials provided by OLA department		District Funded	
Teachers will collaborate to plan and provide appropriate literacy intervention for English Learners.	September 2016-June 2017	<ul style="list-style-type: none"> Site Leaders Schmitt Teachers Principal 	Substitute release time for a full day or two half-days. Total funding amount includes required benefits.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration (English Learners)	4227
Partially funded .4 Intervention Teacher to work with English Learners and/or the Newcomer Program.	September 2016-June 2017	<ul style="list-style-type: none"> Principal Intervention Teacher 	-Support from reading intervention teacher in working with English Learners.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration (English Learners)	4500

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics-Application and Concepts
LEA/LCAP GOAL:
Student Achievement and Professional Development
SCHOOL GOAL #3:
Increase the rigor in mathematics with a balanced approach. Implement math program with fidelity. We will increase by 10% points in all grade levels in the area of Applying Mathematical Concepts and Procedures on the CAASP for grades 3rd, 4th and 5th. ST Math completion in grades Kindergarten through 5th grade. 70% or more of our Schmitt students will complete 25% of the ST Math program each trimester measured by data provided by ST Math by May 2016. (Teachers need to dedicate a minimum of 45 minutes twice a week). Students will complete at least 25% of the ST Math program each trimester in the 2015-2016 school-year
Data Used to Form this Goal:
CAASP scores reveal the greatest weakness in the area of Applying Mathematical Concepts and Procedures. There was a decline in the # of students meeting the standards in all grade levels. The greatest drop was in 5th grade. We will also be looking at Benchmark data to include scores and growth for all grade levels (K-6)
Findings from the Analysis of this Data:
Staff noted a positive correlation between student performance on math assessments and the percentage of the ST Math program they completed.
How the School will Evaluate the Progress of this Goal:
Principal will visit classrooms to ensure we are teaching conceptual understanding and application of math skills aside from procedural skills. After receiving data from each benchmark, grade level teams will use collaboration time to monitor progress. Data reports from ST math will be evaluated on a regular basis to monitor student progress toward the 25% target.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Daily integration of supplemental math programs (e.g., STMath, ALEKS, BigBrainz)	September 2016 - June 2017	Principal, Teachers and Computer Lab Aide	Intervention Math Program software paid by WSD/centralized services		District Funded	
Integrate technology across all curricular areas in all grade levels.	September 2016- June 2017	All teachers and principal	Use of Chromebooks; SmartBoards, Document Cameras, Google Apps, i4Initiative, Professional Development Wednesdays Co-plan & Co-Teach with ISS Blended Learning		District Funded	
1:1 or 4:1 time with intervention teacher for up to 6 weeks to work on specific math skill area if needed.	October 2016- June 2017	Principal and SST Team	A 15 min to 30 minutes block of time from the Intervention teachers will be set aside for students referred for extra 1:1 or 4:1 support through SST recommendation. (See Goal 1 for funding resource and total amount).	1000-1999: Certificated Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide appropriate math interventions to struggling students.	September 2016-June 2017	Classroom Teachers Principal SLT SST	Implement intervention programs with fidelity and monitor growth (e.g. STMath and BigBrainz) Provide Blended Learning Collaborate with fellow team members.	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	District Funded District Funded	
Ensure all students have access to the Core Math Curriculum	September 2016-June 2017	Principal Classroom Teachers Site Leadership Team SST	Implement Common Core State Standards in Math Provide opportunities for professional development in Staff Meetings, PLCs, or PD Wednesdays. Implement new math program with fidelity. Adhere to providing rigor in mathematics.	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development in Conceptual Understanding and Applications	December 2016- June 2016	Principal Site Leadership Team ISS	Provide multiple opportunities for professional development in a variety of forums (Staff Meeting, Wednesdays, Tuesdays, Sub. Release Time for classroom observations, Professional Learning Networks, *Collaboration day). *See Goal #2 for funding.	1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration (At-Risk)	1300

