

The Single Plan for Student Achievement

School: River Bluff Elementary School
CDS Code: 10-73965-6120521
District: Central Unified School District
Principal: Michelle Bergmann
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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

River Bluff Elementary School's Vision and Mission Statements

Welcome to River Bluff Elementary School, where our classrooms are buzzing with activity and even our youngest students display confidence as they arrive for a full day of learning! Our goal at River Bluff is to provide an enriching, engaging, and challenging curriculum that will prepare students for success while at River Bluff and for the years that follow. We believe that students, parents, and teachers all play a vital role in helping students reach their greatest potential.

Our mission is to provide a strong educational foundation for all children by focusing on being effective learners in effective classrooms. We do this by providing challenging experiences in a safe, flexible, positive environment. Our school has a highly qualified teaching staff that believes strongly in the power of professional learning communities and professional growth to promote student achievement.

School Profile

River Bluff (RB) Elementary School is located east of Highway 99 in Northwest Fresno. It is part of the Central Unified School District. The school's current population is 814 students in grades Transitional Kindergarten through sixth grade. Of the 814 students, 48.4% are Socio-economically disadvantaged. Since the opening of River Bluff in 2005, the Free and Reduced sub-group has decreased 2% to 45%. River Bluff has embraced these changes and continues to be one of the top performing schools in Central Unified.

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).

Parent surveys are sent out annually each Spring, allowing parents the opportunity to share their thoughts regarding the obstacles for educating the whole child. The area receiving the lowest score, 68.6%, is the lack of opportunity to participate and learn visual and/or theater arts. The area receiving the highest score, 96%, is My child feels safe at school. Once parent survey data has been compiled, a parent survey newsletter is sent out to the community allowing community members to know we are listening and always striving to improve, as well as shared with the entire River Bluff staff.

Classroom Observations

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

River Bluff has drop-in observations (unscheduled weekly), scheduled observations, co-planning, and co-teaching elements conducted each school year. Classroom instructional aides are evaluated annually by their supervisor based on their date of hire. Currently all staff meet the standards set by the California Teaching Commission and Central Unified School District.

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)

Smarter Balanced Assessment Consortium (SBAC)

*Teachers use this data to identify CCSS areas in need or focus. The information is used to assess ongoing mastery of Science, Social Studies (History), ELA, and Math grade level content standards.

California State Test 5th Grade Science (CST)

*Used to assess student achievement of required 5th grade Science standards. Teachers use this information to identify what instructional strategies are needed to meet students' individual needs. The information taken from the CSTs is also used to guide grade level unit development and student achievement goals each year.

CELDT (California English Language Development Test)

*Students whose primary language is determined to be other than English, is based on the Home Language Survey, take the CELDT. It assesses students' achievement of English language proficiency in listening, speaking, reading and writing. English learners are serviced in groups based on their CELDT scores.

DIBELS

*Teachers in grades 3-6, use DIBELS reading fluency assessment to determine if a student is at risk in the area of Language Arts so that differentiated instruction may be tailored to address areas of weakness. Students identified as "at risk" or "intensive" are monitored on a bi-monthly basis and interventions are implemented in each classroom setting to increase student learning opportunities. This assessment is a "snap shot" of a students ability to determine initial leveling.

Fountas & Pinnell

*Individual student reading assessments in grades TK-2 identifying the following needs: Oral reading, Fluency, comprehension, and Writing. This is administered 3x a year in TK-Kindergarten and 4x a year in 1st and 2nd grade.

Kindergarten School Entrance Profile (KSEP)

*Used to assess school readiness. Teachers observe students for 13 basic signs that indicate the cognitive, social-emotional and behavioral abilities necessary for school success..

Accelerated Reader (AR) and STAR Reading

*Teachers use the STAR reading assessment to identify student reading levels. The students select books within their ZPD (zone of proximal development)/reading range and take comprehension tests to monitor their reading. The STAR reading test is administered quarterly to assess for growth.

District Benchmarks (Performance Tasks, ELA, and Mathematics)

*These assessments are developed from the district's state adopted curriculum materials and used to assess ongoing mastery of English Language Arts and math grade level content standards. These are assessments "for learning".

River Bluff teachers use the data to analyze and modify academic gaps in ELA and Math. Additional training is allocated for Professional Development, and Professional Learning Communities (PLCs) to establish and implement systems for data analysis and planned instruction.

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, CAHSEE, 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 placement, monitoring and advancement.

Staffing and Professional Development

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

River Bluff's staff is 100% staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

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)

Analysis of data, teacher data meetings, parent surveys, as well as formal and informal observations were utilized to determine staff development needs for the school year.

River Bluff will continue to align our goals with the Guiding Principles. The staff development plan for the 2016-2017 school year includes providing students with authentic feedback, creating success criteria for student ownership in their learning, integrating tablet technology into daily lessons, as well as any district initiatives that are designed to build the capacity of all staff with 21st century skills and CCSS, as well as formal and informal observations utilized to determine staff development needs for the school year.

In addition, our district is providing the following for staff development:

- * District wide grade level professional development focusing on the newly adopted math curriculum
- *Quarterly the Administrative Council is a place for site and district educational leaders to continue professional development
- *Twice a month principal meetings to continue instructional leadership development

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 classroom management, technology, 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)

The school facilitates and supports a structured collaboration meeting every other week and provides adequate time for the Professional Learning Community, PLC, team to meet at a minimum of 30 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. In addition, the district provides PLC time two times during the year when teachers are together for Teacher Collaboratives. In this setting, teachers are able to analyze, and discuss the development of instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

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

All core and intervention curriculum is CUSD Board adopted, and meets the criteria established by the State of California. All materials are aligned to the content and performance standards.

Teachers have created and utilized curriculum maps, and use backward mapping to ensure curriculum, instruction, and materials are aligned to CCSS and performance standards.

