

The Single Plan for Student Achievement

School: Frank E. Woodruff Elementary
CDS Code: 19643036011647
District: Bellflower Unified School District
Principal: Beverly Swanson
Revision Date: October 25, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Frank E. Woodruff Elementary's Vision and Mission Statements

Mission Statement

The Frank E. Woodruff Elementary School learning community is united in providing the highest quality education for all students. We are committed to empowering students with the knowledge and skills to face the challenges of a competitive, global society as successful, responsible, and caring citizens.

Vision Statement

The vision of Frank E. Woodruff School is a strong learning community that educates the whole student. All students will be academically proficient, healthy in body, and strong in character.

This community is founded on a spirit of collaboration among parents, students, and teachers all working together to provide an enriched learning environment.

Research based methods and content standard rich programs integrate the most current technology, authentic assessments, and high expectations for all students.

This community assists and encourages its members to develop positive character traits that allow each of them to become a unique, well-adjusted person and a contributing member of society.

This learning community strives to provide for the physical well being of all of its members by providing health education programs to promote healthy minds and bodies.

Ultimately, the Woodruff School learning community empowers its members to develop the knowledge and skills necessary to make their dreams a reality.

School Profile

District Information

Bellflower Unified School District is comprised of ten elementary schools, two comprehensive middle / high schools (grades 7 through 12), one continuation high school, an independent study school, and a child development center. The district serves the communities of Bellflower, Lakewood and a small portion of Cerritos.

The mission of the Bellflower Unified School District is to provide the pathway for all students to attain the expertise and develop the skills of academic excellence that will empower them to:

- * become lifelong active learners
- * demonstrate respect for themselves and others in a dynamic, diverse, and global society
- * become informed, productive, independent, and contributing citizens
- * perform successfully in their chosen field and in society

Major School Initiatives

Woodruff initiatives include Professional Learning Communities, Response to Intervention, Direct Interactive Instruction, Nancy Fetzter strategies, Thinking Maps, and Positive Behavior Interventions and Supports.

School Facilities

Woodruff has 22 classrooms, 2 computer labs, a library, and a cafeteria.

Number of Instructional Minutes

Grades K-6 attend 54,026 instructional minutes each school year.

Number of minimum days scheduled

There are 46 shortened days and 5 minimum days each school year.

Other School Characteristics

Case Manager, Asian Pacific Counseling, Kaiser-Woodruff Free Clinic, Caring Connections, Child Net, and After School Education and Safety (ASES).

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).

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, such as SBAC results, district assessments, and DIBELS data are used to improve student achievement. Data is discussed with school staff, SSC, and ELAC to determine needs and goals. Data is also used to develop Rtl groups and targeted instruction. Students are taught in small groups to meet individual academic levels. Instruction is differentiated within the classroom setting to address students' varying learning levels.

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

District required, curriculum-embedded assessments are used for all students. Data is collected into a school-wide, shared Google spreadsheet so that all educators can analyze it to determine instructional best practices. Flexible, small groups of students are modified based on student progress using assessments. Academic goals are established, monitored, and modified based on student progress.

Staffing and Professional Development

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

All teaching staff meet the requirement for a highly qualified educator.

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

Woodruff has a sufficient amount of credentialed teachers who regularly attend professional development. Teacher training focuses on the new ELA curriculum, ELD strategies and practices, SBAC preparation and testing procedures, Hyperdocs, and district assessments.

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

Content standards are the foundational base for all professional development trainings. School-wide, small group, and individual student performance are integrated into training sessions to fully meet all students' academic needs. Professional development trainings occur once per month, with teachers following-up on practices during weekly PLCs. Teachers reflect upon teaching practice and determine professional development needs through Leadership meetings.

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

Woodruff's RtI teacher also provides training to all teachers through modeling, coaching, and collaborating during PLCs. The Intervention teacher focuses her instructional assistance in the area of literacy skills through decoding, reading comprehension, vocabulary development, fluency, and writing. Our ELD TOSA also provides modeling, coaching, and collaborating during PLCs in the areas of designated and integrated ELD. Teachers are provided support with lessons, instructional materials, and integrating core content areas into ELD instruction.

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

Teachers collaborate during grade level PLCs twice per week, 45 minutes per meeting. They have independent teacher preparation time on alternating Wednesdays, for 30 minutes. However, many teams collaborate on Wednesdays too. Our Intervention teacher and ELD TOSA also push into PLCs to analyze data, discuss student progress, form small instructional groups, and discuss teaching strategies.

Teaching and Learning

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

Content and performance standards are the basis for all instructional materials and teaching practices. Our school integrates DII practices into all lessons and class activities. One component of DII is to establish and make certain students understand the daily objective, which is written from the content standards. Our core curriculum is standards-based and spirals standards through the units of study. Students are taught to self-reflect and determine mastery towards standards at the end of each lesson.

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

All teachers turn in class schedules that adhere to the recommended instructional minutes for ELA and math. Those schedules are also submitted to administrators in our district office for review and approval. They are used for classroom visits and informal walk-throughs.

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

At Woodruff, we participate in grade level "sweeps" for RtI. All students will be provided literacy instruction at their level of academic need, thus following the MTSS model. The Intervention teacher, three IAs, and grade level team focus on literacy instruction for a specific grade level, for approximately 45-50 minutes daily. Students are grouped by literacy needs, and groups are sized according to targeted academic goals. For example, a group of six to eight students may be taught by the Intervention teacher and focus on decoding skills. A larger group of 32-34 students at grade level and above, may be taught literary analysis by a grade level teacher.

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

Teachers have standards-based instructional materials with the adopted curriculum. The curriculum modifies learning for all student groups: below grade level, at grade level, above grade level, and English learners. All teachers were given full sets of all adopted materials in all content areas for their 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)

All teachers use standards-based adopted materials for Tier I instruction in the general education setting. For Tiers II and III, we use standards-based intervention programs that meet the academic needs of all students. Core and supplemental instruction are also differentiated to meet the needs of English learners for designated and integrated ELD.

Opportunity and Equal Educational Access

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

The adopted curriculum provides differentiated instruction to allow underperforming students to meet standards. Teachers use this modified curriculum during small group instruction, within the general education setting. Sentence frames and conversation starters are used to provide supports for English learners. DII emphasizes chanting, student engagement, partner sharing, academic vocabulary, and learning process steps to provide support for underperforming students. Thinking Maps and Nancy Fetzer strategies provide necessary supports for retelling and writing.

14. Research-based educational practices to raise student achievement

Woodruff has a detailed RtI program that focuses on the tenants of MTSS to meet the needs of all learners. Multiple intervention programs and strategies are used to meet the varying needs of all students. These include: Reading Recovery, Lindamood Bell Visualizing and Verbalizing, Lindamood Bell Seeing Stars, SIPPS, Read Naturally, REWARDS, REWARDS Plus, iLit, guided reading, Reader's Theater, Literature Circles, and Discussion4Learning. Intervention groups for struggling learners are small, flexible, and based on a 6-9 week rotation. RtI for at and above grade level students are larger and enhance literacy skills using concepts of Reader's Theater or Literature Circles.

