

# The Single Plan for Student Achievement

**School:** Cornell Elementary School  
**CDS Code:** 01-61127-6090161  
**District:** Albany Unified School District  
**Principal:** Heather Duncan  
**Revision Date:** May 9, 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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## Single Plan for Student Achievement Executive Summary

### 1. How well did we do implementing this year's plan?

The 2016-17 school plan emphasized supporting students with at-risk needs by providing a more comprehensive math intervention program and implementing a new writing curriculum. Additionally the staff learned about new delivery models for second language learners in order to transition towards a whole school delivery model for English Language Development (ELD) instruction in 2017-18.

In these strategic areas of focus we made progress in areas below:

1. Academic Intervention: This is the second year in which Cornell staff supported students with math intervention during the school day for targeted grades that were identified to have the highest need. Cornell also served four additional grades outside the school day, increasing our grades served this year to five out of six grades. We completed a pilot evaluation of DreamBox math instruction software in the fall and implemented DreamBox in January, expanding its use for both intervention and extension to all grades K-5.

2. English-Language Development Program: Throughout the year, weekly ELD team meetings were held with the Principal, ELD teachers, the ELD Teacher on Special Assignment, and the Cornell Teacher on Special Assignment to plan and deliver staff meetings and professional development day trainings on ELD Standards, CA State English Language Arts Standards, integrated ELD lesson planning, and designated ELD lesson planning. Additionally, a new system was developed in order to determine how students would be assigned to classrooms in 2017-18. The system is based on a review of multiple academic achievement indicators that help target specific needs in language development. These new methods of assigning students to classrooms guide how support staff and classroom teachers deliver integrated and designated ELD instruction in 2017-18. Newcomers and students who are plateauing will continue to receive pull-out support in 2017-18.

3. Units of Study in Writing Curriculum Implementation: In partnership with district-level training in all venues of meeting times available, the site provided access to the Teacher on Special Assignment, instructional materials, release and collaboration time, time to visit colleagues on and off-site, or in other districts as desired or requested. Time was planned to review assessments, debrief tools learned in trainings, and to practice instructional strategies.

### 2. How do we know if we were successful or were not successful?

1. Academic Intervention: With attention given to increasing services for math intervention, we have been able to increase the number of students and grades served over the past three years. We have found a balance between providing direct instruction to students and the use of independent online support using adaptive software to target individualized student needs. By piloting DreamBox first, we were able to work with a small number of teachers who then reported out to the staff on pros and cons, giving important feedback for others to consider. From January to May of this year, we now see an average of 6 lessons being taught per week in each classroom K-5.

2. English-Language Development Program: In large part, our success is seen by the willingness of Cornell teaching staff to place students in an entirely new configuration for 2017-18. Our ELD Planning Team is eternally optimistic, demonstrating undying energy and commitment towards the vision we have of utilizing all trained and credentialed teachers to teach our English learners, and the high level of participation in each training we host. Our planning team has been thoughtful to plan in small increments for support, combining survey data feedback from teachers, and then providing more training and time for instructional practice. We have incorporated teacher release time, Guided Language Acquisition Design (GLAD) refresher trainings for all staff, and GLAD trainings for any new staff to Cornell who have not been trained. We place a high value on our second language learners at Cornell and the program we are working on was an item that has had designated instruction as a high priority for progress since 2014-15. We are moving in the direction we identified.

3. Units of Study in Writing Curriculum Implementation: Classroom observations demonstrate that the staff is committed to providing writing instruction on a regular basis. Writing charts, visual resources, and student samples all over classrooms are evidence that the stamina of our young writers has developed over the course of the year with this new writing program. Teachers have developed a high level of comfort in many parts of the curriculum and are now looking towards next steps for ongoing professional development.

### **3. How has this knowledge influenced your plans for next year?**

Next year, we will continue the current math intervention program. We will continue to look more carefully at student achievement data and continue to target services to the neediest students, with consideration given to redistributing the allocation intervention staffing. There is a possibility that if needs in math continue to grow and needs in reading stabilize or decline, we may be able to schedule an additional math intervention group. In the fall, we also have professional development planned that will focus on the use of DreamBox software.