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 ELA and mathematics and intensive interventions as well as additional time for strategic support and English Language Development for students identified English Learners. This provides all students, including English Learners, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

Rdg./ELA:Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours

Rdg./ELA Strategic---Grades K-6 30 minutes

Rdg./ELA Intensive---Grades 4-6 2.5 hours

ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour

Mathematics Strategic---Grades K-6 15-30 minutes

Mathematics Intensive---Grades 4-6 15-30 minutes

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

The grade level teams prepare, distribute, and monitor the use of an annual scope and sequence/backwards mapping guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core ELA/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. The use of curriculum mapping ensures that all students receive a common sequence of grade-level instruction and assessments.

Backward mapping is the foundation for the strategic support class. The teacher uses backwards mapping of Common Core State Standards ensuring: 1) an alignment to the grade-level ELA, ELD, mathematics, science, and social studies content is 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 have required standards-based instructional materials appropriate for all student groups.

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 English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for English Language Arts/English Language Development (ELA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in ELA/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 English learners.

Opportunity and Equal Educational Access

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

River Bluff provides opportunities for all students to access the core curriculum. Within most classrooms, teachers use strategies including graphic organizers, realia, varied groupings for instruction and practice, and support materials from the core adoption.

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)

River Bluff Elementary, Central USD, and our community have a multitude of resources available to assist under-achieving students.

- *Teaching Fellows work with students in grades 1-2, three days a week for three hours a day, focusing on reading intervention
- *ST Math is available at school and at home via the internet, in order to offer practice for students to affirm conceptual mathematical understanding of grade level standards
- *Accelerated Reader progress monitoring is available from each home via the internet in order to inform and support student reading comprehension
- *Teachers use Google Classroom informing families and students of multiple resources and information
- *River Bluff has a website, and a weekly update informing families and students of multiple resources and information that will provide support for student achievement and understanding
- *CUSD website has a technology support access for our community

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)

Parents provide input into River Bluff's Single Plan for Student Achievement (SPSA) and its allocated funds through the English Language Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Association (PTA), Annual Title I meeting, and parent education events.

Funding

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

River Bluff provides opportunities for students who are performing below level to meet standards by participating in pushing flexible groups, some of which are categorically funded. All students receive access to core curriculum throughout the school day. This access is proved through flexible groupings, utilizing instructional strategies which foster understanding of the standard regardless of the student's ability to read the information. Some of the programs that students have access to are the Mind Institute's Math and Music program, Accelerated Reader, Promethean Boards/Box Light projectors for classrooms to stimulate learning, computers, additional technology, and functional/operable computer labs allow more access to computer based programs; specifically Brainrush, ST Math, Accelerated Reader, Spelling City, and BrainPop. Additionally, each student has a tablet/chrombook to access technology through programs such as Google Classroom.

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 ELA/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

Limitations of the current RB program to enable under performing students to meet standards are the following:

Changing demographics brought on by economic uncertainty of region and natural neighborhood cycles. Time and teacher capacity are two barriers to improving student achievement. Teacher capacity is consistently being built through participation in staff development including technology, analysis of data, lesson planning and effective instructional strategies. Site and District collaboration, technology use, and planning for differentiated instruction continues to take place at River Bluff to address the needs of all students.

Time and staffing levels create limitations to the school's ability to progress the students towards meeting standards. Providing the instructional staff the skill set to maximize best first teaching is critical. Adding small groups support to daily routine continues to provide opportunities for growth to those students in need of acceleration and compacting, as well as those who need extra support in the core program. Reallocating personnel, flexible grouping among grade levels, parent volunteers are being utilized to maximize the benefit of all towards meeting goals.

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	118	143	111	139	111	139	94.1	97.2
Grade 4	137	127	137	121	136	121	100.0	95.3
Grade 5	139	138	136	136	136	136	97.8	98.6
Grade 6	130	138	127	134	126	134	97.7	97.1
All Grades	524	546	511	530	509	530	97.5	97.1

* 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	2403.7	2432.8	15	28	23	26	29	21	32	25
Grade 4	2448.6	2461.2	16	21	25	19	20	31	38	28
Grade 5	2470.5	2496.9	13	19	26	29	19	20	41	32
Grade 6	2510.6	2539.3	9	19	35	38	31	25	25	17
All Grades	N/A	N/A	13	22	27	28	24	24	34	26

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	18	24	39	44	43	32
Grade 4	21	18	40	49	40	33
Grade 5	19	23	38	42	43	35
Grade 6	10	19	50	48	40	34
All Grades	17	21	41	45	41	34

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	15	25	46	50	39	25
Grade 4	13	17	55	56	32	26
Grade 5	20	26	41	38	39	36
Grade 6	13	27	56	54	30	19
All Grades	15	24	50	49	35	27

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	13	21	63	66	24	13
Grade 4	14	13	64	72	22	15
Grade 5	15	20	61	61	24	19
Grade 6	13	19	67	72	21	9
All Grades	14	18	64	68	23	14

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	20	27	48	50	32	22
Grade 4	21	25	54	50	25	25
Grade 5	24	33	52	50	24	17
Grade 6	20	40	64	49	16	11
All Grades	21	32	55	50	24	19

Conclusions based on this data:

1. An analysis of initial ELA data reveals that 50% of students assessed met or exceeded standards.
2. An analysis of initial ELA data reveals that 37% of SED subgroup met or exceeded standards.
3. An analysis of initial ELA data reveals that 19% of EL subgroup met or exceeded standards.