Parental Involvement

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

Our Case Manager teaches a 10 week session for English learner families to increase literacy in the home. Latino Family Literacy Project is taught weekly for two hour blocks of time. Woodruff also holds family nights in the Fall and Spring to increase literacy and math skills within the home. Parent Conferences focus on increasing student achievement, and an Academic Intervention Plan is written for students who are not proficient. Conferences are held in both the Fall and Spring. Student Study Team meetings are held as needed for students who are struggling with academics or behavior. Our Case Manager provides community-based tutoring for students who need extra academic support. Reading is Fundamental provides independent reading books for all students three times per year. iLit Intervention program for fourth through sixth graders provides over 100 Chromebooks for students to use at home to build literacy skills. ASES is available for after school care; the program focuses on building both math and literacy skills.

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)

A Title I Parent Meeting is held at the beginning of each year to explain the components of Title I funding and our school program. Title I Needs Assessment evaluates the needs of parents and allows us to develop a plan to best meet these needs. SSC and ELAC specifically discuss achievement data, categorical funding, intervention programs, and expenditures. The Single School Plan for Student Achievement is reviewed with all committees and stakeholders. Input is sought, valued, and used to update the SPSA.

Funding

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

EIA/LEP categorical funds pay for an IA to teach Discussions4Learning to fourth through sixth grade English learners. This will build Tier III, academic vocabulary skills. Title I will provide three IAs for the RtI program. They will work with small groups of learners to increase literacy skills for struggling learners.

18. Fiscal support (EPC)

Title I and EIA/LEP funds are used to supplement instruction and provide intervention services for students who are not proficient in ELA and/or math.

Description of Barriers and Related School Goals

A high percentage of Frank E. Woodruff students live in poverty, speak a language other than English as their primary language, and are transient during their elementary education. Students living with such challenges can have difficulty internalizing the benefits and value of formal education. This can prevent full academic engagement, and consequently intellectual development.

Frank E. Woodruff staff are committed to neutralizing the negative effects of these challenges for our children. Some examples of the assistance we provide are making sure that every child eats breakfast and lunch each day, Student Study Team Meetings for students who are struggling with academics or behavior, primary language support and development, Intervention services for struggling learners, and a Case Manager to provide community resources to needy families.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 99 | 86 | 81 | 99 | 85 | 79 | 99 | 85 | 79 | 100.0 | 98.8 | 97.5 |
| Grade 4 | 99 | 95 | 86 | 99 | 93 | 84 | 99 | 93 | 84 | 100.0 | 97.9 | 97.7 |
| Grade 5 | 100 | 104 | 92 | 97 | 101 | 90 | 97 | 101 | 90 | 97.0 | 97.1 | 97.8 |
| Grade 6 | 99 | 96 | 100 | 98 | 95 | 100 | 98 | 95 | 100 | 99.0 | 99 | 100 |
| All Grades | 397 | 381 | 359 | 393 | 374 | 353 | 393 | 374 | 353 | 99.0 | 98.2 | 98.3 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 2368.1 | 2391.0 | 2377.3 | 6 | 8 | 3.80 | 20 | 18 | 22.78 | 26 | 32 | 30.38 | 47 | 42 | 43.04 |
| Grade 4 | 2396.8 | 2397.8 | 2406.0 | 4 | 6 | 9.52 | 11 | 14 | 9.52 | 25 | 23 | 23.81 | 60 | 57 | 57.14 |
| Grade 5 | 2446.8 | 2440.6 | 2423.8 | 7 | 4 | 3.33 | 18 | 24 | 22.22 | 25 | 23 | 18.89 | 51 | 50 | 55.56 |
| Grade 6 | 2501.0 | 2512.1 | 2492.1 | 8 | 12 | 6.00 | 29 | 32 | 32.00 | 35 | 32 | 30.00 | 29 | 25 | 32.00 |
| All Grades | N/A | N/A | N/A | 6 | 7 | 5.67 | 19 | 22 | 22.10 | 28 | 27 | 25.78 | 47 | 44 | 46.46 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | |
| Grade 3 | 7 | 8 | 5.06 | 35 | 51 | 51.90 | 58 | 41 | 43.04 | |
| Grade 4 | 4 | 5 | 8.33 | 38 | 38 | 50.00 | 58 | 57 | 41.67 | |
| Grade 5 | 8 | 5 | 7.78 | 36 | 38 | 43.33 | 56 | 57 | 48.89 | |
| Grade 6 | 12 | 13 | 6.00 | 45 | 48 | 58.00 | 43 | 39 | 36.00 | |
| All Grades | 8 | 8 | 6.80 | 39 | 43 | 50.99 | 53 | 49 | 42.21 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 9 | 6 | 7.59 | 43 | 56 | 44.30 | 47 | 38 | 48.10 |
| Grade 4 | 3 | 9 | 5.95 | 43 | 39 | 45.24 | 54 | 53 | 48.81 |
| Grade 5 | 10 | 18 | 11.11 | 38 | 36 | 38.89 | 52 | 47 | 50.00 |
| Grade 6 | 10 | 16 | 16.00 | 56 | 53 | 50.00 | 34 | 32 | 34.00 |
| All Grades | 8 | 12 | 10.48 | 45 | 45 | 44.76 | 47 | 42 | 44.76 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 7 | 9 | 3.80 | 64 | 56 | 65.82 | 29 | 34 | 30.38 |
| Grade 4 | 6 | 4 | 5.95 | 55 | 59 | 50.00 | 39 | 37 | 44.05 |
| Grade 5 | 3 | 2 | 4.44 | 63 | 58 | 46.67 | 34 | 40 | 48.89 |
| Grade 6 | 7 | 14 | 4.00 | 70 | 71 | 73.00 | 22 | 16 | 23.00 |
| All Grades | 6 | 7 | 4.53 | 63 | 61 | 59.21 | 31 | 32 | 36.26 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 6 | 13 | 5.06 | 49 | 54 | 59.49 | 44 | 33 | 35.44 |
| Grade 4 | 3 | 5 | 7.14 | 44 | 47 | 42.86 | 53 | 47 | 50.00 |
| Grade 5 | 16 | 11 | 7.78 | 48 | 54 | 34.44 | 35 | 35 | 57.78 |
| Grade 6 | 24 | 29 | 19.00 | 54 | 52 | 49.00 | 21 | 19 | 32.00 |
| All Grades | 12 | 15 | 10.20 | 49 | 52 | 46.18 | 38 | 33 | 43.63 |

Conclusions based on this data:

