

The Single Plan for Student Achievement

School: John Steinbeck Elementary School
CDS Code: 10-73965-6112775
District: Central Unified School District
Principal: Esther Kaercher, Principal
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

John Steinbeck Elementary School's Vision and Mission Statements

The vision at Steinbeck Elementary School, in alignment with Central Unified School District, is that every student is prepared for success in college, career, and community. The mission at Steinbeck Elementary School, again in alignment with Central Unified School District, is that every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

School Profile

Steinbeck School is located within the city limits of Fresno and serves students in transitional kindergarten through sixth grade. Construction on Steinbeck was completed in Spring 1995, and the first students began in July 1995. The entire Steinbeck team is committed to providing a comprehensive academic program in a learning environment that maintains high academic and behavioral standards and promotes success for all students. Steinbeck Elementary School, with an attendance area of approximately 5 square miles, lies in a combination of an urban and agricultural setting. Steinbeck has 29 regular classroom teachers, one instructional support coach, two specialized academic instructors, a part-time speech therapist and school psychologist, two part-time instrumental music teachers, one part-time physical education teacher, three custodians, a principal's secretary, a clerk typist II, a part-time nurse and nurses aide, a guidance instructional advisor, and a principal.

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).

An annual Parent Survey is administered to all Steinbeck parents and guardians. The area receiving the highest score, 95.5%, was feeling welcomed at school. Significant effort has and continues to be made regarding a helpful and positive environment in the office as well as Positive Behavior Interventions and Supports (PBIS) playing an essential part of shaping the culture and climate at Steinbeck for students, teachers, staff, and families. The area receiving the lowest score, 58.1%, was the opportunities to participate and learn visual and/or theater arts. Steinbeck currently has in place a part-time music teacher, part-time choir teacher, and dance classes offered after school. In addition, the after school program has done an annual school play. A next step already in action to increase participation with visual and performing arts is to partner the after school program with a teacher on staff as well as a community volunteer with theater experience. The goal of this collaboration is to open the opportunity for participation to all Steinbeck students (not just those enrolled in the after school program) as well as to enhance the overall quality of production.

Classroom Observations

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

Every teacher meets individually at the beginning of the school year to discuss instructional and behavioral expectations, set goals, and discuss the evaluation process and schedule. Drop-In observations are completed weekly with adherence to the instructional evaluation process agreed upon by District administration and Central Unified Teachers Association (CUTA). Evaluations for probationary teachers are completed annually by the 90th day of instruction and the 130th day of instruction. Evaluations are completed every other year by the 145th day of instruction for tenured teachers. Classified instructional aides are evaluated biannually for probationary status and annually for permanent.

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)

Multiple measures are used to assess the needs of students at Steinbeck Elementary School. Assessments utilized for program placement and instruction include Smarter Balanced and Assessment Consortium (SBAC), California State Test 5th Grade Science (CST), Accelerated Reader (AR), Fountas & Pinnell (F&P), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), California English Language Development Test (CELDT), Kindergarten School Entrance Profile (KSEP), and local assessments in reading, writing, and mathematics.

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

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. KSEP, Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as SBAC, STAR and CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in classroom instruction, progress monitoring, and advancement.

Staffing and Professional Development

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

All staff are highly qualified and fully credentialed per ESEA requirements.

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

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

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

Professional development is planned to support classroom instruction and meet the needs of all students in accordance with the goals outlined in the Single Plan for Student Achievement (SPSA). At the end of the last school year, teachers were provided release time to build their capacity on common core standards implementation, 21st century skills (collaboration, communication, problem solving, critical thinking, creativity, and innovation), and planning for instruction that provides differentiation, in-depth understanding, including procedural and conceptual learning. Professional development for this school year, through focused training and support, will be provided based on student learning and staff need to fulfill Steinbeck's vision and mission. CUSD elementary collaboratives will be provided this year and will focus on literacy development within mathematics to develop a comprehensive plan for teaching mathematics in conjunction with reading, writing, listening, speaking, and thinking in a connected and engaged classroom.

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

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

Steinbeck facilitates and supports no less than 40 minutes of weekly structured collaboration time for Professional Learning Communities to analyze, discuss, and utilize the results of common assessments, local assessments, informal assessments, and writing samples. Information from this collaborative time is used for instructional planning and progress monitoring for all students. Additionally, the district provides collaborative time for teachers two times yearly as a grade level where Steinbeck teachers are able to collaborate with teachers from throughout the district.

Teaching and Learning

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

Teachers have developed and are effectively utilizing curriculum plans and backward mapping to ensure instruction, curriculum, and materials are aligned to meet requirements for use of content and performance standards. Teachers are also utilizing district prepared K-12 CCSS Maps in both Literacy and Math.

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for Reading/Language Arts (R/LA) and mathematics and intensive interventions as well as additional time for strategic support and English language development (ELD) for identified English learners (ELs). This provides all students, including ELs, students with disabilities (SWDs), students with learning difficulties (SWLDs), and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA: Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours
R/LA small group/guided reading---Grades K-2 60 minutes---Grades 3-6 30 minutes
Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour
Mathematics small group---Grades K-6 30 minutes
ELD Grade K 20 minutes---Grades 1-6 45 minutes

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

Grade level teams school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. Grade level teams also utilize the K-12 CCSS Maps provided by the district in both Literacy and Math. The use of backwards mapping provides the foundation to guide planning for the strategic support class. Grade level teams use backwards mapping of the Common Core State Standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

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

All students are provided district adopted core textbooks and consumable books to support instruction in each grade level.