As we develop our ELD program, it will be incumbent on our planning team to support our teachers in providing designated and integrated English language instruction within their classrooms. We will be reviewing both quantitative and qualitative data to monitor the progress of our English learners, while also planning to provide training to teachers. Lastly, we intend to be flexible thinkers in how we view the model, learning each day and letting that guide program adjustments.

As the elementary sites and the district continue supporting the new writing curriculum and prepare for a Reading/Language Arts adoption, we look forward to the continued support we can provide to our high quality teaching staff in this work.

While many circumstances are brought to our attention regarding the need to be present, thoughtful, action oriented, and forward thinking in the face of race, prejudice, disability awareness, body size acceptance, gender expression, family diversity, and name calling, it is clear that our site will need to plan around what we can do in these areas. At Cornell, our staff believes that we have a responsibility to both follow the lead of our district and to own and step into what our site can do on our own. Our plans are to work with our community actively, responsibly, and in care of our students, staff, and families in this work.

## School Vision and Mission

### Cornell Elementary School's Vision and Mission Statements

#### School Mission Statement

At Cornell Elementary School, our mission is to create a community of self-sufficient life-long learners who are cooperative, respectful, and responsible.

#### School Vision Statement

We support the district's mission, values and beliefs by:

- Offering a safe and supportive learning environment that allows all of our students to thrive in their academic achievement and social-emotional growth
- Valuing the diversity of our population, embracing the unique qualities of each student, and building students' understanding and acceptance of these differences between one another
- Targeting our work to ensure that our students have a deep understanding of the essential knowledge and skills taught at their grade level, develop critical thinking skills, produce high quality work, are adept at applying their learning, and are thoughtful, caring members of our community

## School Profile

Cornell Elementary School is part of the Albany Unified School District in Albany, California, a small community located in the San Francisco East Bay Area. Albany schools serve a large number of families from all over the world, many through their connection to University of California, Berkeley.

The strength of our school lies with our staff and parent community. Our teaching faculty is comprised of highly qualified, fully credentialed teachers who offer focused instruction and design rigorous academic curricula based on the California State Standards. The partnership between our school, Cornell families, and our community allows us to effectively support our students, staff, and instructional programs. Parent support at Cornell is remarkable. Our school community benefits greatly from the volunteer and financial support provided by our parents and local community.

There are approximately 545 students currently enrolled at Cornell School. The school serves students in kindergarten through 5th grade, with 23 general education and 2 special education classrooms on campus. The general education classrooms have a student range of 21 to 28 students. Additional teachers and staff serve students in need of reading and math Intervention, English Language Development Instruction, Speech and Language Therapy, Special Education Resource Instruction, Adapted Physical Education, Occupational Therapy, and Mental Health Counseling Services. The intervention specialist teachers offer support comprised of ELD Specialists (1.2 FTE), and Reading Intervention (1.4 FTE).

Students at Cornell School receive a core academic curriculum based on California State Standards. To develop focus on the whole child, our faculty provides learning experiences to foster students' social and emotional growth. Cornell teachers differentiate their instruction to meet the individual learning needs of their students, thereby helping all students to make progress towards mastery of learning goals. Kindergarten students participate in library and physical education each week. 1st-5th grade students participate in library, physical education and music classes each week, and 4th-5th grade students also participate in science classes each week, all of which are taught by credentialed teachers. Through the Albany Elementary Giving Campaign, K-5 students are offered additional enrichment activities, such as dance, music, performing arts, chess, and poetry during the school day. Additionally, both before and after-school enrichment opportunities are provided on-site to those families that enroll.

Nearly 30% of our students are English Language Learners and about 11% of our students participate in the Free or Reduced Lunch program. With close to 30 different languages spoken, our students are provided wonderful opportunities for cultural dialogue with a rich multi-cultural foundation on which to build a life-long appreciation of diversity. Cornell is proud to be an inclusive and welcoming school.

## 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).

2015-16 California Healthy Kids Survey 5th grade results.

I feel close to people at school.

7% No, never  
28% Yes, some of the time  
42% Yes, most of the time  
22%, Yes, all of the time

I am happy to be at this school.

1%, No, never  
18% Yes, some of the time  
35% Yes, most of the time  
46% Yes, all of the time

I feel like I am part of this school.

3% No, never  
16% Yes, some of the time  
28% Yes, most of the time  
54% Yes, all of the time

Teachers treat students fairly at school.