1. The percentage of students below standard in reading has increased from 41% in 15-16 to 43.04% in 16-17 for third graders. The percentage of students below standard in reading decreased for fourth through sixth grade students.
2. The percentage of students below standard in writing has increased from 38% in 15-16 to 48.10% in 16-17 for third graders; 47% to 50% for fourth graders; and 32% to 34% for sixth graders. The percentage of students below standard in writing decreased for fourth grade students.
3. The percentage of students below standard in research/inquiry has increased from 33% in 15-16 to 35.44% in 16-17 for third graders; 47% to 50% for fourth graders; 35% to 57.78% for fifth graders; and 19% to 32% for sixth graders.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 99 | 86 | 81 | 97 | 85 | 81 | 97 | 85 | 81 | 98.0 | 98.8 | 100 |
| Grade 4 | 99 | 95 | 86 | 99 | 92 | 86 | 99 | 92 | 86 | 100.0 | 96.8 | 100 |
| Grade 5 | 100 | 104 | 92 | 97 | 99 | 91 | 97 | 99 | 91 | 97.0 | 95.2 | 98.9 |
| Grade 6 | 99 | 96 | 100 | 98 | 96 | 100 | 98 | 93 | 100 | 99.0 | 100 | 100 |
| All Grades | 397 | 381 | 359 | 391 | 372 | 358 | 391 | 369 | 358 | 98.5 | 97.6 | 99.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 2368.8 | 2397.5 | 2379.9 | 1 | 9 | 2.47 | 20 | 12 | 12.35 | 30 | 39 | 37.04 | 49 | 40 | 48.15 |
| Grade 4 | 2396.0 | 2391.1 | 2402.9 | 0 | 0 | 3.49 | 7 | 11 | 10.47 | 34 | 26 | 32.56 | 59 | 63 | 53.49 |
| Grade 5 | 2420.6 | 2423.7 | 2408.1 | 3 | 2 | 1.10 | 5 | 5 | 5.49 | 23 | 24 | 16.48 | 69 | 69 | 76.92 |
| Grade 6 | 2471.1 | 2462.0 | 2457.6 | 5 | 3 | 3.00 | 9 | 8 | 12.00 | 37 | 41 | 35.00 | 49 | 48 | 50.00 |
| All Grades | N/A | N/A | N/A | 2 | 4 | 2.51 | 10 | 9 | 10.06 | 31 | 32 | 30.17 | 57 | 56 | 57.26 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 3 | 11 | 7.41 | 38 | 45 | 34.57 | 59 | 45 | 58.02 |
| Grade 4 | 0 | 1 | 4.65 | 22 | 22 | 25.58 | 78 | 77 | 69.77 |
| Grade 5 | 2 | 2 | 2.20 | 13 | 16 | 14.29 | 85 | 82 | 83.52 |
| Grade 6 | 9 | 6 | 7.00 | 22 | 27 | 29.00 | 68 | 67 | 64.00 |
| All Grades | 4 | 5 | 5.31 | 24 | 27 | 25.70 | 72 | 68 | 68.99 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 6 | 11 | 4.94 | 39 | 46 | 41.98 | 55 | 44 | 53.09 |
| Grade 4 | 3 | 0 | 6.98 | 27 | 33 | 24.42 | 70 | 67 | 68.60 |
| Grade 5 | 5 | 2 | 2.20 | 23 | 29 | 30.77 | 72 | 69 | 67.03 |
| Grade 6 | 5 | 6 | 3.00 | 44 | 33 | 44.00 | 51 | 60 | 53.00 |
| All Grades | 5 | 5 | 4.19 | 33 | 35 | 35.47 | 62 | 60 | 60.34 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 3 | 4 | 8 | 3.70 | 51 | 61 | 58.02 | 45 | 31 | 38.27 |
| Grade 4 | 2 | 4 | 8.14 | 21 | 38 | 37.21 | 77 | 58 | 54.65 |
| Grade 5 | 2 | 0 | 0.00 | 31 | 37 | 36.26 | 67 | 63 | 63.74 |
| Grade 6 | 5 | 3 | 6.00 | 53 | 58 | 43.00 | 42 | 39 | 51.00 |
| All Grades | 3 | 4 | 4.47 | 39 | 48 | 43.30 | 58 | 48 | 52.23 |

Conclusions based on this data:

1. The percentage of students below standard in concepts and procedures has increased from 45% in 15-16 to 58.02% in 16-17 for third graders, and 82% to 83.52% for fifth graders. The percentage of students below standard in concepts and procedures decreased for fourth and sixth grade students.
2. The percentage of students below standard in problem solving & modeling/data analysis has increased from 44% in 15-16 to 53.09% in 16-17 for third graders, and 67% to 68.6% for fourth graders. The percentage of students below standard in problem solving & modeling/data analysis decreased for fifth and sixth grade students.
3. The percentage of students below standard in communicating reasoning has increased from 31% in 15-16 to 38.27% in 16-17 for third graders; 63% to 63.74% for fifth graders; and 39% to 51% for sixth graders. The percentage of students below standard in communicating reasoning decreased for fourth grade students.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|--------------|---------------------------------------------------------------------|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| K | | | | 20 | *** | | 40 | *** | 100 | 40 | | | | | |
| 1 | 9 | 3 | 6 | 30 | 45 | 25 | 48 | 41 | 53 | 12 | 7 | 13 | | 3 | 3 |
| 2 | 12 | 8 | | 37 | 22 | 37 | 21 | 49 | 44 | 26 | 16 | 15 | 5 | 5 | 4 |
| 3 | 2 | 8 | | 16 | 29 | 21 | 40 | 45 | 39 | 22 | 11 | 32 | 20 | 8 | 8 |
| 4 | 13 | 11 | 11 | 32 | 20 | 32 | 42 | 33 | 38 | 6 | 28 | 16 | 6 | 9 | 3 |
| 5 | 17 | 22 | 20 | 28 | 30 | 15 | 34 | 35 | 34 | 14 | 8 | 27 | 7 | 5 | 5 |
| 6 | 13 | 23 | 10 | 52 | 23 | 38 | 13 | 32 | 28 | 10 | 6 | 13 | 13 | 16 | 13 |
| Total | 10 | 12 | 8 | 31 | 28 | 27 | 33 | 39 | 40 | 17 | 14 | 19 | 9 | 8 | 6 |

Conclusions based on this data:

1. The percentage of students who scored at the Beginning level decreased from 8% in 15-16 to 6% in 16-17. The percentage of students who scored at the Early Intermediate level increased from 14% in 15-16 to 19% in 16-17.
2. The percentage of students who scored Intermediate stayed relatively stable with 39% in 15-16 and 40% in 16-17.
3. The percentage of students who scored at the Early Advanced level stayed relatively stable with 28% in 15-16 and 27% in 16-17. The percentage of students who scored at the Advanced level decreased from 12% in 15-16 to 8% in 16-17.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
|--------------|-------------------------------------------------------------------------------------------------|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| K | | | | 3 | 7 | | 31 | 21 | | 31 | 26 | | 36 | 45 | |
| 1 | 9 | 3 | | 29 | 45 | | 49 | 42 | | 11 | 6 | | 3 | 3 | |
| 2 | 12 | 8 | | 37 | 20 | | 21 | 45 | | 26 | 20 | | 5 | 8 | |
| 3 | 2 | 8 | | 15 | 28 | | 40 | 44 | | 21 | 10 | | 23 | 10 | |
| 4 | 13 | 10 | | 32 | 18 | | 42 | 31 | | 6 | 27 | | 6 | 14 | |
| 5 | 15 | 21 | | 30 | 28 | | 33 | 33 | | 12 | 10 | | 9 | 8 | |
| 6 | 13 | 21 | | 50 | 21 | | 16 | 30 | | 9 | 9 | | 13 | 18 | |
| Total | 9 | 10 | | 27 | 23 | | 33 | 35 | | 17 | 16 | | 14 | 16 | |