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

The school/district provides for all students, including ELs, SWDs, SWLDs, and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards and/or CCSS) and for mathematics (1997-adopted content standards and/or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

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

Steinbeck teachers are committed and held accountable for ensuring every students' need for differentiated instruction are met to achieve academically through standards mastery and English Language Development proficiency as well as social-emotional growth and maturity. During independent practice and based on formal and informal assessment results, individual and small groups of students receive reteaching, intervention, or extension work. In class intervention support is provided during the direct instruction model for strategic students. A push-in model is utilized for students with special needs. Utilization of a variety of engagement strategies and instructional models beyond direct instruction is a classroom expectation. The expectation includes utilizing strategies to provide multiple opportunities for students at different learning levels to access rigorous instruction, to use effective questioning to develop higher-level understanding of the standards, and to provide multiple opportunities for student interactions. We are also focusing on incorporating 21st century skills into daily instruction, which will provide additional access and supports as students are attaining standards mastery.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

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

Steinbeck Elementary, the school district, and our community have many resources available to assist under-achieving students.

- Leveled literacy intervention program
- HMM EL Medallion supplemental intervention for ELD instruction
- ST Math is available at both home and school as a web based application to support conceptual math development
- Accelerated Reader progress monitoring is available to inform and support student achievement in reading comprehension
- Lexia is a web based reading intervention program available to students before and after the school day in Shark Island
- Steinbeck maintains a web site informing families of resources and further information to provide support for student achievement
- CUSD also maintains a web site informing families of resources and further information to provide support for student achievement
- Steinbeck hosts a parent education workshop series provided by Fresno County Office of Education

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)

Steinbeck utilizes a variety of strategies to encourage community and parental involvement. ELAC, Annual Title I, and quarterly SSC meetings provide opportunity for parents to receive training, gain understanding of how to maintain high expectations, and develop a common vision. An active English Learner Advisory Committee (ELAC), comprised of parents and staff, offer ideas and makes recommendations regarding our English Learner program. The role of the School Site Council is to assist with development of and recommend a single plan for student achievement. The School Site Council, following approval of a single plan for student achievement by the school district governing board, shall have on-going responsibility to review with the principal, teachers, and other personnel the implementation of the school improvement program and to assess periodically the effectiveness of such program. Modifications or any improvement to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner. The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to success in that program. A Home School Compact is reviewed annually. The signed compact underscores the importance of education to each student and provides the roles and responsibilities of teacher, student, and parents. Parent Education is offered during the year for parents to make a partnership between the school and the home. The parents become directly involved with the improvement of student achievement. The Steinbeck campus is in constant use after normal school hours for community meetings, recreational activities, boy scouts, girl scouts, tutoring services provided by outside vendors, community based programs, and athletic events.

Funding

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

There are many services provided by categorical funds to enable under-performing students to meet standards. EL - Teachers are trained to administer CELDT to their students to gather information on student need, EL students receive ELD instruction utilizing core materials, primary language and English AR books, listening centers, and software to build English proficiency. School wide - Intensive instructional opportunities are provided during several Saturdays throughout the school year, technology supports ST math and AR implementation, two literacy intervention teachers provide push-in and pull-out support for students performing two or more levels below grade level, literacy is supported through AR books, guided reading materials and support, and professional development for all staff. Differentiated instruction and effective use of technology for instruction is supported as staff receive ongoing training.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA). The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Steinbeck Elementary School is faced with several challenges to improving student achievement. Currently, there are 765 students enrolled at Steinbeck with 85% of them being Socio-Economically Disadvantaged. Thus Steinbeck is faced with the challenge of meeting the needs of our growing at-risk population. Steinbeck has a population of 13% EL students and 7% students with disabilities (SWD). Many students also face a language development barrier because they are not supported or engaged at home with academic language. Additionally, ongoing site professional development along with district professional development continue to strengthen staff ability to effectively utilize technology for instruction.

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	110	117	110	115	110	115	100.0	98.3
Grade 4	123	112	121	111	121	111	98.4	99.1
Grade 5	101	124	97	120	97	120	96.0	96.8
Grade 6	89	105	88	103	88	103	98.9	98.1
All Grades	423	458	416	449	416	449	98.3	98

* 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	2362.6	2392.7	6	12	13	18	23	30	58	39
Grade 4	2386.2	2409.7	3	11	11	11	15	22	71	57
Grade 5	2431.2	2441.4	5	5	20	18	21	19	55	58
Grade 6	2452.5	2478.7	3	2	16	26	25	32	56	40
All Grades	N/A	N/A	5	8	14	18	20	26	61	49

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	5	10	35	45	60	46
Grade 4	5	6	28	36	67	58
Grade 5	5	3	36	36	59	61
Grade 6	6	6	34	46	60	49
All Grades	5	6	33	40	62	53

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	6	14	42	45	52	41
Grade 4	2	9	32	45	63	46
Grade 5	4	11	38	38	58	51
Grade 6	6	7	35	45	59	49
All Grades	4	10	37	43	58	47