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	118	143	112	140	111	140	94.9	97.9
Grade 4	137	127	137	123	137	123	100.0	96.9
Grade 5	139	138	135	136	134	136	97.1	98.6
Grade 6	130	138	127	134	126	133	97.7	97.1
All Grades	524	546	511	533	508	532	97.5	97.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2437.1	2454.9	14	26	39	39	31	23	14	12
Grade 4	2466.3	2473.8	9	11	31	39	39	37	20	14
Grade 5	2467.3	2504.6	7	20	16	24	36	26	41	29
Grade 6	2510.8	2531.4	10	17	20	32	41	24	28	27
All Grades	N/A	N/A	10	19	26	33	37	27	26	21

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	39	46	43	36	18	19
Grade 4	23	23	42	49	35	28
Grade 5	13	30	33	33	54	37
Grade 6	18	26	38	38	44	36
All Grades	23	32	39	39	39	30

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	19	30	60	52	21	18
Grade 4	19	15	49	58	32	27
Grade 5	4	17	48	47	48	36
Grade 6	11	20	54	52	35	29
All Grades	13	21	52	52	34	27

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	15	36	62	53	23	11
Grade 4	20	15	48	61	32	24
Grade 5	7	21	46	46	46	33
Grade 6	9	23	61	57	30	20
All Grades	13	24	54	54	33	22

Conclusions based on this data:

1. An analysis of initial Math data reveals that 52% of EL subgroup met or exceeded standards.
2. An analysis of initial Math data reveals that 37% of SED subgroup met or exceeded standards
3. An analysis of initial Math data reveals that students in grades 3-6 scored highest, 30%, (standard not met) in Concepts and Procedures.

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	***				***	50		***		***	***	50			
1			13	50	55	63	29	36	25	21	9				
2				58	30	17	33	40	67	8	20	17		10	
3			7			14	50	75	50	25	25	14	25		14
4			10	67	50	20	17	25	50	17	25	20			
5	20	25	50	40				50	50	20	25		20		
6					25	***	***	25	***		25			25	
Total	5	2	10	45	30	27	27	43	44	18	20	15	5	5	4

Conclusions based on this data:

1. An analysis of the 2015-2016 CELDT data reveals 44% of the students tested in grades TK-6 scored Intermediate.
2. An analysis of the 2015-2016 CELDT data reveals only 4% of the students tested scored Beginning.
3. An analysis of the 2015-2016 CELDT data reveals there are no second language learners to assess in grade 6.

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	5	6		5	24		16	18		21	47		53	6	
1				53	50		24	36		18	14		6		
2				54	21		38	36		8	29			14	
3				33			33	67		17	33		17		
4				63	40		13	40		13	20		13		
5	22	25		33				50		11	25		33		
6				***	25		***	25			25			25	
Total	4	3		38	25		22	36		15	30		22	6	

Conclusions based on this data:

1. An analysis of the 2014-2015 CELDT data reveals 6% of the students tested in grades K-6 scored Beginning
2. An analysis of the 2014-2015 CELDT data reveals 26% of the 74 students tested are in Kindergarten.
3. An analysis of the 2014-2015 CELDT data reveals 23% of the 74 students tested are in the first grade.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	44	44	48
Percent with Prior Year Data	100.0%	100%	95.8%
Number in Cohort	44	44	46
Number Met	33	26	29
Percent Met	75.0%	59.1%	63.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	53	7	51	9	60	8
Number Met	18	--	10	--	14	--
Percent Met	34.0%	--	19.6%	--	23.3%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	--	No	--

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

Conclusions based on this data:

1. An analysis of the 2015-2016 Title III Accountability data reveals AMAO 1 was met..
2. An analysis of three years Title III Accountability, AMAO 2 data reveals a substantial decrease in the number of students participating in EL instruction for 5 or more years.
3. An analysis of the 2015-2016 Title III Accountability data reveals a minimal decrease in the number of students receiving 5 or more years of EL instruction.

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 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, the percent of students mastering grade level common core standards in ELA will increase by 6% as measured by SBAC, and Fountas and Pinnell.
Data Used to Form this Goal:
District assessments, Fountas and Pinnell , common grade level assessments, teacher and student observations, and PLCs notes/agendas
Findings from the Analysis of this Data:
*ELA scores increased by 9.2% to 50.2% of students (grades 3-6) met/exceeded standards *SED scored (SBAC) 37% met/exceeded standards *Teachers need training in practice to increase student learning and creating critical thinkers in their students *83% of Kindergartners on level in reading as measured by Fountas and Pinnell *64% of First graders on level in reading as measured by Fountas and Pinnell *62% of Second graders on level in reading as measured by Foutnas and Pinnell
Means of evaluating progress & group data needed to measure gains:
1. District adopted assessments-Beginning to mid and end of year scores 2. Fountas & Pinnell (K-2) Beginning scores will be compared to mid and end of year scores 3. DIBELS- Beginning scores will be compared to mid and end of year scores 4. SBAC--(3-6) end of year resultls