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

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| SUBJECT: English Language Arts |
| LEA GOAL: |
| All students will attain proficiency in the Common Core State Standards (CCSS) in English/language arts and mathematics. |
| SCHOOL GOAL #1: |
| Goal Number 1: Woodruff will provide high quality instruction and learning opportunities preparing every student to increase one performance band or increase within their identified performance band in ELA measured by local and state assessments. |
| Objectives: Grade 3 35% of students will score proficient on SBAC, students will cite textual evidence and compare sources, using ACE. Grade 4 25% of students will score proficient on SBAC, students will cite textual evidence and compare sources, using ACE. Grade 5 35% of students will score proficient on SBAC, students will cite textual evidence and compare sources, using ACE. Grade 6 50% of students will score proficient on SBAC, students will cite textual evidence and compare sources, using ACE. ELs 35% of English learners will score proficient on SBAC, students will participate in integrated and designated ELD daily SED 45% of Socio-Economically disadvantaged students will score proficient on SBAC, students will attend Rtl daily |
| School-wide: Students who do not score proficient on assessments will be placed in a Tier 2 Rtl program, provided by an ELA Intervention Teacher, three IAs, and grade level teachers. 80% of those students will score proficient after Rtl. |
| Data Used to Form this Goal: |
| SBAC results |
| Findings from the Analysis of this Data: |
| Each grade level has a targeted growth goal based on the SBAC testing data. English learners and socio-economically disadvantaged subgroups also have specific goals. |
| How the School will Evaluate the Progress of this Goal: |
| Data is gathered throughout the Rtl program at each trimester. It will be analyzed and shared with grade level teams. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>Students will receive core and categorical program services that meet their assessed needs. Students not meeting grade level standards will be provided with intervention services to close achievement gaps. Teachers will review the assessment results of individual students to provide interventions and to determine specific content standards not mastered.</p> <p>Supplementary services provided to students will: 1) be based on scientifically-based instructional strategies and methods, 2) strengthen the core academic program, 3) provide extended learning time, and 4) provide a high-quality, accelerated curriculum. Teachers will utilize standards-based supplementary programs and materials that address the specific needs of individual students not meeting standards (including English learners, homeless students, foster youth, and other subgroups). These include:</p> <p>Culturally sensitive activities and services</p> <p>Differentiated instruction</p> <p>Individual or small group instruction with the teacher or instructional aide</p> <p>Supplementary instructional software programs targeting their deficiencies</p> <p>Intervention teachers and IAs will provide remediation in literacy.</p> <p>ASES staff members will provide standards-based assistance in the homework centers and instructional programs of the after-school program.</p> | Daily | Admin and Teachers | Materials and Supplies | 2000-2999: Classified Personnel Salaries | Title I | 40,000 |
| | | | Supplementary Software | 4000-4999: Books And Supplies | Title I | 5,000 |
| | | | Materials and Supplies | 4000-4999: Books And Supplies | SISS | 12,124 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| Title I services will be provided to students using district guidelines. Low-performing students will be identified from multiple measures for each grade level, which include teacher recommendations. All students will have equitable access to all programs, classrooms, and services as required by law. | | | | | | |
| Research-based strategies and programs will be implemented to close achievement gaps. Teachers will implement research-based strategies and programs that will address the identified instructional needs of students. Programs include iLit, REWARDS, Read Naturally, Reading Recovery and Lindamood Bell. Teachers will share and discuss the results to evaluate the implementation of new strategies and programs. Instructional Assistants will implement REWARDS, Read Naturally, and SIPPs for struggling learners. | Daily | Intervention Team | IA Salaries | 2000-2999: Classified Personnel Salaries | Title I | 43,000 |
| Classroom teachers will utilize state, district, and local assessments to continually monitor student progress, using School City to generate class, subgroup, and individual student reports for review and data analysis. | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>Student achievement data will be used to drive instruction, to develop SPSA goals and objectives, and to monitor the effectiveness of the plan implementation.</p> <p>The SSC, advisory committees, teachers and administrators will review and disaggregate achievement data, including DIBELS, SBAC, district, and CELDT results.</p> <p>Development of the SPSA: Data will be collected from multiple assessments, attendance records, discipline records, parent surveys, staff surveys, observations, etc. Data will be presented to staff, advisory committees, parents, and SSC.</p> <p>Technology will be used to develop charts and graphs to facilitate understanding and analysis.</p> <p>Groups and subgroups with achievement gaps will be determined from the data analysis.</p> <p>Research-based strategies and programs will be studied to determine those that will result in academic improvement for students with achievement gaps.</p> <p>Goals, objectives, strategies, action steps, and expenditures will be developed by the SSC for the new SPSA.</p> | | | | | | |
| <p>Teachers, administrators, and the SSC will continually review and analyze student academic achievement results as part of the ongoing monitoring process on the effectiveness of the SPSA.</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| Teachers will meet by grade levels to review assessment results: -Student work samples will be reviewed and analyzed in regard to meeting grade-level standards. Individual and subgroup progress toward proficiency will be determined through the data analysis. | | | | | | |
| Teachers will meet regularly to focus on instructional practices to meet the needs of all students. Instruction will be aligned to standards. -Grade-level pacing calendars and common assessments will be used by all teachers. -Teachers will share best practices as evidenced by assessment results. -Teachers will implement new effective strategies (as evidenced by research) learned at professional development opportunities as appropriate to their instructional program. | | | | | | |
| All instructional strategies and materials used to close the achievement gap will be standards-based, research-based and aligned with the school goals. Teachers will continually review and align instruction with content standards at PLCs by: Reviewing and evaluating student work samples to ensure students are meeting or making satisfactory progress toward mastery of | Daily | Admin and Teachers | Technology | 4000-4999: Books And Supplies | Title I | 35,000 |
| | | | Technology | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 5,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>standards. Ensuring science, and social studies standards are integrated and aligned with the language arts standards. Continuing to use and implement the backward planning model to guide instructional practices. Making explicit reference to the standards being taught in each lesson. Objectives posted on board. The instructional program will continue to be improved in alignment with school goals by: Providing staff development opportunities in the areas of effective reading and writing strategies through DII, Fetzer, and Thinking Maps. DIBELS for school-wide assesment Integrating the use of technology through the implementation of the following: Accelerated Reader, Mimio, iLit, Digicore,and other computer-based and standards-based programs. Continuing to update technology as needed. Differentiated instruction and needed intervention services and programs implemented will be aligned to standards. RtI with 1 ELA Intervention Teacher and 3 IAs. Differentiated strategies across all subject areas will be implemented, including Thinking Maps, DII, Fetzer, UCI math, and integrated ELD.</p> | | | | | | |
| Statewide testing results and local assessments will be used to | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>determine if the achievement gap is closing for identified groups, subgroups, and individual students. Ongoing analysis of assessment results throughout the school year by the SSC, advisory committees, teachers and administrators will be conducted to monitor the progress in academic achievement by individual students and subgroups.</p> <p>If the achievement gap is not closing for all identified groups and subgroups, new research-based strategies will be identified and implemented to address the gaps. The progress of historically underserved populations, including homeless students and foster youth, will be monitored to determine unique educational needs and appropriate implementation strategies.</p> <p>The progress of English learners toward attaining English proficiency and in meeting grade-level standards will be monitored through various assessment instruments, including the CELDT, SBAC, and district assessments.</p> <p>The progress of reclassified students will be monitored for two years to ensure appropriate instructional placement and to determine any needs for academic support services.</p> | | | | | | |
| <p>Library Media-Assistant provides weekly library visits for all students. They check out independent reading books to increase literacy skills.</p> | Daily | Admin and Librarian | Library-Media Asst. Salary | 2000-2999: Classified Personnel Salaries | LCFF | 15,000 |