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	11	64	60	32	29
Grade 4	3	7	53	60	44	32
Grade 5	6	3	49	55	44	42
Grade 6	5	9	52	68	43	23
All Grades	5	8	55	60	41	32

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	8	12	42	61	50	27
Grade 4	7	13	40	47	52	41
Grade 5	15	12	52	60	33	28
Grade 6	14	17	53	64	33	19
All Grades	11	13	46	58	43	29

Conclusions based on this data:

1. A significant opportunity for growth exists in student learning for ELA. This conclusion is based on 81% of Steinbeck students in grades 3-6 not meeting achievement standards for ELA.
2. Major learning gaps exist in the expected CCSS ELA knowledge and skills for the majority of students in grades 3-6. This conclusion is based on the Standard Not Met category (the lowest category) being the most significant percentage for grades 3-6 (grade 3, 58%; grade 4, 71%; grade 5, 55%; grade 6, 56%).
3. Reading and Writing are the ELA claims requiring the most improvement for students in grades 3-6. This conclusion is based on the Below Standards percentage for students in grades 3-6 of 62% for Reading and 58% for Writing. This is compared to Listening at 41% and Speaking at 43%, which are still high percentages but not as significant as Reading and Writing.

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	110	116	110	114	110	114	100.0	98.3
Grade 4	123	112	121	112	121	112	98.4	100
Grade 5	101	124	97	120	97	119	96.0	96.8
Grade 6	89	105	88	104	88	104	98.9	99
All Grades	423	457	416	450	416	449	98.3	98.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2397.8	2417.2	5	15	26	20	28	36	40	29
Grade 4	2428.7	2412.9	2	4	18	11	44	34	36	52
Grade 5	2453.4	2438.2	5	3	14	8	34	31	46	58
Grade 6	2452.3	2461.9	3	3	11	14	31	35	55	48
All Grades	N/A	N/A	4	6	18	13	35	34	44	47

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	23	32	39	48	39	
Grade 4	7	4	29	32	64	63	
Grade 5	7	6	38	22	55	72	
Grade 6	3	4	30	36	67	61	
All Grades	10	9	32	32	58	59	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	17	51	45	42	39
Grade 4	6	4	50	41	45	55
Grade 5	5	4	33	29	62	67
Grade 6	3	9	41	43	56	48
All Grades	6	8	44	39	50	53

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	12	20	45	59	43	21
Grade 4	5	8	51	37	44	55
Grade 5	3	3	51	41	46	56
Grade 6	6	6	39	43	56	51
All Grades	6	9	47	45	47	46

Conclusions based on this data:

1. A significant opportunity for growth exists in student learning for Mathematics. This conclusion is based on 79% of Steinbeck students in grades 3-6 not meeting achievement standards for Mathematics.
2. The learning gap for Mathematics of grade level expectations compared to student performance widens with each progressing grade level for grades 3-6. This conclusion is based on Standards Exceeded and Standards Met combined in grade 3 of 31%, grade 4 of 20%, grade 5 of 19%, and grade 6 of 14%.
3. Concepts and Procedures is the most significant claim of need for grades 3-6. This conclusion is based on 58% of students in grades 3-6 scoring Below Standard, the lowest of the three claims.

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				***	40	100		40			20				
1	15	11	13	54	53	46	27	32	42	4	5				
2		4		8	36	22	69	40	11	23	12	44		8	22
3	15			15	21	32	50	53	45	15	16	9	5	11	14
4			6	43	27	35	57	47	35		20	18		7	6
5		9		50	36	25	50	45	58			8		9	8
6	14			14	25	29	29	75	71	14			29		
Total	10	4	4	32	35	37	44	44	41	10	11	11	4	6	7

Conclusions based on this data:

1. The vast majority of English learners in grades 3-6 are approaching being reclassified as English proficient (RFEP). This conclusion is based on 39 of 49 English learners (80%) in grades 3-6 scoring either Intermediate, Early Advanced, or Advanced on CELDT (Early Advanced or Advanced are required to pass CELDT, a prerequisite for RFEP).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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	4			21	6		36	31		14	53		25	9	
1	16	9		58	52		23	26		3	9			4	
2		4		6	39		63	36		25	14		6	7	
3	13			22	19		48	57		13	14		4	10	
4		12		56	24		44	41			18			6	
5		17		50	33		50	42						8	
6	13			13	20		38	60		13			25	20	
Total	8	5		32	28		39	38		11	21		9	8	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	78	98	95
Percent with Prior Year Data	100.0%	100%	96.8%
Number in Cohort	78	98	92
Number Met	43	52	52
Percent Met	55.1%	53.1%	56.5%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	91	13	108	20	108	24
Number Met	26	--	31	6	27	5
Percent Met	28.6%	--	28.7%	30.0%	25.0%	20.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	No	No	No

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:

1. English language development has decreased over time. This conclusion is based on AMAO 1 not being met for a third year in a row, each year with a wider gap between the percent met and NCLB target (0.7% in 2012-13, 3.9% in 2013-14, 7.4% in 2014-15).
2. English learners are attaining English proficiency at or above an expected pace. This conclusion is based on AMAO 2 being met for 2012-13, 2013-14, and 2014-15.
3. Long-term English learners are increasing over time. This conclusion is based on AMAO 2 data of 5 or More (years) English learners growing from 13 in 2013-14 to 20 in 2014-15.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

