



2015-2016

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Meadow Green Elementary School

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MISSION STATEMENT

Mission Statement

The mission of Meadow Green Elementary School is to encourage students and staff to seek excellence in academic achievement and personal conduct. We are committed to fostering student self-direction, self-motivation, self-discipline, and the ability to recognize the importance of learning. We believe that a close partnership between home, school, and community is essential to our students' success, in becoming productive citizens and life-long learners.

At Meadow Green Elementary School, we believe:

- that all students can learn, deserve access to a rich instructional program, and should have an equal opportunity to learn in a safe and nurturing environment.
- in teaching good citizenship skills and developing in students an appreciation of country.
- that all students are valuable and gain ability, self-esteem, and pride through their diligence, achievements and accomplishments.
- that the choices made today shape the world tomorrow.
- that kindness makes our school a better place.
- that hard work helps us reach our potential.

SCHOOL PROFILE

Meadow Green Elementary School, one of six schools in the Lowell Joint School District, is located in a suburban community in an unincorporated area of Los Angeles County. The current enrollment of Meadow Green is 508 students in special education preschool through grade six. The ethnic make-up of this population includes sixty-seven percent Hispanic, 25% white, and 8% multi or other ethnic backgrounds. 39% percent of the students participate in the free or reduced lunch program. The average class size in grades K-3 is 29 and for grades 4-6 is 34. The Meadow Green staff consists of 20 certificated and 16 classified employees. Meadow Green is a single-track school that provides a regular kindergarten through sixth grade program, a special education preschool program, and a myriad of support programs and student opportunities that enhance our educational program. They include:

- Resource Specialist Program
- English Language Development Program (ELD)
- Speech and Language services for identified students
- Character Education Program
- Patriotic Program
- P.R.I.D.E. Recognition Program (Personal Responsibility in Daily Effort)
- Art Program for grades one through six
- Technology access through two Computer Labs, 100 iPads, and a computer in every classroom
- Student Leadership Teams

- Kindness Pledge Program
- Play Buddies (typical students with special needs students)
- Upper Grade/Lower Grade Buddy Activities
- PTA-sponsored enrichment activities such as special assemblies, field trips, and student activities
- Opportunities for community service projects such as food and toy drives
- Family Nights
- Reading Night for Various Grade Levels
- Lexia Core5 (Grades K-2) and Reading Plus (Grades 3-6) program both at school and available online at home
- Accelerated Reader Grades 1 and 2
- MIND Institute ST Math Program school-wide
- Textbooks available online

The instructional programs at Meadow Green are aligned to the California Standards . The goal for all students is to achievement at or above grade level in all curricular areas. Teachers, students, and parents all work toward this goal in a concerted effort to provide the highest quality educational program. Grade level collaborative leadership teams meet monthly for planning and collaboration. Academic programs are coordinated by grade level. The staff and School Site Council meet quarterly to review the goals in the School Plan for Student Achievement.

An English Language Advisory Committee (ELAC) is in place for the 2015-2016 school year. This committee will meet quarterly to discuss the needs and concerns of English language learners.

Both the School Site Council (SSC) and ELAC are responsible for providing input and making decisions involving school programs, activities, and safety, and are the general forums for providing all parents with pertinent information from District committees.

Meadow Green Elementary School is committed to the safety and security of each student. To maintain these conditions, which contribute to the best possible learning environment, the School Safety Plan includes the following elements: School Crime Assessment, Child Abuse Reporting, Disaster Procedures, School Discipline, Sexual Harassment Policy, School-wide Discipline Plan, and School-wide Dress Code, all of which contribute to a safe and orderly environment. The rate of suspensions is very low and the use of drugs on campus is nonexistent.

Meadow Green has one site administrator who has AB 75 certification. There is a half-time school psychologist and a district nurse who oversees all schools. Two full-time custodians provide services for the school. A full-time office manager and a part-time clerk manage office duties. Two part-time workers maintain food services. Eleven special education aids assist in the preschool and STAR Resource Center.

The staff supports curricular academic programs and social and emotional need of students and makes strong efforts to keep parents and guardians aware of students progress. Before and after school programs in ELA and math provide struggling students with additional academic support.

STUDENT ENROLLMENT BY RACE/ETHNICITY

Ethnic Group	%
African-American	2.5%
American Indian/Alaskan Native	0.2%
Asian	2.5%
Hispanic/Latino	67.2%
Pacific Islander	0.0%
Caucasian	25.1%
Multi-Racial	0.0%
Declined to State	0.0%

FOUR-YEAR ENROLLMENT DATA BY GRADE LEVEL

Grade	2011	2012	2013	2014
K	59	62	64	79
1st	67	62	60	77
2nd	61	70	69	59
3rd	65	62	70	67
4th	61	70	58	70
5th	60	63	67	63
6th	68	67	67	72
7th	N/A	N/A	N/A	N/A
8th	N/A	N/A	N/A	N/A
9th	N/A	N/A	N/A	N/A
10th	N/A	N/A	N/A	N/A
11th	N/A	N/A	N/A	N/A
12th	N/A	N/A	N/A	N/A
Total	441	456	455	487

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT, LOCAL CONTROL ACCOUNTABILITY PLAN, AND DISTRICT STRATEGIC GOALS

Single Plan for Student Achievement (SPSA)*

The plan is designed to provide an analysis of student performance data, set priorities for program improvements, identify effective solution strategies, and provide ongoing monitoring of results.

Local Control Accountability Plan (LCAP)

Under the Local Control Funding Formula (LCFF) all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils in eight state priority areas:

- AREA 1** LCAP Priority - Basic Services
- AREA 2** LCAP Priority - Implementation of the Common Core State Standards
- AREA 3** LCAP Priority - Parent Involvement
- AREA 4** LCAP Priority - Student Achievement
- AREA 5** LCAP Priority - Student Engagement
- AREA 6** LCAP Priority - School Climate
- AREA 7** LCAP Priority - Course Access
- AREA 8** LCAP Priority - Other Student Outcomes

Strategic Goals

The Strategic Goals provide the essential framework required for the District to create a “roadmap” for a three year period. These goals are used to align District resources and enable the Governing Board to monitor progress made each year toward reaching the Vision, focusing on the Mission, living the Core Values, and accomplishing the Goals of the District.