Planned Improvements in Student Performance

School Goal #2

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

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| SUBJECT: Mathematics |
| LEA GOAL: |
| All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics. |
| SCHOOL GOAL #2: |
| <p>Goal Number 2: Woodruff will provide high quality instruction and learning opportunities preparing every student to increase one performance band or increase within their performance band in math as measured by local and state assessments.</p> <p>Objectives: Grade 3 31% of students will score proficient on SBAC, students will use procedural, conceptual, and relational math daily. Grade 4 25% of students will score proficient on SBAC, students will use procedural, conceptual, and relational math daily. Grade 5 25% of students will score proficient on SBAC, students will use procedural, conceptual, and relational math daily. Grade 6 25% of students will score proficient on SBAC, students will use procedural, conceptual, and relational math daily. ELs 20% of English learners will score proficient on SBAC, students will increase academic vocabulary in math. SED 25% of Socio-Economically disadvantaged students will score proficient on SBAC, students will keep a math journal.</p> |
| Data Used to Form this Goal: |
| SBAC results |
| Findings from the Analysis of this Data: |
| School-wide our SBAC Math scores are overall lower than our ELA scores. |
| How the School will Evaluate the Progress of this Goal: |
| Using district assessments, we will carefully monitor student progress. Small group instruction and differentiated learning will be implemented as needed. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| Student achievement data will be used to drive instruction, to develop SPSA goals and objectives, and to monitor the effectiveness of the plan | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>implementation.</p> <p>The SSC, advisory committees, teachers and administrators will review and disaggregate achievement data, including DIBELS, SBAC, district, and CELDT results.</p> <p>Development of the SPSA: Data will be collected from multiple assessments, attendance records, discipline records, parent surveys, staff surveys, observations, etc. Data will be presented to staff, advisory committees, parents, and SSC.</p> <p>Technology will be used to develop charts and graphs to facilitate understanding and analysis.</p> <p>Groups and subgroups with achievement gaps will be determined from the data analysis.</p> <p>Research-based strategies and programs will be studied to determine those that will result in academic improvement for students with achievement gaps.</p> <p>Goals, objectives, strategies, action steps, and expenditures will be developed by the SSC for the new SPSA.</p> | | | | | | |
| <p>All students will have equitable access to all programs, classrooms, and services as required by law.</p> <p>Classroom teachers will utilize state, district, and local assessments to continually monitor student progress, using School City to generate class, subgroup, and individual student reports for review and data analysis.</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>Students will receive core and categorical program services that meet their assessed needs. Students not meeting grade level standards will be provided with supplementary and intervention services to close achievement gaps.</p> <p>Teachers will review the assessment results of individual students to provide intervention and other support services and to determine specific content and performance standards not mastered.</p> <p>Supplementary services provided to students will: 1) be based on scientifically-based instructional strategies and methods, 2) strengthen the core academic program, 3) provide extended learning time, and 4) provide a high-quality, accelerated curriculum.</p> <p>Teachers will utilize standards-based supplementary programs and materials that address the specific needs of individual students not meeting standards (including English learners, homeless students, American Indian, and other subgroups). These include: Culturally sensitive activities and services Differentiated instruction Individual or small group instruction with the teacher or instructional aide Supplementary instructional software programs targeting their deficiencies Intervention teachers and IAs will provide remediation in literacy. ASES staff members will provide standards-based assistance in the homework centers and instructional</p> | Daily | Admin and Teachers | Materials and Supplies | 4000-4999: Books And Supplies | LCFF | 7,448 |
| | | | Materials and Supplies | 4000-4999: Books And Supplies | LCFF - Supplemental | 2,811 |
| | | | Materials and Supplies | 4000-4999: Books And Supplies | Title I | 4,185 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| programs of the after-school program. | | | | | | |
| <p>Statewide testing results and local assessments will be used to determine if the achievement gap is closing for identified groups, subgroups, and individual students. Ongoing analysis of assessment results throughout the school year by the SSC, advisory committees, teachers and administrators will be conducted to monitor academic achievement by individual students and subgroups.</p> <p>If the achievement gap is not closing for all identified groups and subgroups, new research-based strategies will be identified and implemented.</p> <p>The progress of historically underserved populations, including homeless students and foster youth, will be monitored to determine unique educational needs and appropriate implementation strategies.</p> <p>The progress of English learners toward attaining English proficiency and in meeting grade-level standards will be monitored through various assessment instruments, including the CELDT/LPAC, SBAC, and district assessments.</p> <p>The progress of reclassified students will be monitored for two years to ensure appropriate instructional placement and to determine any needs for academic support services.</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>All instructional strategies and materials will be standards-based, research-based and aligned with the school goals.</p> <p>Teachers will continually review and align instruction with content standards at PLCs by:</p> <p>Reviewing and evaluating student work samples to ensure students are meeting or making satisfactory progress toward mastery of standards.</p> <p>Continuing to use and implement the backward planning model to guide instructional practices.</p> <p>Making explicit reference to the standards being taught in each lesson. Objectives posted on board.</p> <p>The instructional program will continue to be improved in alignment with school goals by:</p> <p>Providing staff development opportunities</p> <p>Integrating the use of technology through the implementation of the following: Mimio, Digicore, and other computer-based and standards-based programs.</p> <p>Continuing to update technology as needed.</p> <p>Differentiated instruction and needed intervention services and programs implemented will be aligned to standards.</p> <p>Differentiated strategies across all subject areas will be implemented, including Thinking Maps, DII, Fetzner, UCI math, and integrated ELD.</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>Teachers will meet in PLCs to review assessment results.</p> <p>-Student work samples will be reviewed and analyzed in regard to meeting grade-level standards. Individual and subgroup progress toward proficiency will be determined through the data analysis.</p> <p>Instruction will be aligned to standards.</p> <p>-Grade-level pacing calendars and common assessments will be used by all teachers.</p> <p>-Teachers will share best practices as evidenced by assessment results.</p> <p>-Teachers will implement new effective strategies (as evidenced by research) learned at professional development opportunities as appropriate to their instructional program.</p> | | | | | | |
| <p>Teachers, administrators, and the SSC will continually review and analyze student academic achievement results as part of the ongoing monitoring on the effectiveness of the SPSA.</p> | | | | | | |