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	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

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

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 2: Prepare every student for college, career, and community. LCAP Goal 7: Close the experience gap for English learners, students of poverty, and foster youth.
SCHOOL GOAL:
By June 2017, Steinbeck will improve from 26% to 40% of students in grades 3-6 who will achieve CCSS Standard Met or Standard Exceeded as measured by SBAC. By June 2017, Steinbeck will demonstrate 10% growth in grades TK-2 who will achieve Meets or Exceeds Expectations as measured by Fountas & Pinnell from previous school year.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Prior school year SBAC data and Fountas & Pinnell data• 19% of third through sixth grade students met or exceeded CCSS ELA standards as measured by SBAC.• 20% of third through sixth grade students nearly met CCSS ELA standards as measured by SBAC.• 55% of transitional kindergarten through second grade students on level in reading as measured by Fountas & Pinnell.• 10% of transitional kindergarten through second grade students approaching expectations in reading as measured by Fountas & Pinnell.
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Student learning would benefit from improved Tier 1 instruction (first best teaching) that align with the shifts of CCSS.• Student learning would benefit from improved lesson and unit design using CCSS.• Student learning would benefit from improved incorporation of collaboration, communication, critical thinking and problem solving, and creativity and innovation (21st century skills) into every lesson.
Means of evaluating progress & group data needed to measure gains:
<ul style="list-style-type: none">• District benchmarks• Local assessments• Student writing samples• Classroom observation data

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Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Establish, monitor, and sustain common Tier 1 instructional practices that align with the shifts of CCSS.	08/12/16 - 06/08/17	Principal, GIA, site ISCs, district ISCs	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices Daily classroom drop-in observations with specific instructional feedback Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instructional feedback Substitute teachers for peer observations, coaching days, planning days, and data analysis days	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000.00
Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.	08/12/16 - 06/08/17	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Professional development connected to common instructional practices	5000-5999: Services And Other Operating Expenditures	LCFF	5,300.00
			Professional development conference and workshop fees	5000-5999: Services And Other Operating Expenditures	LCFF	1,500.00
Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support in literacy.	08/12/16 - 06/08/17	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Literacy intervention and support staff	1000-1999: Certificated Personnel Salaries	LCFF	50,345.10

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Literacy intervention and support staff	1000-1999: Certificated Personnel Salaries	LCFF	25,172.55
			Substitute teachers to allow for classroom teacher reading assessment, diagnosis, and prescription of instruction based on needs	1000-1999: Certificated Personnel Salaries	LCFF	4,730.40
			Subscriptions and supplemental library materials to support literacy development	4000-4999: Books And Supplies	LCFF-SLIP	1,538.99
			Technology to supplement intervention support	4000-4999: Books And Supplies	Title I Part A: Allocation	38,103.47
			Administration and staff extra work agreements for literacy and intervention support beyond the instructional day	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,000.00
			Administration and staff extra work agreements for literacy and intervention support beyond the instructional day	1000-1999: Certificated Personnel Salaries	LCFF	3,500.00
			Materials and supplies for intervention support beyond the instructional day	4000-4999: Books And Supplies	LCFF	1,000.00
Before and After school Interventions to support English Language Arts.	11/01/16-06/08/17	Principal, GIA, ISC, Classroom Teachers	Online Student Nest Technology		SES-Tutoring	500.00
				1000-1999: Certificated Personnel Salaries	SES-Tutoring	10,070.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)		
			Description	Type	Funding Source
			3000-3999: Employee Benefits	SES-Tutoring	1,430.00

Planned Improvements in Student Performance

Goal: Mathematics

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
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 2: Prepare every student for college, career, and community. LCAP Goal 7: Close the experience gap for English learners, students of poverty, and foster youth.
SCHOOL GOAL:
By June 2017, Steinbeck will improve from 19% to 40% of students in grades 3-6 who will achieve CCSS Mathematics Standard Met or Standard Exceeded as measured by SBAC. By June 2017, Steinbeck will improve by 10% average mathematics progress for students in grades TK-2 as measured by ST Math.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Prior school year SBAC data and ST Math data• 19% of third through sixth grade students met or exceeded CCSS mathematics standards as measured by SBAC• 34% of third through sixth grade students nearly met CCSS mathematics standards as measured by SBAC• Kindergarten through second grade students collectively averaged 60% mathematics progress as measured by ST Math• ST Math student goal for mathematics progress is 75%
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Student learning would benefit from math instruction that focuses on problem solving and critical thinking in conjunction with the eight math practices.• Student learning would benefit from improved Tier 1 instruction (first best teaching) that balances conceptual learning, procedural learning, and real-life application opportunities.• Student learning would benefit from improved incorporation of collaboration, communication, critical thinking and problem solving, and creativity and innovation (21st century skills) into every lesson.
Means of evaluating progress & group data needed to measure gains:
<ul style="list-style-type: none">• District benchmarks• Local assessments• ST Math