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Learning Environment
LEA/LCAP GOAL:
LCAP PRIORITIES 5, 6, & 7 : School attendance rates; chronic absenteeism rates; student suspensions will be reduced through student and parental engagement.
SCHOOL GOAL #4:
The attendance and suspension rates will be reduced through our concerted effort to increase student and parent engagement.
Data Used to Form this Goal:
Attendance rates and suspension rates.
Findings from the Analysis of this Data:
Classroom observations coupled with attendance and office referral data reveals that classrooms that offer lessons and projects that are highly along with flexible discipline systems tend to have higher attendance rates and lower discipline issues.
How the School will Evaluate the Progress of this Goal:
Attendance, office- referrals and suspension rates will be compared across four consecutive years.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly recognition of students who have improved in attendance.	September 2016 - June 2017	Schmitt Staff	Classroom recognition.	None Specified	None Specified	
			Schoolwide recognition through PA system and certificate	None Specified	None Specified	
End of the year attendance certificates.	June 2017	Schmitt Staff	End of the Year Certificates	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tangible rewards incentives tied to improved behavior or showcasing outstanding behavior with "Gold Tickets" , verbal praise, tangible rewards, etc.	September 2016- June 2017	Schmitt Staff	A variety of daily positive reinforcement: verbal, tangible or earned activities.	0000: Unrestricted	None Specified	
Refine the current Positive Behavior Intervention System such that all staff are following the expectations with more fidelity.	September 2016- June 2017	Leadership Team	Review; Professional Development; and/or PBIS conference	0000: Unrestricted	None Specified	
Provide immediate feedback on student engagement after classroom walk-throughs.	September 2016- June 2017	Principal	Weekly classroom observations.	None Specified	None Specified	
Provide parent workshops and involvement opportunities through: Latino Literacy Workshop, Parenting Partners, PTA, School Site Council, and ELAC.	September 2016- June 2016	Schmitt Staff School Site Council PTA Principal Liaisons	Liaisons for translations SSC sub. release time for teachers. Childcare for Parent Workshop Series & translation extra hours from liaison for SSC	None Specified 0000: Unrestricted 2000-2999: Classified Personnel Salaries	District Funded None Specified Title I	

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA/Math
SCHOOL GOAL #1:
Student Achievement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Centralized Services	Start Date : 9/5/2013 Completion Date : 6/20/2014		Parent Involvement/Access	2000-2999: Classified Personnel Salaries	Title I	4903
			Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	1728
			Instructional Support Personnel	1000-1999: Certificated Personnel Salaries	Title I	6207
			Student Data System	5000-5999: Services And Other Operating Expenditures	Title I	4848
			K-2 CSR	None Specified	Title II Part A: Improving Teacher Quality	27486
			All Day Kindergarten	None Specified	Title III	10180
			Professional Development	None Specified	Title III	25303
			Parent Involvement	None Specified	Other	5152
			All Day Kindergarten	None Specified	Other	7857
			All Day Kindergarten	None Specified	Other	12214

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Centralized Services	Start Date : 9/5/2013 Completion Date : 6/20/2014		Professional Development	None Specified	Other	26818
			Instructional Support	None Specified	Other	2156
			Parent Involvement	None Specified	Other	4844
			School City	None Specified	Other	528
			Supplemental materials	4000-4999: Books And Supplies	Title I	1539

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	43,388	0.00
LCFF Supplemental/Concentration (At-	25,704	0.00
LCFF Supplemental/Concentration	9,048	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF Supplemental/Concentration (At-Risk)	25,704.00
LCFF Supplemental/Concentration (English Learners)	9,048.00
Title I	43,388.00

Summary of Expenditures in this Plan

Centralized Service Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Other	59,569.00
Title I	19,225.00
Title II Part A: Improving Teacher Quality	27,486.00
Title III	35,483.00

Summary of Expenditures in this Plan

Combined Total Expenditures by Funding Source

Total Expenditures by Funding Source (School Goals)		Total Expenditures by Funding Source (Centralized Service)	
Funding Source	Total Expenditures	Funding Source	Total Expenditures
LCFF Supplemental/Concentration (At-Risk)	25,704.00	Other	59,569.00
LCFF Supplemental/Concentration (English Learners)	9,048.00	Title I	19,225.00
Title I	43,388.00	Title II Part A: Improving Teacher Quality	27,486.00
		Title III	35,483.00

Funding Source	Total (School Goals)	Total (Centralized Services)	Total (Combined)
Unrestricted			
Title II			
Title III			
LCFF Supplemental/Concentration (At-Risk)			
LCFF Supplemental/Concentration (English Learners)			
District Funded			

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
Orchid Rocha	X				
Joanne Roh		X			
Jennifer Kagy		X			
Trisha Luu		X			
Claire Tran			X		
Julia Lomeli- Chair Person/President				X	
Alma Salazar				X	
Nancy Padilla				X	
Tammy Phan				X	
Martha P. Corona				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

Attested:

Orchid Rocha		
Typed Name of School Principal	Signature of School Principal	Date

Julia Lomeli		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Part V
PARENT INVOLVEMENT
2016-2017

Parents are an integral part of their child's school. All parents are involved in the development, decisions, and evaluation of the school programs. Below are a few to think about as you fill out the grid. Please add to this list as it applies to your school.