Planned Improvements in Student Performance

School Goal #3

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

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| SUBJECT: English Learners |
| LEA GOAL: |
| All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. |
| SCHOOL GOAL #3: |
| Goal Number 3: 1. At least 70% of students who scored at 1 or 2 on the CELDT from 2016-2017, will progress to the Expanding proficiency level using ELPAC in 2017-2018. 2. At least 70% of students who scored at 3 on the CELDT from 2016-2017, will progress to the Bridging proficiency level using ELPAC in 2017-2018. 3. At least 70% of students who scored at 4 or 5 on the CELDT from 2016-2017, will reclassify during 2017-2018. |
| Data Used to Form this Goal: |
| CELDT and ELPAC |
| Findings from the Analysis of this Data: |
| Our expectation is that student proficiency levels will smoothly transition from the CELDT to the ELPAC, in order to continue English language development towards proficiency. |
| How the School will Evaluate the Progress of this Goal: |
| We will analyze student data using the ELPAC and reclassification rates. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| English learners will be assigned to an appropriate instructional setting based on their English fluency levels. The progress of English learners toward attaining English proficiency and in meeting grade-level standards will be monitored through various assessment instruments, including | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>the CELDT/ELPAC, SBAC, district assessments, and site curriculum assessments.</p> <p>The progress of reclassified students will be monitored for two years to ensure appropriate instructional placement and to determine any needs for academic support services.</p> | | | | | | |
| <p>English learners will receive thirty minutes of daily instruction in ELD to assist them in developing proficiency in English.</p> <p>Designated ELD lessons will be based on ELD standards to build speaking, listening, reading and writing skills. Teachers will utilize the district-adopted texts and supplementary materials.</p> <p>Integrated ELD will be used throughout the day in core content areas to make certain English learners can access the core curriculum. Strategies will include: partner sharing, academic vocabulary, sentence frames, conversation starters, and TPR.</p> | Daily | Admin and Teachers | Materials and Supplies | 4000-4999: Books And Supplies | Title I | 10,000 |
| <p>The ELD program will be monitored continually for effectiveness in assisting English learners to progress satisfactorily toward English language proficiency.</p> <p>The progress of English learners will be monitored continually using multiple measures (CELDT/ELPAC, DIBELS, district assessments, and site curriculum-based assessments).</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>Discussions4Learning will be used as a supplementary program to build academic vocabulary with English learners in fourth through sixth grades.</p> <p>IA will provide thirty minutes of small group instruction, in addition to their designated ELD.</p> <p>Students progress will be monitored and students will be moved into higher levels of instruction based on achievement.</p> | Twice Weekly | IA | IA Extra Duty | 2000-2999: Classified Personnel Salaries | Title I | 1,500 |
| <p>Rosetta Stone licences have been purchased for newcomers. Teachers will be given headphones with microphones, so newcomer English learners can interact with the software program. Students will be given time in class to learn basic English.</p> | As Needed | Admin and Teachers | Software and Supplies | 5000-5999: Services And Other Operating Expenditures | Title I | 2,500 |
| <p>iLit Program 5 will be used for English learners who are in need of literacy intervention. iLit will be integrated into their RtI rotation as a supplementary program, in addition to thirty minutes of designated ELD. English learners participating in iLit will be given a Chromebook to take home for extended learning. Literacy assignments and independent e-books will be completed/read at home.</p> | Daily | Admin and Teachers | Technology | 5000-5999: Services And Other Operating Expenditures | Title I | 10,000 |
| <p>Our ELD TOSA provides support for English learners by: Modeling/coaching both designated</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>and integrated ELD lessons for teachers.</p> <p>Collaborating during PLCs to evaluate English learner progress and design appropriate lessons.</p> <p>Providing staff development trainings for designated and integrated ELD, academic vocabulary, ELD standards, English learner supports, Thinking Maps, and English learner components in the new curriculum.</p> <p>Presenting data, teaching strategies, giving homework tips, and communicating with English learner parents during ELAC.</p> <p>Collaborating with administrators to design appropriate professional development sessions, target teacher coaching to specific needs, reclassify English learners, and analyze student progress towards ELD standards.</p> <p>Creates resources for classrooms, such as sentence frames and conversation starter posters.</p> | | | | | | |
| <p>Case Manager translates for parent conferences and makes necessary phone calls to Spanish speaking parents.</p> <p>Case Manager supports this population by providing community resources, such as: health insurance, vision services, counseling services, tutoring, clothes, shoes, and food.</p> | As Needed | Case Manager | Translation Services | 2000-2999: Classified Personnel Salaries | Title I | 1,000 |
| <p>Translators are available for all Spanish speaking parents during parent conferences, SSTs, 504s, and IEPs.</p> | | | | | | |

Planned Improvements in Student Performance

School Goal #4

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

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| SUBJECT: Healthy, Safe, Secure Learning Environment |
| LEA GOAL: |
| All students will be educated in learning environments that are safe, drug-free, and conducive to learning. |
| SCHOOL GOAL #4: |
| Goal Number 4: All students will learn in a healthy, safe, and secure learning environment. Woodruff earned 100% from the Williams site, facility visit. Objectives: 1. The percentage of students who have a high feeling of school connectedness will increase from 37% in 2016 to 50% in 2017 (CHKS Report 2016). 2. The percentage of students who have a caring adult relationship will increase from 63% in 2016 to 75% in 2017 (CHKS Report 2016). 3. The percentage of students who feel safe at school will increase from 55% in 2016 to 65% in 2017 (CHKS Report 2016). 4. The percentage of students who feel they are treated with respect will increase from 70% in 2016 to 80% in 2017 (CHKS Report 2016). |
| Data Used to Form this Goal: |
| California Healthy Kids Survey 2016 |
| Findings from the Analysis of this Data: |
| We need to increase students' feelings of school connectedness. |
| How the School will Evaluate the Progress of this Goal: |
| Counselor meetings and PBIS analysis |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| Extra supervision will be provided to ensure student safety before school. Extra supervision is also provided for kindergarten students during morning recess. These will increase student safety and supervision. | Daily | Noon Duty | Extra Supervision | 2000-2999: Classified Personnel Salaries | General Fund | 1,520 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| <p>PBIS insures all students are taught the same behavior expectations in classrooms, on the playground, and in common areas.</p> <p>Before school behavior classes are available for students who are struggling with class structure, anger management issues, establishing friendships, and behaving appropriately.</p> <p>Community mindfulness is practiced each week on Friday mornings. Students, staff, and family members join for a mindful moment.</p> <p>School Counselor meets with students as individuals and in small groups to address social-emotional needs. She also designs class presentations to address teacher concerns regarding whole class student interactions and behaviors.</p> <p>Skills Streaming lessons focus on classroom survival skills, friendship making, dealing with feelings, alternatives to aggression, and dealing with stress.</p> <p>Counselor has provided demo lessons for Mind-Up, and most classrooms practice mindfulness to center students throughout the day.</p> <p>Counselor designs lessons and activities for anti-bully week. She encourages all students to not bully others, not be a bystander, and politely stand-up against bullies.</p> <p>Counselor also designs lessons and activities for college and career week. This allows students to set educational goals for their future college/career. Students understand the importance of education and</p> | Weekly | Teacher | Before School Behavior Class | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
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| | | | Description | Type | Funding Source | Amount |
| strive to meet academic goals. | | | | | | |
| <p>Parents and families will be connected to needed community service agencies to assist families to overcome barriers to success, so that students will come to school ready to learn.</p> <p>Caring Connections case manager will meet with families to assess needs and make referrals to agencies for medical (including insurance enrollment), dental, vision care, food and clothing, counseling, and other services. Follow up services will also be provided to ensure that families are receiving and accessing services.</p> <p>Caring Connections case manager will help families improve the attendance of students, teach parenting classes, and focus on parent outreach.</p> | | | | | | |
| <p>The school will participate in the implementation of the district-selected programs and activities that result in a safe and drug and tobacco free campus.</p> <p>The Too Good for Drugs curriculum, to reduce violence and illegal drug use, is implemented by 6th grade teachers and a Los Angeles County Sheriff's deputy (STAR officer) with all students in grade 6.</p> <p>The school participates in Red Ribbon Week conducting a variety of activities focused on encouraging students to choose to remain drug free for life.</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | | | | |
| Our district has installed security cameras, which have greatly reduced the off-hours vandalism and graffiti that inundated our campus. Students must feel safer to arrive at a clean campus without signs of vandalism and gangs. | | | | | | |