- GOAL #1** Academic Excellence:
We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.
- GOAL #2** A Highly Qualified Staff:
We attract, train, and retain high performing staff who actively engage, collaborate, and support students in effective instruction and the use of current technologies.
- GOAL #3** Safe and Respectful Environment:
We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community
- GOAL #4** Family and Community Partnerships:
We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

GOAL #5

Fiscal Excellence:

We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources

**The SPSA is specifically designed to align with the state's eight priorities of the LCAP and LUSD's Strategic Goals.*

Area 1 LCAP Priority - Basic Services		
Basic Services		
	Findings	Documentation
Teacher Misassignment	0.0%	School Accountability Report Card
Facilities in Good Repair	Good	Facility Inspection Tool Report
Student Access to Standards Aligned Instructional Materials	100%	School Accountability Report Card

**Data from 2013-2014 School Accountability Report Card (SARC)*

Area 2 LCAP Priority – Implementation of Common Core State Standards (CCSS)	
Implementation of Common Core State Standards	
Strengths	Areas for Growth
<p>Staff members are committed to the California Standards to improve student learning.</p> <p>Frequent professional development opportunities for the entire staff related to the California Standards that is based on scientific research.</p> <p>Pacing guides, assessments, and report cards are aligned to the California Standards.</p> <p>Staff members actively and constructively engage students in learning activities.</p>	<p>Growth toward classroom practices being motivated by a growing belief that the California Standards will benefit students.</p> <p>Action:</p> <p>3.9 PLC meetings focus on application of Common Core to daily life and classroom instruction in math will focus on daily problem solving skills.</p> <p>The school identifies California Standards resources that support various levels of student proficiency.</p> <p>Action:</p> <p>3.2 Lexile based reading passages to include complex text during 30 min. of differentiated instruction three to four times a week.</p> <p>3.4 Scholastic News, Science Spin, and Reading Plus non-fiction text available at different reading levels to meet student needs.</p> <p>Staff uses evidence of student learning in reports and conferences with parents.</p> <p>Action:</p> <p>3.3, 3.10 Teachers set SMART goals and analyze student progress on an</p>

ongoing basis during PLC meetings. This information is relayed to parents through progress reports, parent conferences, and report cards.

Area 3 LCAP Priority – Parent Involvement

Annual Parent Survey

Strengths	Areas for Growth
<p>94% of the parents who responded to the Annual Parent Survey felt that the programs at Meadow Green prepared their child for the next level of learning to be college ready.</p> <p>92% agreed that the school has adopted academic content standards as required by the state.</p> <p>89% felt that their child has access to a balanced academic program including reading, language, mathematics, social studies, science, art, and physical education.</p>	<p>Inform parents of the school and classroom discipline plans and their implementation</p> <p>Educate parents so that they are aware that not all discipline situations are the same and not all children are the same. At the elementary level, children are learning about getting along with others and the consequences for their actions. These differences are taken into account so that meaningful discipline and productive consequences can be given.</p> <p>Work to ensure a more welcoming environment so that parents feel welcome at school.</p> <p>Keep parents informed of extracurricular activities offered at Meadow Green</p> <p>Provide adequate academic support such as extra teacher help, intervention programs, and/or homework help for students in need.</p>

Parental Involvement

Efforts to Seek Parent Input	Promotion of Parent Participation
<p>Annual parent survey given each school year to solicit input in the areas of Academic Preparation, Parent Communication, School Climate, Student Behavior, and Perception of the School. Parents are invited to list concerns, ask questions and make comments. Information from this survey is used to summarize school strengths and areas for growth.</p> <p>Input is also sought through our School Site Council. The council is comprised of parents and community members and school staff with teachers being in the majority of that group. Members of the School Site Council are chosen by</p>	<p>Meadow Green holds various informational meetings for parents throughout the year. A new parent orientation is held on the first day of school.</p> <p>The first grade teachers hold an annual informational reading night for parents. Back to School Night and Open House are held annually.</p> <p>A Parent Compact is sent home annually and stresses the importance of a commitment of the teacher, student, and parent to work closely for the success of the student. This is reviewed at parent Title I meetings.</p> <p>Teachers solicit parent help for school projects and parents serve a room</p>

their peers. The School Site Council meets quarterly. Meadow Green also has an ELAC (English Language Advisory Committee) that is composed of EL parents. Committee members were nominated and elected by their peers. They meet quarterly. A member of this ELAC committee will be invited to serve on the District English Language Advisory Council. Parent input is also sought through the PTA. The site administrator attends monthly PTA meetings and provides a school report and is available to answer parent questions and address concerns.

parents. A school wide phone and email messaging system is used to keep parents informed of school events and activities. A school monthly newsletter goes home with each child and is posed on the school website along with a monthly calendar.

Meadow Green Elementary School Title I Parental Involvement Policy

VISION STATEMENT:

Meadow Green School 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. A Parent Involvement Policy and program shall be an integral component of the school level plan that promotes a meaningful partnership between the school, the home, and the community.

RESPONSIBILITIES

The staff of Meadow Green School believes that the education of its students is a responsibility shared with parents. The school’s primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California State Standards. Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school.

PROVIDING INFORMATION:

To ensure that parents/guardians of Title I children are consulted and participate in the planning, design, implementation and evaluation of Title I Programs, the school shall:

- Invite parents/guardians to serve on the School Site Council or Parent Teacher Association.
- Invite all parents/guardians of eligible children to attend an annual meeting to inform them about the school’s participation in Title I, and the parents’ right to be involved.
- Throughout the year, parents will receive specific information about Title I programs and program implementation in varied ways (i.e. meetings, newsletters, school bulletin boards, email, phone messages).
- The Principal and school staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school’s Annual Proficiency Index

(API) and Adequate Yearly Progress (AYP). Parents will be informed on an ongoing basis about student support programs (i.e. Title I), classroom activities, and school events.