- School site Council and Classroom visitations
- District Advisory Council
- Monthly Parent Nights
- PTA
- Latino Literacy Workshop Series
- Parent Needs Assessments Surveys
- School Compacts
- Monthly Awards Assembly
- Parent GATE Meetings
- Parent Conferences
- Back to School Night
- Open House
- Monthly Parent Workshops
- Monthly Readiness Parent Workshops
- Parents working in the classrooms, computer lab, running Xerox machines, Riso machines, Ellison Dye Cuts

PARENT INVOLVEMENT MATRIX

SCHMITT SCHOOL: School Parent Involvement Program

Key:	1- Parenting	2- Communicating	3- Volunteering	4- Decision making				5- Learning at Home		6- Community Collaboration			
Key	Funding Source	Activity	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
2	N/A	Back to School Night	x										
2 & 3	PTA	PTA Monthly Meetings	X	X	X	X	X	X	X	X	X	x	
3	PTA	Harvest Festival		x									
3	PTA	Holiday Family Pictures Event				x							
3	N/A	Monthly Food Distribution through 2 nd Harvest Food Bank		x	X	X	X	X	X	X	X	x	
3	n/a	Classroom Volunteers	X	X	X	X	X	X	X	X	X	x	
1	Title I	Parent Workshop on Sight Words and Reading Fluency	x										
1 & 5	PTA/Discretionary/Title I	Latino Literacy Workshop Series		x	x	x	x	x					
3	PTA	Jog-A-Thon			x					x			
2	Title I or Discretionary.	School Site Council Training and Meetings		x	x	x		x		x	x		
2	n/a	GATE Parent Meeting								x			
1,2	n/a	Nutritional Workshop Series		x	x								
2	n/a	Open House	x								x		
3	n/a	Parent Volunteers for Picture Day		x					x				
4	?	LCAP Parent Information & Input Night					x						
2,5	Title I	Arts Advantage Parent Night					x						

Schmitt Elementary School
School Level Parent Involvement Policy
2016-2017

Schmitt School has developed a written parent involvement policy with input from all parents, including School Site Council and PTA.

Describe how the school developed the policy with parent input:

The policy is distributed to parents in the following manner: The policy is shared at PTA meetings and School Site Council meetings. A copy of the most recent school plan along with this policy is available at the front office for all parents.

Involvement of ALL Parents in the School's Educational Program

Schmitt Elementary School does the following:

1. **Convenes an annual meeting to inform parents of Title I students of the Title I requirements and their rights to be involved in the Title I program.**
 - Schmitt conducts an annual parent meeting to share information on the Title I program, School Site Council, LCAP Community Meeting, Nutrition Workshops, Donuts w/Dad & Muffins w/Mom- "Meet & Greet", and GATE program.
 - Staff members have been informed at several staff meetings that parent involvement is crucial to the success of our students. Staff members have provided input in the Fall and the Spring. Parents from the School Site Council and PTA have participated in providing input in the Parent Involvement Policy in the Spring, and the policy is once again presented in the beginning of the school year for any revisions.
2. **Offers a flexible number of meetings**
 - Schmitt offers a minimum of 4 (quarterly meetings) or more for School Site Council. Parent input is requested when setting the meeting dates and times. Most SSC meetings are right after school to accommodate parents.
 - PTA meetings take place monthly, on a Thursday afterschool.
3. **Involves parents in an organized, on-going, and timely way, in the planning, review, and improvement of its programs, including Title I and English Learner programs, and the school's parent involvement policy.**
 - The School Site Council and PTA are used to review the parent involvement policy. We take input from parents to make any updates or revisions.
 - Revisions and updates are ongoing. The agenda topics remind all of us to stay on topic, and to continue to address our parent policy.
 - Other extra-curricular activities that involve parents include: Nutrition-Network Workshop, Workshops on Assisting Students at home with Reading and Mathematics, Classroom Volunteers, Grade level Tet Celebrations and Cinco de Mayo Celebrations , Jog-A-Thon, Family Movie Night, Harvest Festival, Open House, Family Arts Advantage Night and Field Day.
4. **Provides parents with timely information about school programs including Title I and English Learner programs.**
 - The principal provides information on the school programs at the Title I meeting scheduled on Back to School Night. This information is provided on flyers that are sent home and on School Messenger phone messages. A monthly calendar of events is maintained by the school's technology coordinator on our school's website. Schmitt office staff also sends a phone message to remind parents to attend any special parent events such as, Parent Family Night, Back to School Night, School Site Council, Parent Workshops, etc.