Planned Improvements in Student Performance

School Goal #5

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

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SUBJECT: Positive School Culture and Parent Involvement |
| LEA GOAL: |
| All students will be educated in learning environments that are safe, drug-free, and conducive to learning. |
| SCHOOL GOAL #5: |
| Goal Number 5: Woodruff will build strong relationships with students, families, and the community to increase trust and shared responsibility. Objectives: 1. Fully implement PBIS to focus on positive behavioral supports, at risk students will attend a before school intervention class. 2. Parents will be actively involved in school committees and parent education nights. Attendance will be monitored by school sign in sheets and the parent participation tracker. |
| Data Used to Form this Goal: |
| Surveys from PBIS, input from school advisory committees, Title I Needs Assessment, parent participation tracker results |
| Findings from the Analysis of this Data: |
| PBIS in combination with the school counselor is providing sufficient support to establish a positive school culture. Parent involvement is increasing. |
| How the School will Evaluate the Progress of this Goal: |
| We will continue to evaluate school culture with the PBIS committee, SSC, ELAC, Title I parental input, and attendance at school events. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Parents, staff, students, and community members will participate in developing, implementing, and evaluating core and categorical programs. School Site Council (SSC) will review data on the effectiveness of instructional practices, to monitor | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------|--------------------------|--------------------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>and evaluate plan implementation, determine needs, and to revise, the plan for the following year.</p> <p>-SSC reviews and approves the Safety Plan and submits it to the district for review and approval, in consultation with a representative from the Los Angeles County Sheriff's Department. The plan is submitted for review and approval by the Board of Education.</p> <p>-Parents will participate on advisory committees, including ELAC to provide input into the development of the SPSA. A representative from the committees will report to the SSC on their recommendations.</p> <p>-Parents of Title I students will attend the annual Title I meeting to plan, review, and improve the school's Title I program, in the review of the parental involvement policy and the school-parent compact. A copy of the district and school compact will be provided to all parents.</p> <p>-At parent meetings, information on the curriculum, assessments, and the proficiency levels of students will be provided. Opportunities will be given to parents to provide input into needs regarding parenting education programs. Programs to meet their needs will be implemented.</p> | | | | | | |
| <p>Training and materials to help parents work with their children to improve academic achievement will be provided.</p> <p>-The following opportunities will be available to parents to assist them to acquire skills to help their children</p> | Ongoing | Admin, Teachers, Case Manager | Parenting Classes/Events | 2000-2999: Classified Personnel Salaries | Title I | 1,000 |
| | | | Parenting Classes/Events | 1000-1999: Certificated Personnel Salaries | Title I | 2,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|-------------------------|------------------------------------------------------|---------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>with the academic coursework: Kindergarten Visitation Day for parents of incoming K students where they will meet the principal, have a mini-tour of the campus, observe a kindergarten class in action, and receive academic activities.</p> <p>Parenting education classes (Latino Family Literacy)</p> <p>Family Literacy Nights / Family Math Nights</p> <p>Grade level parent workshops and informational meetings</p> <p>School newsletter (English and Spanish)</p> <p>Parent conferences and meetings with translators available</p> <p>ASES (After School Education and Safety) parent meetings</p> <p>Student Study Team (SST) / Psychologist evaluations</p> <p>Leadership skills development on SSC and advisory committees</p> <p>Title I parent meetings</p> <p>Parent Handbooks</p> <p>Edlio website with teacher tips</p> <p>Data review and analysis on SSC and advisory committees</p> | | | Edlio Website | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 1,800 |
| | | | SST Chairperson | 1000-1999: Certificated Personnel Salaries | LCFF | 750 |
| | | | Materials and Supplies | 4000-4999: Books And Supplies | LCFF | 2,000 |
| | | | Materials and Supplies | 4000-4999: Books And Supplies | Title I | 2,000 |
| <p>Notifications and information on school programs, activities, meetings, and events will be sent home in English and Spanish.</p> <p>All school-site documents sent home will be translated into Spanish.</p> <p>Interpreters will be available at meetings.</p> <p>-Parenting education programs will include workshops in English and</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Spanish. | | | | | | |
| <p>Parents will be encouraged to become involved in the school to improve student academic achievement.</p> <p>-Parents will be invited to serve as volunteers, to attend principal meetings, to participate in the PTA, and to volunteer at the school or in classrooms.</p> <p>Latino Family Literacy Project will be taught by our Case Manager and focus on building literacy within the home.</p> | | | | | | |
| <p>Assessment results will be communicated to parents.</p> <p>-Parents will be provided with information in English and Spanish at meetings or through written communications on the results of state and local assessments.</p> <p>Assistance in understanding and interpreting the results will be provided through a translator for parents as needed at meetings.</p> | | | | | | |
| <p>Case Manager works with all families to provide community resources by:</p> <p>Teaching the Latino Family Literacy class to encourage literacy in the home.</p> <p>Providing medical insurance, vision services, counseling, tutoring, clothing, shoes, backpacks with school supplies, presents during the holidays, and food baskets to needy</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>families. Organizing family nights and all school events such as: Halloween Reading Night, Christmas Comes to Woodruff, and Mini-Festival. Collaborating with a small group of parents to organize PTA events and complete activities to support classroom lessons. Organizing a clothing drive for families to "swap" gently used, outgrown clothes and get "new" clothes. Translates for parent conferences and meetings with teachers.</p> | | | | | | |
| <p>Incoming kindergarten students will be assisted in their transition from preschool and early childhood programs by: Transition meetings between the K teachers and preschool teachers where records are transferred at the end of the year (assessment results, writing sample, and anecdotal records). Through these meetings, teachers communicate regarding program activities, student needs, and expectations in regard to mastery of skills to be ready for kindergarten. Preschool program linked to services at the school: Caring Connections case manager, Health Aide support, shared playgrounds, and the Food Services nutritional program. Pre and Post assessments help to determine the effectiveness of the program.</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| School Counselor meets with individuals and small groups to work on behaviors, aggression, anger management, study skills, friendship building, and other emotional needs. She also creates and shares class presentations to target specific social-emotional skills for all students. | | | | | | |
| PBIS is fully implemented with: Clear expectations for behavior in all school areas HOWL chant at flag: Honesty, Ownership, Willingness, Leadership HOWLERS given for good behavior HOWLER Cart rewards students with prizes for HOWLERS Before school PBIS classes for targeted students who need support with behavior Mindfulness and Mind-Up curriculum integrated in all classrooms Mindfulness Friday morning for all school community members | | | | | | |