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>*Employ and utilize teaching fellows to provide classroom support in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum</p> <p>*Provide instructional materials as needed to support small group instruction and concept attainment:</p> <p>*Provide small group opportunities for intervention, extended learning opportunities (after school)</p> <p>*Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students.</p>	8/12/2016-6/8/2017	Administration, GIA, Instructional Support Coach, GATE coach, site leadership members, librarian, and teachers	Teaching Fellows	5800: Professional/Consulting Services And Operating Expenditures	LCFF	17250.00
			Teaching Fellows	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	17000.00
			K-2 subs, F&P 47 subs (1 day/3x/year for 5 teachers) (1 day/4x/year for 8 teachers)	1000-1999: Certificated Personnel Salaries	LCFF	5500.00
<p>Staff development will be implemented through on and off site training by:</p> <p>*Observations of teacher practices of others through release time and coaching</p> <p>*Using data, Professional Learning Communities with a focus on common core standards</p> <p>*Flexible grouping for differentiated instruction opportunities</p> <p>*Instructional Support Coach to support/improve instruction of the curriculum using researched based instructional practices</p> <p>*Analysis of student work samples in ELA to be used for planning instructional opportunities for all students</p>	8/12/2016-6/8/2017	Administration, Instructional Support Coach (ISC), GATE coach, site leadership members, librarian, and teachers	Staff Development	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6200.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
*The creation and utilization of an assessment continuum identifying benchmark, strategic and intensive levels for all grades						
Provide instructional materials as needed to support small group instruction and concept attainment. *Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.	8/12/2016-6/8/2017	Administration, teachers and school librarian	Materials, books, supplies	4000-4999: Books And Supplies	LCFF	2200.00
*Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.	8/12/2016-6/8/2017	Administration, Site Tech Aide, ISC, site leadership members, and teachers	Technology for the classrooms-new or replacement	4000-4999: Books And Supplies	LCFF	9592.82
			Technology for classrooms-new or replacement	4000-4999: Books And Supplies	Title I Part A: Allocation	19451.00
			Library and technology student support	2000-2999: Classified Personnel Salaries	LCFF	4000.00
Continue to increase the availability of books in the library by adding new titles for all levels of readers	8/12/2016-6/8/2017	Administration, teachers, ISC, and library technician	Increase in school library books	4000-4999: Books And Supplies	LCFF-SLIP	1801.60
Provide a credentialed reading intervention support for Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum	8/12/2016-6/8/2017	Administration, ISC, and teachers	Credentialed Reading Intervention teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	20000.00
Provide after school tutoring opportunities for at-risk students of poverty support in ELA.	10/31/2016-6/8/2017	Teachers,	Certificated Teachers on RB staff	1000-1999: Certificated Personnel Salaries	SES-Tutoring	6600.00
			STUDENT NEST License (\$1 per student) for 75 ELA component	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	75.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Live Tutoring	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	3840.00

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 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, the percent of students mastering grade level common core standards in Math will increase by 5% as measured by SBAC, district assessments,
Data Used to Form this Goal:
Spring 2016 SBAC results, District Benchmark data, and grade level performance tasks
Findings from the Analysis of this Data:
Students in grade 3-6 had a 15.9% increase in math to 52.9% based on SBAC data Based on current SBAC data, 26% of EL students met/exceeded standards Based on current SBAC data, 35% of SED students met/exceeded standards RB needs to support and provide multiple opportunities in problem solving, modeling, and data analysis
Means of evaluating progress & group data needed to measure gains:
1. Grade Level Curriculum-Embedded assessments 2. District Benchmark Assessments 3. ST Math reports 4. Common grade level assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide opportunities for staff development to support individual goal setting, whole class, and small group differentiated instruction	8/12/2016-6/8/2017	Principal, GIA, ISC, support staff and classroom teachers	PD	5000-5999: Services And Other Operating Expenditures	LCFF	3000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>through observations and on/off site training by staff, district personnel or consultants, and/or collaborative opportunities; CCSS, Pearson, CGI</p> <p>Provide educational materials and supplies identified to meet the needs of all students including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities.</p> <p>Allocation of materials, resources, technology, professional development, and systems support to meet the needs of all students.</p>			<p>Substitute teachers to provide coverage for staff development</p> <p>ST Math renewal K-5</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	LCFF	<p>1000.00</p> <p>4000.00</p>
Provide opportunities for Tier 2 intervention and extended learning before and after school.	8/12/2016-6/8/2017	Principal, GIA, ISC, and classroom teachers	Tutoring before school	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000.00
Provide after school tutoring opportunities for at-risk students of poverty support in Math	10/31/2016-6/8/2017	Teachers, classified staff	<p>Certificated teachers on staff at RB</p> <p>STUDENT NEST License (\$1 per student) for 75 hours</p> <p>Live Tutoring</p> <p>Classified on staff at RB</p> <p>Classified on staff at RB</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Allocation</p> <p>SES-Tutoring</p> <p>SES-Tutoring</p> <p>SES-Tutoring</p> <p>Title I Part A: Allocation</p>	<p>3300.00</p> <p>55.00</p> <p>3840.00</p> <p>1305.00</p> <p>855.00</p>

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 & foster youth.
SCHOOL GOAL
By June of 2017, K-6 students will increase the English language reclassification rate by 3% as measured by the CELDT.
Data Used to Form this Goal:
Current CELDT data, ELA support materials and assessments, common assessments, SBAC
Findings from the Analysis of this Data:
19% of EL students met/exceeded in ELA on SBAC 66% of students taking the CELDT scored Intermediate 9 of 41 English Learners have been in program 5 years or more
Means of evaluating progress & group data needed to measure gains:
CELDT assessment ELD Benchmarks ELA district benchmark assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide for every teacher PD in best first teaching practices using SDAIE strategies across the curriculum throughout the school day.	8/10/2016-6/8/2017	Principal, GIA, ISC, grade level teachers, District EL Support Coach	ELPD for newly hired teachers at a district sponsored event of Kate Kinsella.	1000-1999: Certificated Personnel Salaries	LCFF	2800.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>*Access to translators, as needed, for parent conferences and site meetings, if requested</p> <p>*Allocate materials/resources, technology, and system supports for staff and teachers to meet the needs of students</p>						
Using CELDT domain information, students will be provided specific small group instruction daily to target need and progress.	8/16/2016-6/8/2017	Principal, GIA, ISC, and grade level teachers				
Communicate with families, goal setting with students to understand criteria for reclassification on the CELDT exam during EL Parent Night			Interpreters for EL Parent Communication night and EL parent involvement activities	2000-2999: Classified Personnel Salaries	LCFF	500.00
			PBS Parent Education Classes	5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1694.00
Communicate with families, goal setting with students to understand the criteria for reclassification on the CELDT test.	08/10/2016-6/8/2017	Principal, GIA,	Materials for parent night,			