BUILDING CAPACITY FOR PARENT INVOLVEMENT

The school staff is committed to supporting partnerships by using the following six levels of involvement:

Parenting: We will promote and support parenting skills and the family's primary role in encouraging children's learning at each age and grade level. We will assist personnel to work effectively with our diverse families.

Communication: We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school, and school-to-community methods. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges.

Volunteering: We will encourage the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites.

Learning at Home: We will promote family involvement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student.

Decision-making: We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family involvement.

Collaborating with Community: We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community involvement projects.

ACCESSIBILITY

The school, to the extent practical, will provide parents with Limited English Proficiency opportunities to fully participate in school-sponsored activities by using translation at meetings and workshops when needed and by sending written notices in a language (to the extent possible) that parents understand.

Meadow Green Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

As a school staff, we know the importance of the school experience for the whole community and therefore agree to share the following responsibilities:

- provide a safe, healthy, and nurturing learning environment for children
- work to address the individual needs of every student
- teach the district curriculum emphasizing grade level skills and concepts
- correct and return class work in a timely manner
- communicate homework and class work expectations to each child through written, verbal, and personal contact

- motivate my students to learn
- communicate regularly with families about student progress
- participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- actively participate in collaborative decision making and consistently work with families and my school colleagues to make school accessible and a welcoming place for families which help each student achieve the school's high academic standards
- respect the school, the students, and our families

Student Pledge

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to the following responsibilities:

- be responsible for my own behavior
- know and follow all school and class rules
- treat all school staff members and my fellow students with respect
- attend school regularly and be on time for class every day
- bring necessary materials to class each day
- return completed homework on time
- ask for help when I need assistance
- put forth my very best effort at all times
- discuss what I am learning at school with my parents
- limit my TV watching and instead study or read every day after school

Family/Parent Pledge

I understand that participation in my child's education will greatly help his/her achievement and attitude. Therefore, I agree to carry out the following to the best of my ability:

- encourage my child to complete his/her homework and turn it in on time
- make time to talk to my child about his/her school activities everyday
- encourage my child to put forth his/her best effort
- provide a quiet place and specific time for my child to do homework and monitor TV viewing
- make sure my child gets adequate sleep and a healthy diet and gets to school on time
- encourage my child to read by reading with or to him/her every night
- support the school's discipline and attendance policies
- communicate with the teacher or the school when I have a concern
- make every effort to attend Back-To-School Night, Open House, Parent-Teacher Conferences, PTA meetings, and other school events
- communicate the importance of education and learning to my child

- volunteer at my child’s school when possible

Student

Teacher

Parent/Guardian

Area 4 LCAP Priority – Student Achievement

Academic Performance Index (API)

The California accountability system measures the performance and progress of a school or district based on results of statewide tests administered in grades two through twelve. A school’s Academic Performance Index (API) is a composite number representing the results of these tests and is reported as a numeric index (or scale) ranging from 200 to 1000.

The test results used in calculating a school’s API have different emphases. The amount of emphasis each subject or content area has in the API for a particular school or district is determined by statewide test weights and by the number of students taking each type of test.

2012		2013		2014		Three-Year Average*
Base	Growth	Base	Growth	Base	Growth	
900	915	914	912	N/A	N/A	909

*The State Board of Education has suspended API for the 2013-2014 academic year. The formula to calculate the three-year average is: 2011 API + 2012 API + 2013 API divided by three.

English Learner Language Data

English Learner Progress Toward Language Proficiency

	2011-12			2012-13			2013-14			2014-15		
	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase
# of Students	2	6	13	1	8	9	1	5	12	3	7	10
Percentage	9.5%	28.6%	61.9%	5.6%	44.4%	50.0%	5.6%	27.8%	66.7%	15.0%	35.0%	50.0%

NOTE: Numbers in this chart do not reflect the entire EL population, as kindergarten students are excluded as well as any student who does not have two years of California English Language Development Test (CELDT) scores.

English Learner Reclassification**

RFEP = Reclassified Fluent English Proficient

2011-12			2012-13			2013-14			2014-15		
ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs
40	5	12	35	6	9	30	7	2	39	13	4

NOTE: EL numbers include those students prior to being Reclassified.

***Eligible ELs:** For students in K-2, English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking. For students in 3-12, English Learners must also have a minimum CST scale score of 300 or above in English-language arts and mathematics.

****Reclassification Criteria:** 1) English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking; 2) A minimum CST scale score of 300 or above in English-language arts and mathematics; 3) A score of BASIC or above in the core subjects on the Elementary Report Card; 4) Teacher evaluation; and 5) Parent input.

CAASPP Results (All Students) – English Language Arts/Literacy

Overall Achievement

Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	68	68	100.0	68	2437.0	24	35	24	18
Grade 4	72	72	100.0	72	2482.6	29	26	21	24
Grade 5	62	62	100.0	62	2526.1	29	29	27	15
Grade 6	72	71	98.6	71	2522.9	17	30	31	23
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	274	273	99.6	273		25	30	26	20

Grade Level	READING	WRITING	LISTENING	RESEARCH/INQUIRY
	Demonstrating understanding of literary & non-fictional texts	Producing clear and purposeful writing	Demonstrating effective communication skills	Investigating, analyzing, and presenting information

	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	35	44	21	25	54	21	10	81	9	22	63	15
Grade 4	33	43	24	22	46	31	18	76	6	28	57	15
Grade 5	31	50	19	37	42	21	24	58	18	40	50	10
Grade 6	17	61	23	20	51	30	18	63	18	28	56	15
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	29	49	22	26	48	26	18	70	12	29	57	14