Planned Improvements in Student Performance

School Goal #6

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

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SUBJECT: Highly Qualified Staff |
| LEA GOAL: |
| All students will be taught by highly qualified teachers. |
| SCHOOL GOAL #6: |
| Goal Number 6: 100% of students at Woodruff Elementary School will continue to be taught by highly-qualified teachers every year Objectives: 1. 100% of students at Woodruff Elementary School will continue to be taught by highly-qualified teachers 2. All new teachers hired for Woodruff Elementary School will meet the highly-qualified criteria: Bellflower Unified School District encourages and welcomes applications at all times. All known openings are posted on EdJoin and the district website. Recruitment for the following school year begins in the spring. District office personnel and site administrators attend university recruitment fairs at various Los Angeles and Orange County campuses. 3. Principals select candidates to interview from the applications on file. Before a candidate is offered a contract, there is an additional interview with the Assistant Superintendent of Instructional Personnel and Programs 4. At the time of hire, the highly qualified status of the teacher is verified by district staff. The teacher contract states "A transfer request shall be denied only for reasonable education related reasons." The district will begin exercising this condition in order to ensure high quality, experienced teachers are equitably distributed across all elementary schools in the district. |
| Data Used to Form this Goal: |
| District Policies and Procedures |
| Findings from the Analysis of this Data: |
| BUSD hires highly qualified staff. |
| How the School will Evaluate the Progress of this Goal: |
| Support will be given to all staff through PLCs, staff meetings, inservice trainings, professional developments, conferences, professional reading, and instructional coaches. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|--------------------------|------------------------------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Staff members will be recruited as needed, trained, and assisted to ensure the effectiveness of the instructional program and the SPSA. All teachers at the school will meet the federal criteria for highly-qualified teachers; all instructional aides will meet the federal criteria for paraprofessional qualifications.</p> <p>-Teachers with the appropriate authorizations will provide ELD and use SDAIE strategies to provide English learners with access to the core curriculum.</p> | | | | | | |
| <p>Professional development will focus on standards-based programs and standards-aligned strategies that have demonstrated effectiveness in improving academic achievement. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher performance and student achievement.</p> <p>Teachers will be trained in and will implement the following programs and strategies to improve student achievement:</p> <ul style="list-style-type: none"> Analyzing test data ELA Adopted Curriculum ELD Standards and Strategies Hyperdocs Professional Learning Communities iLit Mimio Technology Response to Intervention (RtI) <p>-Professional development will be provided:</p> <p>Integration of technology into</p> | Ongoing | Admin | Professional Development | 5000-5999: Services And Other Operating Expenditures | Title I | 10,000 |
| | | | Materials and Supplies | 4000-4999: Books And Supplies | Title I | 2,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------|-------------------------|--------------------------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>language arts, math. Use of curriculum, assessment measures, and instructional strategies specific to English learners. Integration of social studies, science, and ELA Research-based strategies in the area of reading fluency, vocabulary development, comprehension and writing. Teachers will participate in professional collaboration through: Staff Inservices Across-grade (K-6) articulation Peer coaching/observations Professional Learning Communities Grade level facilitators</p> | | | | | | |
| <p>Intervention teacher and ELD TOSA will provide modeling of specific teaching strategies and practices to individual teachers. They will also provide coaching and observe teachers, while giving productive feedback. Intervention teacher and ELD TOSA will also meet with PLCs to collaborate on best teaching strategies based on assessment data.</p> | As Needed | Admin, Intervention Teacher, ELD TOSA | Coaching/Release Days | 1000-1999: Certificated Personnel Salaries | Title I | 2,500 |
| <p>Teachers will meet regularly to focus on instructional practices to meet the needs of all students. Instruction will be aligned to standards. -Grade-level pacing calendars and common assessments will be used by all teachers. -Teachers will share best practices as evidenced by assessment results. -Teachers will implement new</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| effective strategies learned at professional developments as appropriate to their instructional program. | | | | | | |
| The school's professional library will continue to be expanded with materials and information on research-based strategies and programs. Administrators and teachers will research and recommend additions to the library. Purchases for the library will be made for materials and books on the most recent effective research practices. | | | | | | |

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 | General Fund | 1,520.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 750.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 15,000.00 |
| 4000-4999: Books And Supplies | LCFF | 9,448.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,000.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 2,811.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 6,800.00 |
| 4000-4999: Books And Supplies | SISS | 12,124.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 4,500.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 86,500.00 |
| 4000-4999: Books And Supplies | Title I | 58,185.00 |
| 5000-5999: Services And Other Operating | Title I | 22,500.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|---------------------|--------------------|
| General Fund | 1,520.00 |
| LCFF | 25,198.00 |
| LCFF - Supplemental | 10,611.00 |
| SISS | 12,124.00 |
| Title I | 171,685.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|------------------------------------------------------|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 6,250.00 |
| 2000-2999: Classified Personnel Salaries | 103,020.00 |
| 4000-4999: Books And Supplies | 82,568.00 |
| 5000-5999: Services And Other Operating Expenditures | 29,300.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 155,124.00 |
| Goal 2 | 14,444.00 |
| Goal 3 | 25,000.00 |
| Goal 4 | 2,520.00 |
| Goal 5 | 9,550.00 |
| Goal 6 | 14,500.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---------------------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Beverly Swanson | X | | | | |
| Tammy McQuade | | X | | | |
| Erin Schafer | | X | | | |
| Erika Cantrell | | X | | | |
| Myrna D'Agostino | | | X | | |
| Raquel Nunez | | | | X | |
| Silvia Rodriguez | | | | X | |
| Laura Lopez Mayoral | | | | X | |
| Aracely Ramirez | | | | X | |
| Elvia Caro | | | | 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.

ELAC Membership

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---------------------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Sharon Wright | X | | | | |
| Lupe Valdivia | | | X | | |
| Laura Lopez Mayoral | | | | X | |
| Claudia Bermudez | | | | X | |
| Maria Padilla | | | | X | |
| Elvia Caro | | | | X | |
| Aracely Ramirez | | | | X | |
| Numbers of members of each category: | 1 | | 1 | 5 | |

There is no specific requirement for the size of ELAC. The members must represent at least the same percentage of English learners at the site. ELAC can delegate its roles and responsibilities to School Site Council only after the ELAC committee has been voted on and trained in the roles and responsibilities. If a favorable vote is taken, then the SSC must then be trained in their new roles and responsibilities representing ELAC. SSC must then agree to accept the duties of the ELAC. The SSC must have parents of EL students on the council. This process must be documented.

Recommendations and Assurances


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

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

| | | | |
|---|----------------------------------------------------------------|-----------|------------------|
| X | English Learner Advisory Committee | Signature | October 25, 2017 |
| | Other committees established by the school or district (list): | Signature | Date |

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 25, 2017.

Attested:

| | | |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <u>Beverly Swanson</u> Typed Name of School Principal |  Signature of School Principal | <u>October 25, 2017</u> Date |
| <u>Erin Jones</u> Typed Name of SSC Chairperson | _____ Signature of SSC Chairperson | <u>October 25, 2017</u> Date |

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?