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 of 2017, 100% of all students will prepare for and participate in a visual and performing arts event as measured by group attendance rosters, 33% of all fourth through sixth graders will participate in at least one athletic including but not limited to visual and performing arts, service learning, character education, athletics, and various on campus clubs as measured by event programs, schedules, and teacher lesson plans, and 86% of all TK through sixth grade will participate in a site level, district/county level academic events as measured by event programs, and teacher lesson plans,
Data Used to Form this Goal:
2015-2016 school year Parent Survey results, sign-in sheets from school events
Findings from the Analysis of this Data:
*96% My child feels safe when he/she is at school. *76% My child has opportunities to participate and learn instrumental and/or vocal music. *69% My child has opportunities to participate and learn visual and/or theater arts. *73% My child has opportunities to participate in a high quality athletic programs. *74% My child has opportunities to participate in a variety of clubs and/or school activities. *93% A positive climate exists at my child's school.
Means of evaluating progress & group data needed to measure gains:
Event programs, lesson plans, team rosters, parent surveys, school wide behavior data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
The school's PBIS (positive behavior intervention supports) team will systematically collect, summarize, and use student behavior data for decision making, and supporting positive student behavior. PBIS team will plan and train for our RTI Tiers 2 & 3 to maximize a positive impact on behavior.	8/10/2016-6/8/2017	Principal, GIA, ISC, PBIS team, grade level teachers, Athletic Directors, Drama, Band & Choir teachers	SWIS	5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
			Supplemental pay for Family Nights	1000-1999: Certificated Personnel Salaries	LCFF	3000.00
Implement the use of educational materials and technology to enhance student learning through the use of presentations, research and engagement opportunities, motivation and alternative supplemental instructional supplies and materials.	8/10/2015-6/8/2016	Principal, GIA, ISC, PBIS team, grade level teachers	Technology to enhance student learning	4000-4999: Books And Supplies	Title I Part A: Allocation	3000.00
			Motivational materials-Student recognition for PBIS, academics, character and service recognition	4000-4999: Books And Supplies	LCFF	3000.00
			SEL presentation-Morris Bros	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1100.00
Implement opportunities for students to build character and provide service learning opportunities to develop the whole student to be prepared for college, career, and community	8/10/2016-6/8/2017	Principal, GIA, ISC, PBIS team, grade level teachers	Transportation and fees for service learning training in conflict resolution	5700-5799: Transfers Of Direct Costs	LCFF	4000.00
Increase student, staff safety and catastrophic preparation with school wide communication devices and safety materials.			Safety equipment: radios, flashlights, first aid equipment	4000-4999: Books And Supplies	LCFF	2500.00
Provide planners for students to promote college readiness skill.			Student planners	4000-4999: Books And Supplies	LCFF	2100.00

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, parent engagement at school events (in addition to BTS and Open House) will increase by 15% as measured by volunteer logs, event sign in sheets, and parent surveys.
Data Used to Form this Goal:
2015-2016 Parent Survey data analysis
Findings from the Analysis of this Data:
*93% I feel welcomed at my son's/daughter's school. *97% We receive regular communication from my child's teacher and/or principal. *79% My child's teacher and/or principal provide me with ideas on how I can help my child at home.
Means of evaluating progress & group data needed to measure gains:
Event sign in sheets, visitor/volunteer logs, and Spring 2016-2017 parent survey

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide parent education nights during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities.	8/10/2016-6/8/2017	Administration, classified staff, and teachers	Child care for family events	2000-2999: Classified Personnel Salaries	LCFF	130.00
			Materials for family events	4000-4999: Books And Supplies	LCFF	500.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Parenting Classes Valley PBS	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1306.00
			Interpreters for parent education events	2000-2999: Classified Personnel Salaries	LCFF	145.33
			Supplemental pay for family events	1000-1999: Certificated Personnel Salaries	LCFF	1000.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	67,918.15	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,801.60	0.00
Title I Part A: Allocation	74112.00	0.00
Title I Parent Involvement	1,694.00	0.00
SES-Tutoring	15715.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	67,918.15
LCFF-SLIP	1,801.60
SES-Tutoring	15,715.00
Title I Part A: Allocation	74,112.00
Title I Parent Involvement	1,694.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	46,200.00
2000-2999: Classified Personnel Salaries	6,935.33
4000-4999: Books And Supplies	44,145.42
5000-5999: Services And Other Operating Expenditures	18,809.00
5700-5799: Transfers Of Direct Costs	4,000.00
5800: Professional/Consulting Services And Operating	41,151.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	13,300.00
2000-2999: Classified Personnel Salaries	LCFF	4,775.33
4000-4999: Books And Supplies	LCFF	19,892.82
5000-5999: Services And Other Operating	LCFF	7,000.00
5700-5799: Transfers Of Direct Costs	LCFF	4,000.00
5800: Professional/Consulting Services And	LCFF	18,950.00
4000-4999: Books And Supplies	LCFF-SLIP	1,801.60
1000-1999: Certificated Personnel Salaries	SES-Tutoring	6,600.00
2000-2999: Classified Personnel Salaries	SES-Tutoring	1,305.00
5000-5999: Services And Other Operating	SES-Tutoring	3,915.00
5800: Professional/Consulting Services And	SES-Tutoring	3,895.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	26,300.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	855.00
4000-4999: Books And Supplies	Title I Part A: Allocation	22,451.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	6,200.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	18,306.00
5000-5999: Services And Other Operating	Title I Parent Involvement	1,694.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	113,510.42
Goal: Mathematics	20,355.00
Goal: English Language Development	4,994.00
Goal: School Culture	19,300.00
Goal: Parent Engagement	3,081.33

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
Brian Gumm		X			
Tamara Pennington				X	
Michelle Bergmann	X				
Taryn Yribarren				X	
Grant Bedrosian		X			
Lara Ragsdale		X			
Melissa Saunders				X	
Lynette Garabedian				X	
Manal Samaha				X	
Ann Marjollet			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

English Learner Advisory Committee

Bel Castro

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 .