CAASPP Results (All Students) – Mathematics

Overall Achievement

Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	68	67	98.5	67	2447.0	19	37	30	13
Grade 4	72	72	100.0	72	2485.6	18	32	40	10
Grade 5	62	62	100.0	62	2523.4	29	16	32	23
Grade 6	72	71	98.6	70	2517.3	20	13	38	28
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	274	272	99.3	271		21	25	35	18

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	43	43	13	28	51	21	21	64	15
Grade 4	33	36	31	22	56	22	25	51	24

Grade 5	32	37	31	27	40	32	21	55	24
Grade 6	21	43	36	20	44	36	17	49	34
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	32	40	28	24	48	28	21	55	24

Analysis of Educational Practices - Educational Practices Survey	
Strengths	Areas for Growth
<p>Clear monitoring of student progress toward standards in daily work and benchmark testing</p> <p>An atmosphere of school trust, respect, and professionalism.</p> <p>Instruction focused on actively engaging students in the learning process; lessons regularly incorporate the use of communication, critical thinking, collaboration, and creativity.</p> <p>A rigorous curriculum is accessible to all students including ELs, SWDs, and at-risk youth.</p>	<p>Continue to articulate regularly with other schools in the District.</p> <p>Regularly examine student demographics and evaluate student growth toward learning goals.</p> <p>Fully implement PLC time to evaluate student work and student need.</p>

Analysis of Educational Practices - Professional Learning Communities Survey	
Strengths	Areas for Growth
<p>PLC time is regularly scheduled to allow teachers to work collaboratively, discuss content standards, analyse data, and evaluate teaching practices</p>	<p>Teachers will facilitate the work of the PLCs.</p> <p>PLC time will begin with inquiry questions about cause and effect data to be followed by inference about teaching strategies, resources, and logistics.</p> <p>Strengthen data collection and evaluation to make informed decisions on instruction to meet student need.</p> <p>PLC to consider Horizontal and Vertical PLC time.</p>

Area 5	LCAP Priority – Student Engagement			
Four-Year Attendance Rate				
	2011-12	2012-13	2013-14	2014-15
	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate

Meadow Green Elementary	96.82%	96.65%	96.73%	96.29%
District	96.95%	96.70%	96.86%	96.66%

Chronic Absenteeism				
Defined as a student who is absent for any reason on ten percent or more of the school days in the school year				
	2011-12	2012-13	2013-14	2014-15
	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate
Meadow Green Elementary	5.8%	5.8%	6.8%	5.6%
District	6.1%	6.0%	5.7%	6.0%

Area 6		LCAP Priority – School Climate			
Four-Year Suspensions/Expulsions					
	2011-12	2012-13	2013-14	2014-15	
Suspensions	1.9	0.8	0.9		
Expulsions	0.0	0.0	0.0		

**Suspension data represents the total number of partial or full-day suspensions for the school year. This data does not represent the number of events by unduplicated student counts, that is, one student may generate multiple suspension days.*

Four-Year Mobility Rate				
	2011-12	2012-13	2013-14	2014-15
Mobility				

Area 8		LCAP Priority – Other Student Outcomes		
Physical Fitness				
Grade Level	Percent of Students Meeting Fitness Standards			
	Four of Six Standards	Five of Six Standards	Six of Six Standards	
5	20.30	28.80	16.90	

CRITICAL FINDINGS

As a result of analyzing the eight state LCAP priorities, other local data, and educational practices, Meadow Green Elementary School has selected to focus on the following:

State Priorities	Challenges
LCAP Priority - Basic Services	
LCAP Priority - Implementation of the Common Core State Standards	
LCAP Priority - Parent Involvement	
LCAP Priority - Student Achievement	Not all students are reading at grade level or performing on grade level in math and therefore, are not meeting grade level standards. Additionally, there is a gap between the achievement of non-socioeconomically disadvantaged and the socioeconomically disadvantaged (MG Gap: ELA -22 Math -11 State Gap : ELA -33 Math -32) and the white and Hispanic subgroups (MG Gap: ELA -22 Math -24 State Gap: ELA -30 Math -28).
LCAP Priority - Student Engagement	There is a correlation between excessive absentee rate and academic at-risk status. Improved attendance would benefit academic achievement. When students miss school, they miss out on critical learning opportunities.
LCAP Priority - School Climate	There are referrals to the office for Tier 2 and Tier 3 behaviors and therefore a need to continue to teach and reinforce respectful and responsible academic and social behavior in all students in all areas of school activity.
LCAP Priority - Course Access	
LCAP Priority - Other Student Outcomes	

ACTION PLAN

District Strategic Goal:

Safe and Respectful Environment:

We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community

LCAP Priority Area(s):

3.5) Suspension and expulsion rates will remain below the State and county rates as measured by the California Department of Education database.

3.6) 85% or more of the parent respondent will "Agree" or "Strongly Agree" with the statement, "My student is safe at school" as measured by the annual parent survey.

School Goal:

School Climate: Meadow Green will teach and encourage students to maintain appropriate behavior and social responsibility through various school support programs. Progress toward this goal will be monitored through improved parent survey results, increased number of PRIDE tickets, and a low school suspension rate.

* Annual Parent survey results from 2016 will indicate that 85% of parents agree that the school encourages students to be responsible citizens, an increase of 4% over 2015 results.