0% No, never  
10% Yes, some of the time  
40% Yes, most of the time  
50% Yes, all of the time

I feel safe at school.

0% No, never  
8% Yes, some of the time  
33% Yes, most of the time  
59% Yes, all of the time

### **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**

The following assessment programs and tools are used by Cornell staff to measure student achievement and respond to student needs by modifying instruction accordingly:

- California Assessment of Student Performance and Progress (CAASPP) in English and Math in grades 3-5.
- California English Language Development Test (CELDT) for English Learners in grades K-5.
- District Writing Assessments (K-5)
- District Math Benchmark Assessments (K-5)
- Gates-MacGinitie Reading Test grades 4 & 5
- Scholastic Reading Inventory grade 5
- Developmental Reading Assessment (DRA) grades K-3
- Slosson Oral Reading Test (SORT) grades 2 & 3
- Albany First Grade Word List (grade 1)
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- Consonant - Vowel - Consonant (CVC) word list (Kindergarten)
- Phonemic Awareness (Kindergarten)
- Curriculum-embedded assessments
- Teacher created assessments

#### **2. Availability of standards-based instructional materials appropriate to all student groups**

All students have access to standards-based instructional materials in our general, special education, English Language Development, and intervention programs.

#### **3. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses**

All staff use CA State Board of Education-adopted and other local supplemental materials to provide students access to CA standards-aligned core content.

## Parental Involvement

### 4. Family, School, District, and Community resources available to assist students

The following groups and agencies provide the families at Cornell Elementary School with opportunities to engage with others in support of student success:

- English Language Advisory Council (ELAC) and the District English Language Advisory Council (DELAC)
- School Site Council (SSC)
- Cornell Parent Teacher Association (PTA)
- Albany Education Foundation (AEF) Grants
- SchoolCARE
- Albany Music Fund
- Albany Elementary Giving Campaign
- School Attendance Review Team (SART)/School Attendance Review Board (SARB)
- Special Education Local Plan Area (SELPA)

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	80	97	74	94	74	94	92.5	96.9
Grade 4	102	81	96	72	96	71	94.1	88.9
Grade 5	106	99	95	93	95	93	89.6	93.9
All Grades	288	277	265	259	265	258	92.0	93.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2469.2	2484.1	39	50	35	31	20	11	5	9
Grade 4	2507.2	2524.3	41	52	27	28	18	10	15	10
Grade 5	2560.1	2570.3	40	51	40	25	14	17	6	8
All Grades	N/A	N/A	40	51	34	28	17	13	9	9

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	45	50	43	43	12	7
Grade 4	30	51	51	35	19	14
Grade 5	41	55	49	37	9	9
All Grades	38	52	48	38	14	10

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	35	36	53	54	12	10
Grade 4	35	44	54	48	10	8
Grade 5	46	44	47	46	6	10
All Grades	39	41	51	50	9	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	35	39	61	56	4	4
Grade 4	29	32	58	61	13	7
Grade 5	34	44	61	52	5	4
All Grades	32	39	60	56	8	5

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	45	57	44	11	12
Grade 4	42	37	50	56	8	7
Grade 5	55	58	42	37	3	5
All Grades	44	47	49	45	7	8

**Conclusions based on this data:**

1. Overall, student performance in English-language arts is high. In the 2016 administration of the Smarter Balanced Assessments in English, 51% of Cornell students exceeded standards and 28% met standards. 13% are approaching standards and 9% did not meet standards. A review of the sub-tests shows that performance on every sub-test for every grade is also relatively high. The lowest performance indicator is found in 3rd grade Research and Inquiry with 12% of students not meeting standards.
2. In fall 2017, we will review the scores from the 2017 administration to identify students who need intervention and support.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	80	97	75	94	75	94	93.8	96.9
Grade 4	102	81	100	73	100	71	98.0	90.1
Grade 5	106	99	96	94	95	94	90.6	94.9
All Grades	288	277	271	261	270	259	94.1	94.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2454.7	2475.0	25	33	33	44	25	17	16	6
Grade 4	2517.6	2523.6	34	37	39	35	21	24	6	4
Grade 5	2567.8	2554.7	48	45	26	22	20	21	5	12
All Grades	N/A	N/A	37	38	33	34	22	20	8	8