Attested:

Michelle Bergmann

Typed Name of School Principal

Michelle Bergmann

Signature of School Principal

10/12/16

Date

Manal Samaha

Typed Name of SSC Chairperson

Manal Samaha

Signature of SSC Chairperson

10/12/16

Date

Budget By Expenditures

River Bluff Elementary School

Funding Source: LCFF

\$67,918.15 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teaching Fellows	5800: Professional/Consulting Services And Operating Expenditures	\$17,250.00	English Language Arts	*Employ and utilize teaching fellows to provide classroom support in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum*Provide instructional materials as needed to support small group instruction and concept attainment:*Provide small group opportunities for intervention, extended learning opportunities
K-2 subs, F&P 47 subs (1 day/3x/year for 5 teachers)(1 day/4x/year for 8 teachers)	1000-1999: Certificated Personnel Salaries	\$5,500.00	English Language Arts	*Employ and utilize teaching fellows to provide classroom support in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum*Provide instructional materials as needed to support small group instruction and concept attainment:*Provide small group opportunities for intervention, extended learning opportunities
Materials, books, supplies	4000-4999: Books And Supplies	\$2,200.00	English Language Arts	Provide instructional materials as needed to support small group instruction and concept attainment.*Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.
Technology for the classrooms-new or replacement	4000-4999: Books And Supplies	\$9,592.82	English Language Arts	*Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.
Library and technology student support	2000-2999: Classified Personnel Salaries	\$4,000.00	English Language Arts	*Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.

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PD	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Mathematics	Provide opportunities for staff development to support individual goal setting, whole class, and small group differentiated instruction through observations and on/off site training by staff, district personnel or consultants, and/or collaborative opportunities; CCSS, Pearson, CGIProvide educational materials and supplies identified to meet the needs of all students including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities.Allocation of materials, resources, technology, professional development, and systems support to meet the needs of all students.
Substitute teachers to provide coverage for staff development	1000-1999: Certificated Personnel Salaries	\$1,000.00	Mathematics	Provide opportunities for staff development to support individual goal setting, whole class, and small group differentiated instruction through observations and on/off site training by staff, district personnel or consultants, and/or collaborative opportunities; CCSS, Pearson, CGIProvide educational materials and supplies identified to meet the needs of all students including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities.Allocation of materials, resources, technology, professional development, and systems support to meet the needs of all students.
ST Math renewal K-5	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Mathematics	Provide opportunities for staff development to support individual goal setting, whole class, and small group differentiated instruction through observations and on/off site training by staff, district personnel or consultants, and/or collaborative opportunities; CCSS, Pearson, CGIProvide educational materials and supplies identified to meet the needs of all students including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities.Allocation of materials, resources, technology, professional development, and systems support to meet the needs of all students.
Motivational materials-Student recognition for PBIS, academics, character and service recognition	4000-4999: Books And Supplies	\$3,000.00	School Culture	Implement the use of educational materials and technology to enhance student learning through the use of presentations, research and engagement opportunities, motivation and alternative supplemental instructional supplies and materials.
SEL presentation-Morris Bros	5800: Professional/Consulting Services And Operating Expenditures	\$1,100.00	School Culture	Implement the use of educational materials and technology to enhance student learning through the use of presentations, research and engagement opportunities, motivation and alternative supplemental instructional supplies and materials.

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Transportation and fees for service learning training in conflict resolution	5700-5799: Transfers Of Direct Costs	\$4,000.00	School Culture	Implement opportunities for students to build character and provide service learning opportunities to develop the whole student to be prepared for college, career, and community
Safety equipment: radios, flashlights, fist aid equipment	4000-4999: Books And Supplies	\$2,500.00	School Culture	Increase student, staff safety and catastrophic preparation with school wide communication devices and safety materials.
Student planners	4000-4999: Books And Supplies	\$2,100.00	School Culture	Provide planners for students to promote college readiness skill.
Child care for family events	2000-2999: Classified Personnel Salaries	\$130.00		Provide parent education nights during the school year with a
Materials for family events	4000-4999: Books And Supplies	\$500.00		Provide parent education nights during the school year with a
ELPD for newly hired teachers at a district sponsored event of Kate Kinsella.	1000-1999: Certificated Personnel Salaries	\$2,800.00	English Language Development	Provide for every teacher PD in best first teaching practices using SDAIE strategies across the curriculum throughout the school day.*Access to translators, as needed, for parent conferences and site meetings, if requested*Allocate materials/resources, technology, and system supports for staff and teachers to meet the needs of students
Interpreters for EL Parent Communication night and EL parent involvement activities	2000-2999: Classified Personnel Salaries	\$500.00	English Language Development	Communicate with families, goal setting with students to understand criteria for reclassification on the CELDT exam during EL Parent Night
SWIS	5800: Professional/Consulting Services And Operating Expenditures	\$600.00	School Culture	The school's PBIS (positive behavior intervention supports) team will systematically collect, summarize, and use student behavior data for decision making, and supporting positive
Supplemental pay for Family Nights	1000-1999: Certificated Personnel Salaries	\$3,000.00	School Culture	The school's PBIS (positive behavior intervention supports) team will systematically collect, summarize, and use student behavior data for decision making, and supporting positive
Interpreters for parent education events	2000-2999: Classified Personnel Salaries	\$145.33		Provide parent education nights during the school year with a
Supplemental pay for family events	1000-1999: Certificated Personnel Salaries	\$1,000.00		Provide parent education nights during the school year with a

River Bluff Elementary School

LCFF Total Expenditures: \$67,918.15

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,801.60 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase in school library books	4000-4999: Books And Supplies	\$1,801.60	English Language Arts	Continue to increase the availability of books in the library by adding new titles for all levels of readers

LCFF-SLIP Total Expenditures: \$1,801.60

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$15,715.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
STUDENT NEST License (\$1 per student) for 75 hours	5800: Professional/Consulting Services And Operating Expenditures	\$55.00	Mathematics	Provide after school tutoring opportunities for at-risk students of poverty support in Math
Live Tutoring	5800: Professional/Consulting Services And Operating Expenditures	\$3,840.00	Mathematics	Provide after school tutoring opportunities for at-risk students of poverty support in Math
Classified on staff at RB	2000-2999: Classified Personnel Salaries	\$1,305.00	Mathematics	Provide after school tutoring opportunities for at-risk students of poverty support in Math
Certificated Teachers on RB staff	1000-1999: Certificated Personnel Salaries	\$6,600.00	English Language Arts	Provide after school tutoring opportunities for at-risk students of poverty support in ELA.
STUDENT NEST License (\$1 per student) for 75 ELA component	5000-5999: Services And Other Operating Expenditures	\$75.00	English Language Arts	Provide after school tutoring opportunities for at-risk students of poverty support in ELA.