* Maintain a low suspension rate of less than 1.0% as indicated by school records for the 2015-2016 school year.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
1.1 Implementation of the PRIDE (Personal Responsibility in Daily Effort) Program	August 2015 to May 2016	Ongoing with monthly PRIDE Assemblies	Ongoing all year. Total ticket count for PRIDE Tickets for the 2015-2016 year was 20,000
1.2 Implementation of a School Wide Discipline Plan	August 2015 to May 2016	Ongoing. Evaluated with SSC quarterly.	Plan in place for the school year. This plan was evaluated by the PBIS Team and recommendations for the upcoming year have been considered.
1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) will begin this school year with staff training.	Training meetings for are scheduled for September 24 and 30, October 29, November 12, 2015, February 4, March 15, and May 12, 2016.	School team has attended four training meetings and has developed a draft behavior matrix that is now being reviewed with staff.	A staff team attended training for PBIS this school year and has a school wide plan ready for implementation in the 2016-2017 school year.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
1.4 Project Wisdom and Bucket Filling Program implementation including morning announcements.	August 2015 to May 2016	Bucket Filling and morning announcements are taking place. Students are also involved in giving the morning inspirational messages.	Bucket filling and morning announcements took place throughout the school year. Both staff and students participated in making announcements.
1.5 Great Kindness Week Challenge Participation	January 2016	The whole school participated in a week of kindness challenges the last week of January. We extended the challenge to homes as well.	The whole school participated in a week of kindness challenges the last week of January. We extended the challenge to homes as well. The theme has been constant at the school all year long.
1.6 Big Buddy Little Buddy Program between the special education preschool and regular education upper graders.	August 2015 to May 2016	This program is ongoing, with upper grade students participating on a rotation basis.	The Big Buddy Little Buddy program ran successfully all school year. An addition to the program toward the end of the year was regular education kindergartners participating in the special education preschool.

District Strategic Goal:**Safe and Respectful Environment:**

We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community

LCAP Priority Area(s): 3.3) Maintain the average attendance rate district wide at 96.5% or higher as measured by attendance data.

School Goal:

By P2, Meadow Green will improve the attendance rate for the 2015-2016 school year by .5% from last school year to a rate of 96.7%.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
2.1 Periodic parent informational letters/newsletters stressing the importance of school attendance.	August 2015-May 2016: Trimester	Attendance newsletters have been sent home twice this school year (Sept. 2015 & Dec 2015) and are posted on the school web page.	Attendance Works Facts Sheets addressing how parents can help their child succeed in school are posted on the District website and were sent home to families in April 2016.
2.2 Celebrate 100% attendance daily in classrooms with a "We're All Here Poster". Recognize these classes during morning announcements.	August 2015-May 2016	All classrooms have posters that they display when all students are in attendance. Students with perfect attendance for the first trimester received a certificate of recognition.	All classrooms have posters that they display when all students are in attendance. Students with perfect attendance for the second and third trimester received a certificate of recognition.
2.3 Recognition for each class when they reach 10 days of perfect attendance. Class selects their class award.	August 2015-May 2016	Students enjoy reaching the 10 perfect attendance days and selecting an award. Awards have included extra recess time, a guest visitor to the classroom, and/or a visit from the principal's dog.	Students continue to enjoy reaching the 10 perfect attendance days and selecting an award. Awards have included extra recess time, a guest visitor to the classroom, and/or a visit from the principal's dog.
2.4 A SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences. Six unexcused	August 2015-May 2016	Letters sent when students have missed 6 and 12 absences or are truant.	Letters sent when students have missed 6 and 12 absences or are truant. This was done throughout the entire school year. Through this process, parents have become more aware of what constitutes

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
absences will trigger a SARB.			an excused and unexcused absence. Three SART meetings were held.
2.5 Participation in the District Attendance Incentive Program	August 2015-May 2016	Participated in the District Attendance Incentive Program the first trimester.	Participated in the District Attendance Incentive Program the second and third trimester.
2.6 Provide parents information on extracurricular activities through the school messenger system, school website, PTA website and PTA FB	August 2015-May 2016	School extracurricular activities this school year have been publicized through the school messenger system, on the school website, on the PTA website as well as on the PTA Face Book Page. Additionally, flyers have been sent home.	On the parent survey given in March of 2016, 97.4% of parents responded that they agree that the school provides a variety of ongoing communication to inform parents about activities.

District Strategic Goal:**Academic Excellence:**

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s):

1.2) Maintain 100% of students having access to standards aligned curriculum and materials as measured by the annual Williams Sufficiency of Materials Resolution.

2.1) Baseline data formative student achievement will be collected as measured by grade level benchmark assessments.

2.2) Student achievement will increase 3% over the 2015 baseline for all students as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math.

2.3) English learners will increase their academic achievement in English Language Arts 3% more than the white subgroup districtwide as measured by the District's benchmark assessment for ELA.

2.4) The percentage of English Learners attaining English proficiency who have been in the United States five years or longer will increase from 37.0% to 45% as measured by the California English Language Development Test (CELDT)

School Goal:

By May of 2016, all students in grades 3-6 will demonstrate a minimum of one year growth in their Lexile reading level as measured by their September base Lexile level.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
3.1 Students in grades 3-6 will be given a base line Lexile reading level assessment using the Reading Plus Program.	September 2015	All students in grades 3-6 have taken a reading assessment on Reading Plus and have a base line Lexile reading level.	All students in grades 3-6 have taken a reading assessment on Reading Plus and have a base line Lexile reading level.
3.2 Maintain a master schedule that allows for 2 to 2.5 hours of ELA core instruction and 30 minutes of MTSS (Multi-tier System of Supports) with students being grouped by Lexile level.	September 2015 to May 2016	Meadow Green has maintained a 2-2.5 hour ELA core five days a week and a 30 minuets of MTSS in ELA three days a week.	Meadow Green has maintained a 2-2.5 hour ELA core five days a week and a 30 minuets of MTSS in ELA three days a week except for grades 3-6 during SBAC testing.
3.3 Examination of student performance; identify focus standards; create short cycle formative assessments to monitor student mastery of standards and identify target students during PLC collaborations to develop plans to reteach for mastery.	September 2015 to May 2016	Meadow Green teachers have set a cycle of formative assessments through SMART goals created during PLCs focusing on student needs. Work on these goals runs	Meadow Green teachers have set a cycle of formative assessments through SMART goals created during PLCs focusing on student needs. Work on these goals runs