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	43	49	32	36	24	15	
Grade 4	49	54	35	34	16	13	
Grade 5	65	47	25	38	9	15	
All Grades	53	49	31	36	16	14	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	37	52	55	40	8	7
Grade 4	40	44	44	48	16	8
Grade 5	40	49	51	34	9	17
All Grades	39	49	49	40	11	11

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	36	38	49	55	13	6
Grade 4	43	49	41	41	16	10
Grade 5	43	48	43	33	14	19
All Grades	41	45	44	43	14	12

**Conclusions based on this data:**

1. Overall, student performance in math is high. 38% of students in grades 3-5 exceeded standards and 34% met standards. 20% of students in grades 3-5 nearly met standards and 8% did not meet standards.
2. Areas of growth are showing in concepts and procedures for all grades. This emphasizes our need for more focused work in this area both in the classroom and through intervention, and for additional support in problem solving particularly in grade five, and in communicating reasoning for grade five.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		20	13	***	40	50		40	38						
1	19	41	26	47	41	58	28	18	11	3		5	3		
2	31	29	32	38	55	50	19	13	18	6	3		6		
3	25	40	33	44	33	44	22	20	17				9	7	6
4	62	54	45	19	21	45	14	13					5	13	9
5	54	37	48	23	47	14	23	11	14					5	24
<b>Total</b>	34	39	34	37	41	42	22	16	15	2	1	1	5	4	7

#### Conclusions based on this data:

1. The percentage of students scoring at intermediate has gone down since 2013-14.
2. Only in 5th grade did the percentage of students who scored early advanced/advanced go down from 2013-14 to 2015-16. This is due to a larger number of special education students who are also second language learners at beginning/early intermediate learners and more students being reclassified as proficient in 3rd and 4th grades.
3. While we have fewer numbers of kindergarteners coming in at the beginning level, there is a great number of students scoring in the beginning level in first grade and these have recently been newcomers to the country and to Cornell.

## School and Student Performance Data

### CELDT (All Assessment) Results

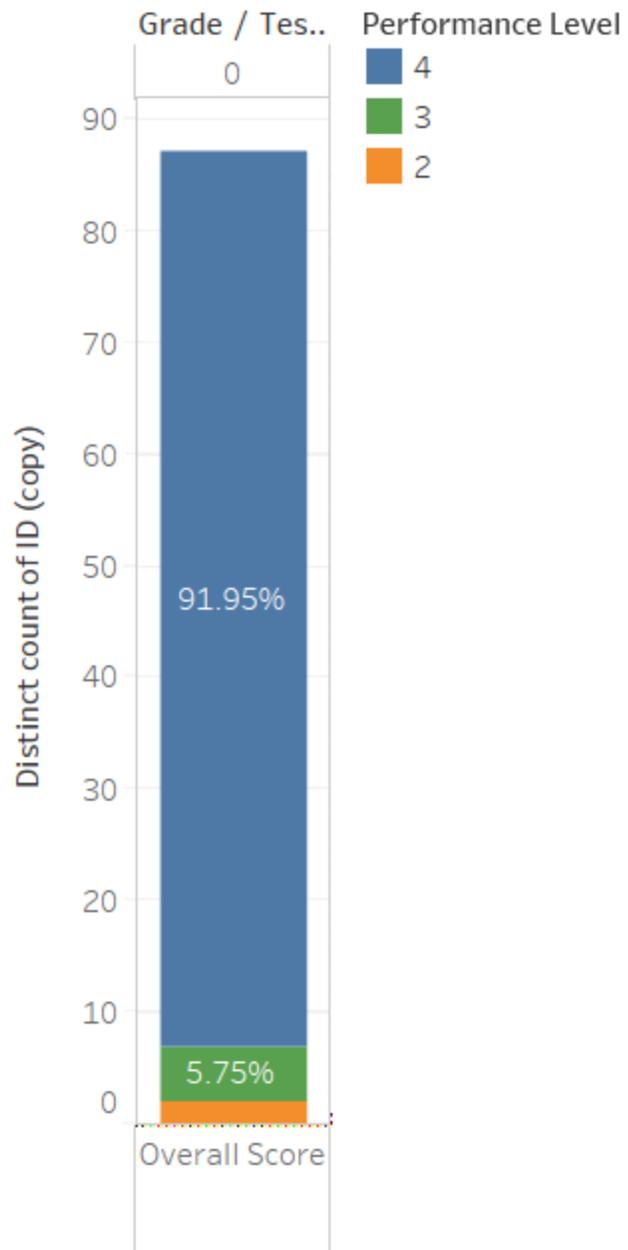
Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>K</b>	12	13	5	31	25	43	27	25	43	19	17	5	12	21	5
<b>1</b>	23	38	23	46	38	50	26	25	9	3		14	3		5
<b>2</b>	23	28	30	41	47	48	14	11	17	9	3		14	11	4
<b>3</b>	26	35	32	40	35	42	20	18	16	6			9	12	11
<b>4</b>	48	46	42	15	21	42	22	11			7		15	14	17
<b>5</b>	56	33	43	17	43	13	17	10	17	6			6	14	26
<b>Total</b>	29	32	28	33	35	39	21	16	18	7	5	3	9	12	11