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Live Tutoring	5000-5999: Services And Other Operating Expenditures	\$3,840.00	English Language Arts	Provide after school tutoring opportunities for at-risk students of poverty support in ELA.
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SES-Tutoring Total Expenditures: \$15,715.00

SES-Tutoring Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$74,112.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology to enhance student learning	4000-4999: Books And Supplies	\$3,000.00	School Culture	Implement the use of educational materials and technology to enhance student learning through the use of presentations, research and engagement opportunities, motivation and alternative supplemental instructional supplies and materials. Provide parent education nights during the school year with a
Parenting Classes Valley PBS	5800: Professional/Consulting Services And Operating Expenditures	\$1,306.00		
Classified on staff at RB	2000-2999: Classified Personnel Salaries	\$855.00	Mathematics	Provide after school tutoring opportunities for at-risk students of poverty support in Math
Tutoring before school	1000-1999: Certificated Personnel Salaries	\$3,000.00	Mathematics	Provide opportunities for Tier 2 intervention and extended learning before and after school.
Certificated teachers on staff at RB	1000-1999: Certificated Personnel Salaries	\$3,300.00	Mathematics	Provide after school tutoring opportunities for at-risk students of poverty support in Math
Credentialed Reading Intervention teacher	1000-1999: Certificated Personnel Salaries	\$20,000.00	English Language Arts	Provide a credentialed reading intervention support for Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum
Technology for classrooms-new or replacement	4000-4999: Books And Supplies	\$19,451.00	English Language Arts	*Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.

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Staff Development	5000-5999: Services And Other Operating Expenditures	\$6,200.00	English Language Arts	Staff development will be implemented through on and off site training by: *Observations of teacher practices of others through release time and coaching* Using data, Professional Learning Communities with a focus on common core standards* Flexible grouping for differentiated instruction opportunities* Instructional Support Coach to support/improve instruction of the curriculum using researched based instructional practices* Analysis of student work samples in ELA to be used for planning instructional opportunities for all students* The creation and utilization of an assessment
Teaching Fellows	5800: Professional/Consulting Services And Operating Expenditures	\$17,000.00	English Language Arts	*Employ and utilize teaching fellows to provide classroom support in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum* Provide instructional materials as needed to support small group instruction and concept attainment:* Provide small group opportunities for intervention, extended learning opportunities

Title I Part A: Allocation Total Expenditures: \$74,112.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement

\$1,694.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBS Parent Education Classes	5000-5999: Services And Other Operating Expenditures	\$1,694.00	English Language Development	Communicate with families, goal setting with students to understand criteria for reclassification on the CELDT exam during EL Parent Night

Title I Parent Involvement Total Expenditures: \$1,694.00

Title I Parent Involvement Allocation Balance: \$0.00

River Bluff Elementary School

River Bluff Elementary School Total Expenditures: \$161,240.75

School-Level Parental Involvement Policy River Bluff Elementary

Knowing that parent involvement is a vital portion of student success, River Bluff has developed a written parental involvement policy with input from parents. The policy is reviewed each spring by the school site advisory committee and English Language Advisory Committee for any needed revisions. Both committees consist of parents, support staff, and teachers at River Bluff. River Bluff Elementary School's Parent Involvement Policy is included in the Parent-Student Handbook that is distributed to all families during the first week of school in August 2016 . The policy below describes means River Bluff will carry out to involve parents.

Involvement of Parents in School Programs

- 1. River Bluff convenes annual meetings to inform parents of the importance of participating in their child's education.**
 - At the beginning of the school year, River Bluff hosts a Back to School night for our students and parents to explain programs, policies, and meet teachers and staff
 - Parents are invited to attend the quarterly School Site Advisory committee meetings by way of either being nominated then elected, or as a visitor. These meetings are held afterschool in our conference room
 - After the first nine weeks of school, teachers meet with parents to discuss student academics and behavior. Then in ten weeks into the spring semester, parent-teacher conferences are held for students at-risk of retention or those having behavior concerns
 - During the first quarter of the school year, River Bluff will host an English Learner Parent Night. At the meeting, our vice principal reviews what curriculum is used, the exit criteria for the EL program, and goal setting

- 2. River Bluff offers a flexible number of meetings.**
 - During Back to School night, parents are informed of the administration's "open door policy" allowing for parents to request other meetings as needed

- 3. River Bluff involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.**
 - All parents are invited to attend regularly scheduled quarterly meetings of the School Site Advisory Committee and English Language Advisory Committee to participate in the review, planning, and improvement of school programs, the Parent Involvement Policy and the Home School Compact
 - During the monthly Parent Teacher Association (PTA) the principal discusses current school programs as well as parent involvement. The parents in attendance ask questions, seek clarifications (if needed), as well as provide input

4. River Bluff provides parents timely information about their programs.

- During Back to School Night, the administration team and teachers provide parents with information regarding Parent Teacher Association, School Site Advisory Committee, as well as other opportunities to volunteer at school
- PTA meetings are used a forum to share and discuss information Teachers send home newsletters as well as maintain websites to share information River Bluff sends a weekly update of current happenings to the community electronically
- The school and district provide a Parent Information link on the their websites to provide parents with information regarding policies and suggested ways of supporting their child

5. River Bluff provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- This information is covered with parents during various times throughout the school year. This includes Back to School Night, School Site Advisory committee meetings, English Learner Advisory Committee meetings, and parent-teacher conferences
- Teachers provide curriculum descriptions, common core grade level standards, and grading policies, during Back to School Night and parent conferences

6. If requested by parents, River Bluff provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- All parents are invited to attend the School Site Advisory and English Learner Advisory Committee meetings. The meeting are held quarterly during a set time and located in the school's conference room. Notices of these meetings are provided in the Weekly Update. The agendas are posted on the Falcon 411 Community board, located in the school's foyer
- Parents of students needing additional supports can request a Student Study Team meeting (SST) to aid in decisions relating to the education of their child.
- Parents of students who have been identified and placed on an Individual Education Plan (IEP) can request a meeting to discuss and participate in decisions relating to the education of their child

School-Parent Compact

River Bluff distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's academic standards. It addresses the following items, as well as other items suggested by parents.