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
		two to four weeks and include pre and post assessments. Data shows growth toward mastery of standards.	two to four weeks and include pre and post assessments. Data shows growth toward mastery of standards and data has been used to inform in-school intervention practices.
3.4 Focus on transition to Common Core State Standards - focus on non-fiction reading and writing. Purchase non-fiction materials including Scholastic News and Science Spin, leveled literacy books, and Reading Plus Online Program to monitor comprehension.	September 2015 to May 2016	All grade levels, TK-5 grade, use Scholastic News and Science Spin to access non-fiction articles to practice reading and writing skills. Grade 6 using Story Works. Grades 3-6 students all participate in Reading Plus and their progress is tracked by classroom teachers.	All grade levels, TK-5 grade, use Scholastic News and Science Spin to access non-fiction articles to practice reading and writing skills. Grade 6 using Story Works. Grades 3-6 students all participate in Reading Plus and their progress is tracked by classroom teachers. Additionally, teachers have used the online resource of Read Works for a source of non-fiction companion texts.
3.5 Access to the technology and Reading Plus daily through the computer lab as well as in the classroom through iPads. Reading Plus will be available at home as well.	September 2015 to May 2016	In place.	Available all year long to all students in grades 3-6 in the classroom, computer labs, and at home for those who have internet connection.
3.6 Staff trained in Reading Plus and internet access to support videos.	September 2015	Reading Plus Inservice was held in September and on January 14, 2016. Online training videos are also available.	Reading Plus Inservice was held in September and on January 14, 2016. Online training videos are also available.
3.7 Reading Plus program parent letters explaining home access will be sent to each home, posted on the school website, and shared at parent conferences.	September 2015	Completed	Completed
3.8 Students set and track personal goal for reading and achievement in the Reading Plus Program grades 3-6.	September 2015 to May 2016	Ongoing	An end of year report was created by each teacher outlining student progress throughout the school year. Students are encouraged to

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
			evaluate their growth for the year and set a goal for summer growth and next year as well.
3.9 PLC time allotted to review and analyze Reading Plus Lexile levels and student growth.	September 2015 to May 2016	Ongoing, two to three times a month on Mondays.	Ongoing, two to three times a month on Mondays.
3.10 CCSS Resources identified and used in daily instruction.	September 2015 to May 2016	Ongoing	Teachers have been very resourceful in pulling together resources for students to meet the needs of the ELA Common Core. They have used resources such as Read Works, Scholastic News, and Story Works to supplement. Teachers have used Go Math, a Common Core aligned math text this school year.
3.11 Stress importance of reading and student reading goals and growth at parent conferences.	November 2015	Ongoing	Parents were informed of Lexia, Accelerated Reader, and Reading Plus during conferences along with the importance of setting and attaining reading goals.

District Strategic Goal:**Academic Excellence:**

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s):

1.2) Maintain 100% of students having access to aligned curriculum and materials as measured by the annual Williams Sufficiency of Materials Resolution.

2.1) Baseline data formative student achievement will be collected as measured by grade level benchmark assessments.

2.2) Student achievement will increase 3% over the 2015 baseline for all students as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math.

School Goal:

50% of students in grades 3-6 will score at meets or exceeds standards on the CAASSP Smarter Balanced Test 2016 in the area of Math, an increase of 5% from the 2015 achievement rate.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
4.1 Full implementation of the new GO Math standards based adoption including teacher professional development and fidelity of program implementation.	Full day staff development Oct. 12, 2015.	Ongoing daily	Go Math was implemented throughout the year and teachers followed the District pacing guide to ensure coverage of key standards. Additional staff development was provided for special education teachers on Dec. 11, 2015 Feb. 29, 2016, March 14, 2016, and April 11, 2016.
4.2 Monitor student progress throughout the year through classroom and trimester benchmark tests.	Ongoing.	Ongoing. Thus far, first trimester test has been administered and the data evaluated. Results were used to plan intervention.	Student progress was monitored throughout the school year by teachers through quizzes, chapter assessments, benchmark tests in both ELA and mathematics. Teacher analysed data and used it to plan so that all students needs would be met. In-school intervention was based on

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
			ongoing assessment results of SMART goals, benchmark tests, and classroom assessments.
4.3 Support math concept development through the use of the Mind Institute's ST Math Program.	Ongoing.	Ongoing. Progress and usage are monitored and reported on monthly.	An end of the year report marks each students progress in the program over the course of the school year. ST Math is available for students at home and over the summer.
4.4 Teach and support problem solving strategies daily in the classroom.	Ongoing.	Ongoing and include TIPS strategies.	TIPS strategies were shared with all teachers at a PLC meeting. Teachers have been using these strategies as well as thinking maps to provide students with additional tools for solving problems.
4.5 Hold a Common Core Family Night Festival	Spring 2016	Scheduled for Spring.	A Family Math Festival was held on April 7, 2016. The festival included many activities for families to engage in. Over 170 people attended this event.
4.6 Recognize students for the progress and completion of ST Math.	Ongoing.	Students are recognized when they reach 100% completion with a certificate and their name posted on the 100% Bulletin Board.	Students are recognized when they reach 100% completion with a certificate and their name posted on the 100% Bulletin Board. At the end of this school year 118 students completed their grade level.

District Strategic Goal:

Academic Excellence: We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s):

2.3) English learners will increase their academic achievement in English Language Arts 3% or more than the white subgroup district wide as measured by the District's benchmark assessment for ELA.