- The information on school events for the month is posted in the glass case by the front office.
 - Our electronic marquee displays parent school-wide-events and parent involvement opportunities.
 - School-wide events calendar is now available on the Schmitt School website. A link available through WSD's website.
 - Teachers make phone contacts and face to face contacts to keep communication open, timely and positive.
 - Remind.com is used to send text messages to parents who sign up.
- 5. Provides parents with an explanation of the curriculum, assessment, and proficiency level students are expected to meet.**
- During our Parent- Teacher Conferences, teachers are required to discuss the curriculum, assessments used and the proficiency levels their students are expected to meet.
 - When available, translators are provided for the parent teacher conferences.
 - Translations of the report cards are provided in Spanish and Vietnamese.
- 6. Provides parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.**
- Schmitt offers a minimum of 4 (quarterly meetings) or more for School Site Council and English Learner Advisory Council. Parent input is requested when setting the meeting dates and times. Most SSC meetings are right after school to accommodate parents. ELAC meetings will be held every other month, at minimum.

School-Parent Compact

Schmitt has jointly developed with and distributed to parents of all students, including Title I students, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also outlines how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by staff and parents:

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, opportunities to volunteer and participate in and observe the educational program

The School Compact is distributed every Fall as part of the first day packet. The School Site Council reviews and approves the School Compact.

Building Capacity for Involvement

Schmitt engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

- 1. Assists parents in understanding academic content standards, assessments and how to monitor and improve the achievement of their children.**
 - The Common Core Standards are provided in Vietnamese, Spanish and English.
 - Teachers provide 1:1 conference with parents to go over the Standards. Standards based report cards and assessments.
 - WSD provides Schmitt with two part-time Vietnamese & Spanish translators from September to June. Schmitt's site funds are utilized to pay for any additional hours needed for translations.

2. **Provides materials and training to help parents work with their children to improve their children's achievement.**
 - At all parent education workshops, books or other items are raffled to promote reading in the home.
 - Parents are provided the strategies needed for a successful read aloud, and are encouraged to read in their home languages.
 - Teachers provide strategies and any needed materials on an ongoing basis.
 - The principal provides the educational type workshops based on the Parent Needs Assessment. Translation is provided and childcare are provided
 - In the 2014-2016 school years, Schmitt is funding the training for Latino Family Literacy project for the principal and one liaison plus materials.
3. **Educates staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.**
 - Schmitt's Professional Learning Collaboration sessions which are categorically funded, are used for staff development by teachers to analyze student data, improve our Positive Behavior Intervention System, form instructional decisions based on the data and to share best practices in working with students and parents.
 - Teachers conduct parent interviews along with the assistance of the community based liaison. Schmitt teachers understand the importance of being closely involved in the communication with all parents. Teachers are encouraged to make face-to-face contact with parents (along with translator support).
 - Teams share strategies in communicating with parents.
4. **Coordinates and integrates the Title I parent involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**
 - Health and Nutrition network has been included in providing Parent Education to all of our parents.
 - Our PTA has worked closely with the principal to include a family night event along with supporting our PBIS incentive program ("Treasure Chest" rewards).
 - This year, the ASES/PRIDE program will be assisting in promoting parent involvement and a Fall Festival.
5. **Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.**
 - Information is distributed in English, Vietnamese and Spanish.
 - Written and verbal information is provided a "parent friendly" language.
6. **Provides support for parental involvement activities requested by parents.**
 - Parents often request additional intervention or strategies for helping their student complete homework.
 - All Schmitt parents are provided a Parent Involvement questionnaire that offers a variety of parent participation opportunities (e.g., School Site Council, ELA, PTA and Classroom Volunteers).

Accessibility

Schmitt School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language that parents understand.

All written communication is provided in English, Vietnamese and Spanish.

Community Based Liaisons are available to interpret or explain any form of communication written or verbal to our parents.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2 at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRC1, Project Inspire is the result of a partnership among California Association of Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2012. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.