1. The school's responsibility to provide high-quality curriculum and instruction
2. The ways parents will be responsible for supporting their children's learning
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Home-School Compact is updated annually. It is reviewed by grade level chairpersons, parents, and staff. It is discussed with parents at the first parent-teacher conference in the fall of each school year and signed by all participants. The original copy is filed with the student information and the duplicate is given to the parent/guardian.

Building Capacity for Involvement

River Bluff engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Distribute district rubrics and grade level common core standards pamphlets at parent teacher conferences, which are held in the fall
- Progress reports
- Parent Resources link on our district website as well as River Bluff's website
- Parent conferences held in the spring (as needed)
- Student Success Team meetings

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Onsite training opportunities for parents
- Newsletters, booklets, and other printed material
- Spatial-Temporal Math (ST Math)
- Accelerated Reader Home Connect
- Standards based, and technology resources via teacher/school website
- Bilingual books available for parent checkout in the school library

With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- Parent-Student handbook
- Staff development meetings with parent communication topics
- English Language Advisory Committee (ELAC)
- School Site Advisory Committee (SSA)
- Parent Teacher Association (PTA)

The school coordinates and integrates the 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.

- Back to School Night
- Open House

- Talent Show
- Jog-a-thon
- Parent Teacher Association involves parents in many activities throughout the school year

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- Blackboard Connect text and voice messages from school site and district are sent out
- School website
- Newsletters and flyers
- E-Chalk

The school provides support for parental involvement activities requested by parents.

- Community events
- Open House
- Fall & spring conferences
- Book Fair
- Young Authors Fair
- Peach Blossom
- Talent Show
- Parent Teacher Association (PTA)
- School Site Advisory Committee (SSA)
- English Language Advisory Committee (ELAC)
- Classroom Volunteer
- Back to School Night
- Winter Program
- Band performance
- Choir performance
- Drama production
- Sports/Cheer
- Red Ribbon Week
- Jog-a-thon

Accessibility

River Bluff provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Blackboard Connect voice and text messages from the school site and district are sent out to the community
- Spanish, Hmong, and Punjabi translators may be accessible for parent-teacher conferences, and other meetings as requested
- Report cards are available in English and Spanish

River Bluff Elementary School
HOME-SCHOOL COMPACT 2016-2017

Three-Way School Pledge

Our mission statement at River Bluff is to read, lead, and succeed. This is accomplished when families, students, and staff work in partnership to help each student reach his/her potential through high quality curriculum and instruction. The following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

River Bluff Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement
- Create an environment that is motivating and challenging to teach grade level skills and concepts in alignment with California State Standards and make curriculum fully accessible to meet the needs of all students
- Have high expectations and help every child to develop a love of learning
- Communicate with families about student progress through progress reports, report cards, and conferences
- Provide a safe, positive, and healthy learning environment
- Provide meaningful daily homework assignments to reinforce and extend learning according to the following guidelines: K/1st=30minutes, 2nd/3rd= 45 minutes, 4th/5th= 60 minutes, 6th= 90 minutes (this includes time to gather, organize materials and read silently)
- Participate in professional development opportunities that improve teaching, learning and support partnerships with families and the community
- Actively participate in collaborative decision making and consistently work with families and colleagues to make River Bluff an accessible and welcoming place for students and families
- Provide opportunities to differentiate instruction using ST Math, Accelerated Reader, Brain Pop, and Brainrush
- Respect the school, students, staff and families

River Bluff Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on time, ready to learn and work hard
- Bring necessary materials, completed assignments and homework DAILY
- Be an active learner by participating, asking questions, and contributing to discussions
- Know and follow school and class rules and uphold the 3in Me
- Take all communication home to my parent(s)/guardian(s) and return communication back to the classroom as needed
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school
- Stay on task and allow others the opportunity to learn
- Follow Central Unified School District dress code policy
- Make my education a priority above extra-curricular and outside activities
- Study and read every day after school
- Take advantage of learning opportunities using ST Math, Accelerated Reader, Brain Pop, and Brainrush
- Respect the school, classmates, staff and families

River Bluff Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for my child to complete homework daily
- Make education a priority for my child above all extra-curricular and outside activities
- Read to my child, and monitor my child's daily required reading (20 min. for grades K-3 and 30 min. for grades 4-6)
- Ensure that my child attends school every day, arrives on time, receives an adequate amount of sleep, regular medical attention and proper nutrition including healthy snacks at school
- Regularly monitor my child's progress in school
- Participate at school in various activities such as volunteering, attending parent-teacher conferences, SSC and ELAC meetings, Family Nights, Back-to-School Night, Open House, Parent Teacher Association meetings, Carnival Committee, etc
- Check for home/school communication regularly, return papers in a timely manner, and provide feedback when necessary
- Communicate the importance of education and learning to my child
- Discuss, and/or visit the ST Math, Accelerated Reader, Brain Pop, and Brainrush websites to view and support my child's learning
- Respect the school, classmates, staff and families

5/12/16

Teacher Signature

Student Signature

Parent/Guardian Signature