2.4) The percentage of English Learners attaining English proficiency who have been in the United States five years or longer will increase from 37% to 45% as measured by the California English Language Development Test (CELDT)

2.5) Increase English learner reclassification rates 5% as measured by the California English Language Development Test (CELDT)

School Goal:

To support the District goal, the following actions will be implemented.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
EL.1 Teachers will provide a separate, daily 30 minute block of time devoted to ELD instruction for EL students daily. When possible, students will be grouped by language proficiency level for this instructional time.	August 2015 to May 2016	Ongoing.	Ongoing throughout the school year.
EL.2 ELAC Committee will calendar and hold four meetings a year.	September 2015	To date, meetings held on October 6, 2015, October 27, 2015, and December 8, 2015.	An additional meeting is calendared for April 26, 2016.
EL.3 Principal will visit classrooms at least every 4 weeks to monitor implementation of ELD instruction.	August 2015 to May 2016	Ongoing	Principal classroom visits took place regularly and at least monthly throughout the school year.
EL.4 English Learners, including long term English Learners, scoring in the Standard Not Met band or not meeting standard in ELA will receive strategic after school intervention.	Establish before/after school intervention classes for September 2015 through April 2016	These students have been invited to attend after-school intervention.	The after-school intervention program ran throughout the entire school year. Forty students attended this assistance program.
EL.5 Principal will set a goal to increase parent participation of English Learner parents by	September 2015	To date, meetings held on October 6, 2015, October 27,	An additional meeting is calendared for April 26, 2016.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
encouraging the establishing an ELAC committee for the 2015-16 school year.		2015, and December 8, 2015.	
EL.6 Teachers will use GLAD, EDI, and TAPPLE strategies in daily instruction to support English Language Learners.	August 2015 to May 2016: Walk through observations.	Ongoing	GLAD, EDI, and TAPPLE strategies are used regularly by Meadow Green teachers. These strategies have become embedded in daily instruction and help all students gain during instruction.

TITLE I, PART A – TARGETED ASSISTANCE PROGRAM

The Meadow Green Elementary School is a Title I Targeted Assistance school. This means that the school receives additional resources from the state and federal governments that enable us to provide supplemental instructional services to identified students. This supplemental instruction is provided in English Language Arts and Mathematics. Supplemental support services are also provided to students who are most at-risk of failing to meet grade-level standards.

Targeted Assistance Criteria are as follows:

- Grades 1
 - Students who score below 80% on the Basic Phonics Skills Test
 - Students who know less than 35 fry words
 - Teacher/administrator judgement
- Grade 2
 - Students who score below grade level, less than 75%, on the District End-of Year Benchmark Test
 - Students who score below 60 % on the Second Grade Beginning of the Year Diagnostic Test
 - Teacher/administrator judgement
- Grade 3
 - Students who score below grade level, less than 75%, on the District End-of Year Benchmark Test
 - Students who are one or more years below grade level Lexile level as measured by the “Stretch” Lexile Band Grade 2-3 is 420L-820L
 - Teacher/administrator judgement
- Grade 4-6
 - Students who score At/Near or Below Standards on the Smarter Balanced Assessment Test
 - Students who are one or more years below grade level Lexile level as measured by the “Stretch” Lexile Band Grade 4-5 is 740L-1010L Grade 6-8 is 925L-1185L
 - Teacher/administrator judgement

Closing the achievement gap between high and low performing children (students meeting the Targeted Assistance Criteria) and especially the achievement gap between minority and non-minority students, and between disadvantaged children and their more advantaged peers is a focus of Meadow Green Elementary School. As a result extended learning opportunities are afforded to students as follows:

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
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Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
<p>TI.1 Teachers will ensure that the standards are being taught through the use of the adopted ELA curriculum and will supplement as necessary to ensure that the rigor of the standards is being met with daily focus groups for targeted students.</p>	<p>August 2015 to May 2016</p>	<p>Outlined in School Priority Goal</p>	<p>Teachers plan and implement instruction aligned to the standards using ELA curriculum and support materials. Student progress is monitored through formative assessments on an ongoing basis through classroom observation and quizzes and tests, and through summative assessment on trimester benchmark tests. Target students receive additional support.</p>	<p>Teachers plan and implement instruction aligned to the standards using ELA curriculum and support materials. Student progress is monitored through formative assessments on an ongoing basis through classroom observation and quizzes and tests, and through summative assessment on trimester benchmark tests. Target students receive additional support.</p>
<p>TI.2 Teachers will develop Common Formative Assessments to administer in between benchmark tests and dialogue about progress and instructional strategies for struggling and at-risk student in ELA during PLC time.</p>	<p>August 2015 to May 2016</p>	<p>Outlined in School Priority Goal</p>	<p>Ongoing. During PLC time, SMART Goals based on student needs are written. They are then implemented, and assessed. This cycle then repeats.</p>	<p>During PLC time, SMART Goals based on student needs are written. They are then implemented, and assessed. This cycle then repeats</p>
<p>TI.3 Teachers will meet regularly during PLC meetings to examine student performance and assessment data to monitor student mastery toward grade level standards and identify Title I students' areas of need and plan interventions for the 30 minute intervention block time.</p>	<p>August 2015 to May 2016</p>	<p>Outlined in School Priority Goal</p>	<p>PLC meetings take place two to three times a month to examine student performance and assessment data, and lessons planned to meet student needs.</p>	<p>PLC meetings take place two to three times a month to examine student performance and assessment data, and lessons planned to meet student needs.</p>
<p>TI.4 Teachers will provide a separate, daily, 30 minute block of time devoted to ELA differentiated instruction. Students will be grouped by lexile levels and/or skill needs during this targeted instructional time.</p>	<p>August 2015 to May 2016</p>	<p>N/A</p>	<p>This takes place three days a week, Tuesday, Wednesday, and Thursdays from 10:00 - 10:30 AM.</p>	<p>This takes place three days a week, Tuesday, Wednesday, and Thursdays from 10:00 - 10:30 AM.</p>

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
TI.5 The principal will visit classrooms monthly to monitor the implementation of targeted 30 minute ELA block and focus group instruction.	August 2015 to May 2016	N/A	Ongoing	Ongoing
TI.6 Teachers will continue to implement Explicit Direct Instruction (EDI) strategies, TAPPLE strategies, and GLAD strategies to ensure effective instruction and student participation with a focus on Title I students.	August 2015 to May 2016	N/A	Ongoing	Ongoing
TI.7 Before and After School targeted intervention will be offered to at-risk students for a minimum of one hour per week for T-K and kindergarten students and two hours per week for grades 1-6. Personnel costs.	September 2015 to May 2016	\$12,000 (Intervention Fund)	In place and up and running.	The before and after school intervention program was offered to over 80 students and ran through the second week of May.
TI.8 Small group targeted intervention provided during the school day for at-risk students	October 2015 to May 2016	\$43,026 (Title I Funds)	Ongoing	In addition to teacher small group assistance, an intervention teacher worked with small groups of students two days a week.
TI.9 Release time for teacher grade level collaboration time to deconstruct standards and align instruction to standards.	October 2015 to May 2016	\$2,228 (Title I funds)	To be scheduled.	Each grade level was provided the opportunity to meet for one full day to deconstruct standards and align instruction to standards.