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Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Establish, monitor, and sustain common Tier 1 instructional practices that align with the shifts of CCSS.	08/12/16 - 06/08/17	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices Daily classroom drop-in observations with specific instructional feedback Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instructional feedback			
Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.	08/12/16 - 06/08/17	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Professional development in balanced math instruction, math practices, and 21st century skills	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6,322.35
			Professional development conference and workshop fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,500.00
Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.	08/12/16 - 06/08/17	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	ST Math TK curriculum	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3,000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			ST Math K-5 curriculum	5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,750.00
			ST Math 6 curriculum	5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
			Technology aide employment for 7 hours daily, which includes 3.5 supplemental hours daily above and beyond the 3.5 hours paid for by district	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	17,246.00
Supplemental Materials to support core curriculum (e.g. basic math facts (multiplication))	08/12/16-06/08/17	Principal, GIA, Teachers	flash cards, motivational materials	4000-4999: Books And Supplies	Title I Part A: Allocation	4,500
Inclusion of before and after school programs to assist students to improve Math proficiency. These programs will focus on strategic interventions and data will be used to drive instruction to meet student needs.	8/12/16-06/08/17	Principal, GIA, Teachers	Teacher hourly rate for intervention program	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	20,500
			Teacher Benefits for hourly rate	3000-3999: Employee Benefits	Title I Part A: Allocation	2600
Classroom Technology to support Best Teaching Practices and student engagement.	8/12/16-06/08/17	Principal, GIA, Teachers	Classroom Technology		LCFF	20,000
Before and after school interventions to support core math curriculum.	8/12/16-06/08/17	Principal, GIA, ISC, Classroom Teachers	Student Nest online technology program		SES-Tutoring	500
			Teacher hourly rate for intervention program	1000-1999: Certificated Personnel Salaries	SES-Tutoring	10,070
			Teacher benefits for hourly rate	3000-3999: Employee Benefits	SES-Tutoring	1,475.

Planned Improvements in Student Performance

Goal: English Language Development

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 GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty, and foster youth.
SCHOOL GOAL
By June 2017, Steinbeck will improve English learners attaining English proficiency (AMAO 2) from 28.7% to 30.1% as measured by CELDT.
Data Used to Form this Goal:
<ul style="list-style-type: none">• 28.7% of English learners attaining English proficiency as measured by 2014-15 CELDT• NCLB expected annual growth of English learners attaining English proficiency is 1.4%
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Student learning would benefit from improved Tier 1 ELD instruction (first best teaching) that aligns to ELD standards.• Student learning would benefit from improved utilization of formative and summative assessment to drive ELD instruction.• Student learning would benefit from improved incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.
Means of evaluating progress & group data needed to measure gains:
<ul style="list-style-type: none">• District ELD benchmarks• Local assessments• Student writing samples

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Establish, monitor, and sustain common Tier 1 ELD instruction (first best teaching) that aligns to ELD standards.	08/12/15 - 06/08/16	Principal, GIA, site ISCs, district ISCs	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices Daily classroom drop-in observations with specific instructional feedback Specific and strategic instructional coach support in Tier 1 ELD instruction through modeling, co-planning, co-teaching, and instructional feedback			
Utilize formative and summative assessments to improve incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.	08/12/15 - 06/08/16	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Substitute teachers to allow for CELDT and ELD assessments, diagnosis, and prescription of instruction based on needs	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000.00
			ELD Materials and supplies to train and support SDAIE strategies	4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00
			Student recognition and rewards	4000-4999: Books And Supplies	Title I Part A: Allocation	541.00

Planned Improvements in Student Performance

Goal: School Culture

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: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
By June 2017, Steinbeck will improve school culture and campus safety by decreasing average daily behavior referrals by 25% from 8.88 to 6.66 as measured by SWIS.
Data Used to Form this Goal:
-8.88 average daily behavior referrals for the 2015-16 school year as measured by SWIS
Findings from the Analysis of this Data:
-Student learning would benefit from enhanced and improved Tier 1, Tier 2, and Tier 3 Positive Behavior Supports and Interventions (PBIS) components to maximize appropriate student behavior and minimize classroom disruptions.
Means of evaluating progress & group data needed to measure gains:
<ul style="list-style-type: none"> • SWIS data • Suspension rates • Attendance reports

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.	08/12/15 - 06/08/16	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Schoolwide PBIS expectation supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	6,184.18

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			SWIS data analysis system renewal	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	400.00
			Professional development conference and workshop fees	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1,500.00
Enhancing and improving Tier 2 and 3 Positive Behavior Supports and Interventions (PBIS) components through peer mediation for conflict resolutions.	08/12/15 - 06/08/16	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Subs for peer mediation PD	1000-1999: Certificated Personnel Salaries	LCFF	262.80
			Student peer mediator supplies and duplication of forms	4000-4999: Books And Supplies	LCFF	500.00
			Resources and supplies to support Tier 2 and 3 PBIS components	4000-4999: Books And Supplies	LCFF	5,644.38

Planned Improvements in Student Performance

Goal: Parent Engagement

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

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
By June 2017, Steinbeck will improve parent capacity in helping their child at home from 77.8% of parents to 85% of parents as measured by parent surveys.
Data Used to Form this Goal:
<ul style="list-style-type: none"> 2015 CUSD parent survey: To the statement, "My child's teacher and/or principal provide me with ideas on how I can help my child at home," 77.8% of parents (207/266) responded Agree or Strongly Agree. 2014 CUSD parent survey: To the statement, "My child's teacher and/or principal provide me with ideas on how I can help my child at home," 69.4% of parents (111/160) responded Agree or Strongly Agree.
Findings from the Analysis of this Data:
Student learning would benefit from an increase in parent knowledge and skills about literacy and their child's education in order to provide adequate support at home.
Means of evaluating progress & group data needed to measure gains:
2016 CUSD parent survey On-site parent workshop parent surveys

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.	08/12/15 - 06/08/16	Principal, GIA, site ISCs, district ISCs, community liaison	Parent education workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	2,592.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Parent education workshops	5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	7,276.00
			Supplemental pay for district staff to provide interpretation and parent education workshop support	2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	2,500.00
			Materials and supplies related to parent education workshops	4000-4999: Books And Supplies	21st Family Literacy Grant	6,249.90
			Interpretation fees (classified staff)	2000-2999: Classified Personnel Salaries	LCFF	1,000.00
			Interpretation fees (outside service)	5800: Professional/Consulting Services And Operating Expenditures	LCFF	500.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	127,205.23	0.00
21st Family Literacy Grant	16,025.90	0.00
LCFF-SLIP	1,538.99	0.00
Title I Part A: Allocation	113397.00	0.00
Title I Parent Involvement	2,592.	0.00
SES-Tutoring	24045.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
21st Family Literacy Grant	16,025.90
LCFF	127,205.23
LCFF-SLIP	1,538.99
SES-Tutoring	24,045.00
Title I Part A: Allocation	113,397.00
Title I Parent Involvement	2,592.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,144.38
1000-1999: Certificated Personnel Salaries	134,650.85
2000-2999: Classified Personnel Salaries	20,746.00
3000-3999: Employee Benefits	5,505.00
4000-4999: Books And Supplies	65,261.92
5000-5999: Services And Other Operating Expenditures	14,622.35
5800: Professional/Consulting Services And Operating	23,018.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	2,500.00
4000-4999: Books And Supplies	21st Family Literacy Grant	6,249.90
5800: Professional/Consulting Services And	21st Family Literacy Grant	7,276.00
	LCFF	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF	84,010.85
2000-2999: Classified Personnel Salaries	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF	7,144.38
5000-5999: Services And Other Operating	LCFF	6,800.00
5800: Professional/Consulting Services And	LCFF	8,250.00
4000-4999: Books And Supplies	LCFF-SLIP	1,538.99
	SES-Tutoring	500.00
	SES-Tutoring	500.00
1000-1999: Certificated Personnel Salaries	SES-Tutoring	20,140.00
3000-3999: Employee Benefits	SES-Tutoring	2,905.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	30,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	17,246.00
3000-3999: Employee Benefits	Title I Part A: Allocation	2,600.00
4000-4999: Books And Supplies	Title I Part A: Allocation	50,328.65
5000-5999: Services And Other Operating	Title I Part A: Allocation	7,822.35
5800: Professional/Consulting Services And	Title I Part A: Allocation	4,900.00
5800: Professional/Consulting Services And	Title I Parent Involvement	2,592.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	152,190.51
Goal: Mathematics	95,463.35
Goal: English Language Development	2,541.00
Goal: School Culture	15,135.74
Goal: Parent Engagement	20,117.90

School Site Council Members

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:

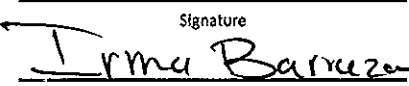
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Esther Kaercher	X				
Beth Hullender		X			
Nathaniel Mullen		X			
Eric Caskey		X			
Sonia Blanco			X		
Erilynne Christiansen				X	
Her Vang				X	
Christina Alanis				X	
Amishi Patel				X	
Robert Tucker				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

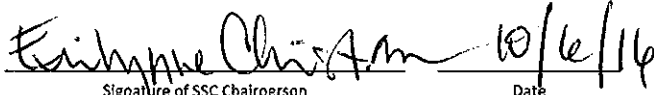
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	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 October 6, 2016.

Attested:

Esther Kaercher, Principal  10/6/16
 Typed Name of School Principal Signature of School Principal Date

Erilynne Christiansen  10/6/16
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Budget By Expenditures

John Steinbeck Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$644.38	School Culture	Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.

Total Expenditures: \$644.38

Allocation Balance: \$0.00

Funding Source: 21st Family Literacy Grant **\$16,025.90 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent education workshops	5800: Professional/Consulting Services And Operating Expenditures	\$7,276.00		Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.
Supplemental pay for district staff to provide interpretation and parent education workshop support	2000-2999: Classified Personnel Salaries	\$2,500.00		Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.
Materials and supplies related to parent education workshops	4000-4999: Books And Supplies	\$6,249.90		Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.