Additionally, as designated by NCLB:

- Curriculum and instructional materials used in every classroom are aligned with challenging state academic standards
- The school meets the educational needs of low achieving children in school, including English Learners, Students with Disabilities, and students in need of reading assistance
- Affording parents substantial and meaningful opportunities to participate in the education of their children (see section 6)
- Teachers provide scientifically-based research instructional models to provide students with the opportunity to meet the academic achievement standards. Students are provided an accelerated, high quality curriculum

- Instruction is provided in the regular classroom during regular schools hours, after school or before school.

TITLE I ACTION PLAN: PARENT AND COMMUNITY SUPPORT

As a requirement under Title I, 1% or more of school funds will be used for Parent Support.

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
PC.1 The Parent Institute for Quality Education (PIQE) will be offered to parents of Title I students to provide understanding of the school system, home and community, identify effective parent involvement, and overcome obstacles to school success.	TBD - March 2016 to May 2016	District Centralized Funds	TBD	The District held a Parent Common Core Math night on March 23, 2016.
PC.2 Annual parent Information Meeting for Title I parents.	October 2015 and April 2015	N/A	September 29, 2015	September 29, 2015 Nineteen families attended.
PC.3 Home and School Connection Newsletter to emphasize school success, positive parenting, discipline, academic and life skills, parent involvement, and character development.	September 2015 to May 2016	\$219 - English Version \$119 - Spanish Version	Available on District Website. Paper copy sent home January 2016	Available on District Website.
PC.4 Language translators to assist families, as needed.	September 2015 to May 2016	District Centralized Funds	As needed.	As needed.
PC.5 Maintain regular communication to parents of useful notices; newsletters; telephone calls; information on school website; and other communications.	September 2015 to May 2016	\$0	Ongoing. Monthly newsletters sent home and posted on website. School Loop utilized to email parents.	Ongoing. Monthly newsletters sent home and posted on website. School Loop utilized to email parents.
PC.6 Provide information for parents on Internet safety.	September 2015 to May 2016	\$0		
PC.7 Provide information for families on knowledge and skills required in all subjects at each grade level.	September 2015 to May 2016	\$62	Standards posted on the District website and provided to families at Back to School Night and parent conference time.	Standards posted on the District website and provided to families at Back to School Night and parent conference time.
PC.8 Provide information about local libraries and available activities and	September 2015 to May 2016	N/A		

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
programs.				
PC.9 Encourage family participation in setting student goals each year in math and ELA activities and in planning for college and career.	September 2015 to May 2016	\$0		
PC.10 Hold a Common Core Family Math Festival	January 2015	\$2500	Spring	April 7, 2016

TITLE I PROFESSIONAL DEVELOPMENT SET-ASIDE

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
PD.1 Provide professional development in ELA and Math as recommended by the school leadership team.	September 2015 to May 2016		TBD	Staff development took place during staff meetings and PLC that included Thinking Maps, STEAM Lab, TIPS problem solving techniques. We also conducted informational meetings on PBIS during staff meetings.
PD.2 Teacher training in PBIS (Positive Behavior Interventions and Supports) \$2700 fee \$1,920 subs	September 2015 to May 2016	\$4,620	Training meetings to date: October September 24 and 30, October 29, and November 12, 2015.	Training held: Feb. 4, 2016, March 15, 2016, April 7, 2016, and May 12, 2016.
PD.3 TI.8 All teachers will be trained in Thinking Maps during the 2015-2016 school year. Trainer of trainers model	September 2015 to May 2016		Training held to date: August 31, 2015, Sept. 28, 2015, January 7, 2016.	Training held to date: January 25, 2016 and March 9, 2016
PD.4 Reading Plus and Lexia Core 5 Teacher Training	September 2015		September and January 14, 2016.	September and January 14, 2016.
PD.5 Go Math Professional Development Training	August 2015 to October 2015	District Centralized Funds	August 10, 2015, October 12, 2015, Nov. 5, 2015. ST Math Training August 27, 2015.	Go Math was implemented throughout the year and teachers followed the District pacing guide to ensure coverage of key standards. Additional staff development was provided for special education teachers on Dec. 11, 2015 Feb. 29, 2016, March 14, 2016, and April 11, 2016.

FEDERAL BUDGET

The plan describes the activities to be conducted at the school for federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Federal Programs under the Elementary Secondary Education Act		Allocation
	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	

SCHOOL SITE COUNCIL MEMBERSHIP

California Education Code Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council (SSC). 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
Liz Kaneshiro	X				
Carmen Bonilla				X	
Ronita VanVliet		X			
Mayra Rodriguez		X			
Susie Perez		X			
Krista Karr		X			
Darlene Pullen			X		
Edna Tristan				X	
DeAnn Noble				X	
Sandra Mendoza				X	
Patricia Garcia EL Parent				X	
Michael San Martin				X	

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Numbers of members of each category:	1	4	1	6	

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 English Learner Advisory Committee

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 10/07/2015.

Attested:

Liz Kaneshiro

Typed Name of School Principal

Signature of School Principal

Date

Carmen Bonilla

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date