21st Family Literacy Grant Total Expenditures: \$16,025.90

21st Family Literacy Grant Allocation Balance: \$0.00

Funding Source: LCFF **\$127,205.23 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Steinbeck Elementary School

Interpretation fees (classified staff)	2000-2999: Classified Personnel Salaries	\$1,000.00		Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.
Interpretation fees (outside service)	5800: Professional/Consulting Services And Operating Expenditures	\$500.00		Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.
Subs for peer mediation PD	1000-1999: Certificated Personnel Salaries	\$262.80	School Culture	Enhancing and improving Tier 2 and 3 Positive Behavior Supports and Interventions (PBIS) components through peer mediation for conflict resolutions.
Student peer mediator supplies and duplication of forms	4000-4999: Books And Supplies	\$500.00	School Culture	Enhancing and improving Tier 2 and 3 Positive Behavior Supports and Interventions (PBIS) components through peer mediation for conflict resolutions.
Resources and supplies to support Tier 2 and 3 PBIS components	4000-4999: Books And Supplies	\$5,644.38	School Culture	Enhancing and improving Tier 2 and 3 Positive Behavior Supports and Interventions (PBIS) components through peer mediation for conflict resolutions.
ST Math K-5 curriculum	5800: Professional/Consulting Services And Operating Expenditures	\$2,750.00	Mathematics	Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.
ST Math 6 curriculum	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Mathematics	Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.
Classroom Technology		\$20,000.00	Mathematics	Classroom Technology to support Best Teaching Practices and student engagement.
Professional development connected to common instructional practices	5000-5999: Services And Other Operating Expenditures	\$5,300.00	English Language Arts	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.
Professional development conference and workshop fees	5000-5999: Services And Other Operating Expenditures	\$1,500.00	English Language Arts	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.
Literacy intervention and support staff	1000-1999: Certificated Personnel Salaries	\$50,345.10	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support in literacy.
Literacy intervention and support staff	1000-1999: Certificated Personnel Salaries	\$25,172.55	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support in literacy.

John Steinbeck Elementary School

Substitute teachers to allow for classroom teacher reading assessment, diagnosis, and prescription of instruction based on needs	1000-1999: Certificated Personnel Salaries	\$4,730.40	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support in literacy.
Administration and staff extra work agreements for literacy and intervention support beyond the instructional day	1000-1999: Certificated Personnel Salaries	\$3,500.00	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support in literacy.
Materials and supplies for intervention support beyond the instructional day	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support in literacy.

LCFF Total Expenditures: \$127,205.23

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,538.99 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Subscriptions and supplemental library materials to support literacy development	4000-4999: Books And Supplies	\$1,538.99	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support in literacy.

LCFF-SLIP Total Expenditures: \$1,538.99

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$24,045.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Online Student Nest Technology		\$500.00	English Language Arts	Before and After school Interventions to support English Language Arts.
	1000-1999: Certificated Personnel Salaries	\$10,070.00	English Language Arts	Before and After school Interventions to support English Language Arts.

John Steinbeck Elementary School

	3000-3999: Employee Benefits	\$1,430.00	English Language Arts	Before and After school Interventions to support English Language Arts.
Student Nest online technology program		\$500.00	Mathematics	Before and after school interventions to support core math curriculum.
Teacher hourly rate for intervention program	1000-1999: Certificated Personnel Salaries	\$10,070.00	Mathematics	Before and after school interventions to support core math curriculum.
Teacher benefits for hourly rate	3000-3999: Employee Benefits	\$1,475.00	Mathematics	Before and after school interventions to support core math curriculum.

SES-Tutoring Total Expenditures: \$24,045.00

SES-Tutoring Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$113,397.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Substitute teachers to allow for CELDT and ELD assessments, diagnosis, and prescription of instruction based on needs	1000-1999: Certificated Personnel Salaries	\$1,000.00	English Language Development	Utilize formative and summative assessments to improve incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.
ELD Materials and supplies to train and support SDAIE strategies	4000-4999: Books And Supplies	\$1,000.00	English Language Development	Utilize formative and summative assessments to improve incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.
Student recognition and rewards	4000-4999: Books And Supplies	\$541.00	English Language Development	Utilize formative and summative assessments to improve incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.
Schoolwide PBIS expectation supplies	4000-4999: Books And Supplies	\$6,184.18	School Culture	Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.
SWIS data analysis system renewal	5800: Professional/Consulting Services And Operating Expenditures	\$400.00	School Culture	Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.
Professional development conference and workshop fees	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	School Culture	Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.

John Steinbeck Elementary School

Technology aide employment for 7 hours daily, which includes 3.5 supplemental hours daily above and beyond the 3.5 hours paid for by district	2000-2999: Classified Personnel Salaries	\$17,246.00	Mathematics	Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.
flash cards, motivational materials	4000-4999: Books And Supplies	\$4,500.00	Mathematics	Supplemental Materials to support core curriculum (e.g. basic math facts (multiplication))
Teacher hourly rate for intervention program	1000-1999: Certificated Personnel Salaries	\$20,500.00	Mathematics	Inclusion of before and after school programs to assist students to improve Math proficiency. These programs will focus on
Teacher Benefits for hourly rate	3000-3999: Employee Benefits	\$2,600.00	Mathematics	Inclusion of before and after school programs to assist students to improve Math proficiency. These programs will focus on
Professional development in balanced math instruction, math practices, and 21st century skills	5000-5999: Services And Other Operating Expenditures	\$6,322.35	Mathematics	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.
Professional development conference and workshop fees	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Mathematics	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.
ST Math TK curriculum	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Mathematics	Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.
Technology to supplement intervention support	4000-4999: Books And Supplies	\$38,103.47	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support in literacy.
Administration and staff extra work agreements for literacy and intervention support beyond the instructional day	1000-1999: Certificated Personnel Salaries	\$7,000.00	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support in literacy.
Substitute teachers for peer observations, coaching days, planning days, and data analysis days	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Arts	Establish, monitor, and sustain common Tier 1 instructional practices that align with the shifts of CCSS.
Title I Part A: Allocation Total Expenditures:		\$113,397.00		
Title I Part A: Allocation Allocation Balance:		\$0.00		

John Steinbeck Elementary School

Funding Source: Title I Parent Involvement

\$2,592.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent education workshops	5800: Professional/Consulting Services And Operating Expenditures	\$2,592.00		Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.

Title I Parent Involvement Total Expenditures: \$2,592.00

Title I Parent Involvement Allocation Balance: \$0.00

John Steinbeck Elementary School Total Expenditures: \$285,448.50



John Steinbeck Elementary Title 1 Parent Involvement Policy

2016-2017 School Year

Recognizing the valuable role parents play in the educational development of their children, Steinbeck's goal is to develop a strong partnership with its parents. Our policy was developed with input from our English Language Advisory Committee (ELAC) and School Site Council (SSC). John Steinbeck Elementary School's Title 1 Parent Involvement Policy is distributed to all students during the first week of the school year and describes the process and means for carrying out parental involvement activities.

Definition of Title 1 Parental Involvement: Participation of parents on a regular basis with the Steinbeck community. There will be two way communication involving student academics, and other school activities. The intent of this policy is to clearly define current practices in more efficient, consistent, and effective manner, as well as generate new ways of strengthening the partnership between parents, students, community members, and Steinbeck Elementary.

Building Capacity for Involvement

John Steinbeck Elementary engages Title 1 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 has established the following practices:

1. John Steinbeck Elementary School provides Title 1 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children:
 - Parent/teacher conferences in the fall and spring
 - Common core state standards distributed at fall parent/teacher conferences
 - Progress reports and report cards (provided once each semester). Teachers may also provide weekly progress updates as needed and requested by parents
 - Parent Resource Link on District Website and John Steinbeck Elementary web site
 - Homework guidelines pamphlet
 - Student Success Team (SST) meetings as needed

2. John Steinbeck Elementary School provides Title 1 parents with materials and training to help them work with their children to improve their children's achievement.
 - On-site training opportunities through existing parent advisory groups, ELAC, SSC, and PTA

- On-site training opportunities through FCOE Passport to Success, Parenting Partners Workshops, and Latino Family Literacy Project
 - Spatial and Temporal Math (ST Math)
 - Accelerated Reader (AR)
 - Parent Resource section in the library and front school office
 - Parents are able to check-out library books; English and Bilingual
3. With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - Parent Literacy meeting held in fall and spring semesters
 - ELAC
 - SSC
 - PTA

 4. John Steinbeck Elementary School coordinates and integrates the Title 1 parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - Active PTA membership
 - Parent resource materials in the school library and front office
 - Back to School Night
 - Open House
 - Parent Literacy meetings

 5. John Steinbeck Elementary School distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that parents understand.
 - Blackboard Connect messages are sent out every Sunday at 7:00PM in both English and Spanish
 - Monthly Shark Bites (school newsletter) is sent home in both English and Spanish. This is also posted on the school web page.
 - Spanish, Hmong, and Punjabi translators may be accessible for parent/teacher conferences and other meetings as needed
 - Our Bilingual Community Liaison is on-site daily each morning to provide information and support to our parents

 6. John Steinbeck Elementary School provides support for parental involvement activities requested by Title 1 parents.
 - Character Education
 - Community Events
 - Open House
 - Fall and Spring Parent/Teacher Conferences
 - Scholastic Book Fair

- Science Fair
- History Day
- Peach Blossom
- Talent Show
- Educational Field Trips
- PTA
- SSC
- ELAC
- Classroom Volunteering
- Back to School Night
- PTA Sponsored Fundraisers
- Winter and Spring Programs
- School Play
- Band and Choir Performances
- Red Ribbon Week
- Jog-a-thon
- Grandparent's Luncheon
- Pastries with 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: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

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

PIRCI, Project Inspire is the result of a partnership among the California Association for 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 2011. 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>. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

Name _____ Grade _____

Steinbeck School

SCHOOL-FAMILY COMPACT TO LEARNING

Three-Way School Pledge

Teacher Pledge: I will

- Create a partnership with every family in my class
 - Explain my approach to teaching, expectations, and grading system to students and their families
 - Monitor student progress in reading and math and update parents regularly
 - Make sure all students get help as soon as it's needed
 - Continually work on my teaching strategies so that I can successfully teach all children
 - Make sure students understand the assignment and what they'll learn from it, and grade it promptly
 - Provide opportunities for parent volunteers and participation in your child's education
 - Send home school information promptly
-

Teacher's Signature

Date

Students Pledge: I will

- Get to class on time
 - Let my teacher know if I need help
 - Read on my own and with my family everyday
 - Work on my math and reading skills at home, using the materials my teacher sends home
 - Write down assignments, do my homework every day, and turn it in when it's due
 - Participate in all intervention programs that are offered to me
 - Take school information home to parents, regularly
-

Student's Signature

Date

Parent's Pledge: I will

- Let the teacher know if my child has any problems with learning, attend annual conferences and meetings
 - Use reading and math materials the school sends home each week to help my child
 - Read to/with my child 20 minutes a day
 - Provide a quiet place/time for my students to complete homework
 - Help my child see how to use reading and math to pursue his/her interests and goals
 - Get my child to school on time everyday
 - Read school information nightly
-

Parent's/Guardian's Signature

Date