#### Conclusions based on this data:

1. Overall, the percentage at each level band has remained similar over the past three years.
2. Overall, the percentages increased at early advanced/advanced and decreased at intermediate. They slightly decreased at beginning and early intermediate. Over time, the total number of intermediates has gone down.
3. While we have fewer numbers of kindergarteners coming in at the beginning level, there is a great number of students scoring in the beginning level in first grade and these have recently been newcomers to the country and to Cornell.

**Other Student Performance Data**

# Perf Level by Grade



**Conclusions based on this data:**

Legend:

Level 4 (100%-77%)

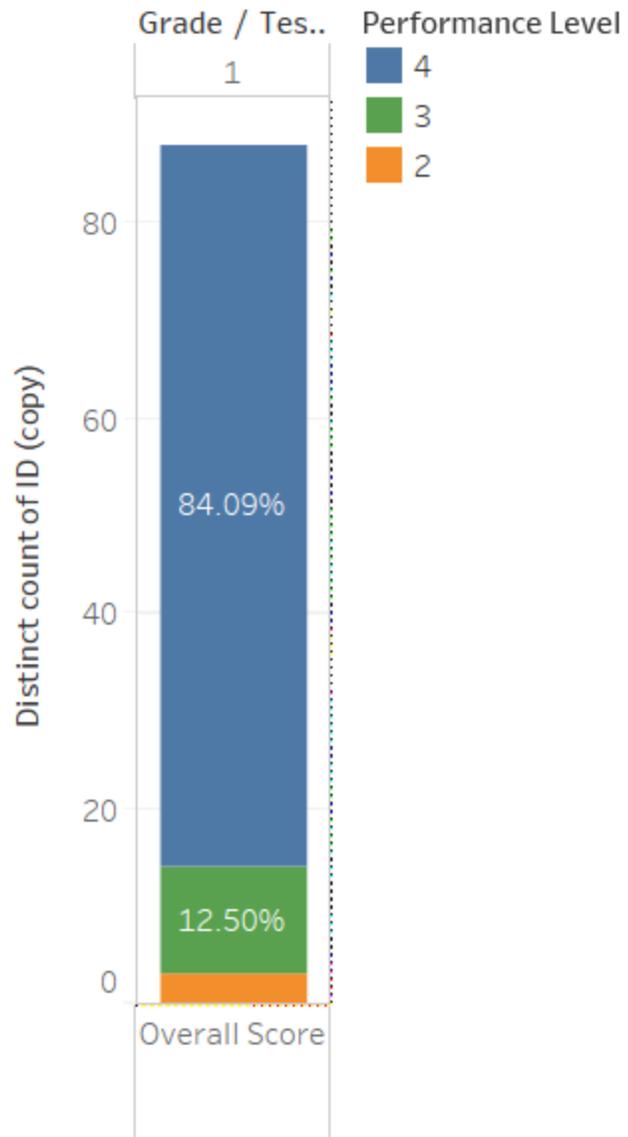
Level 3 (76%-50%)

Level 2 (49%-23%)

Level 1 (22%-0%)

Kindergarten District Benchmark Assessment, Mathematics 2nd Trimester: Students performed well on benchmark assessments and this data will support Cornell in determining where to focus additional supports for math in 2017-18 as we review multiple measures of data in math.

# Perf Level by Grade



**Conclusions based on this data:**

Legend:

Level 1: 0-55 (percent)

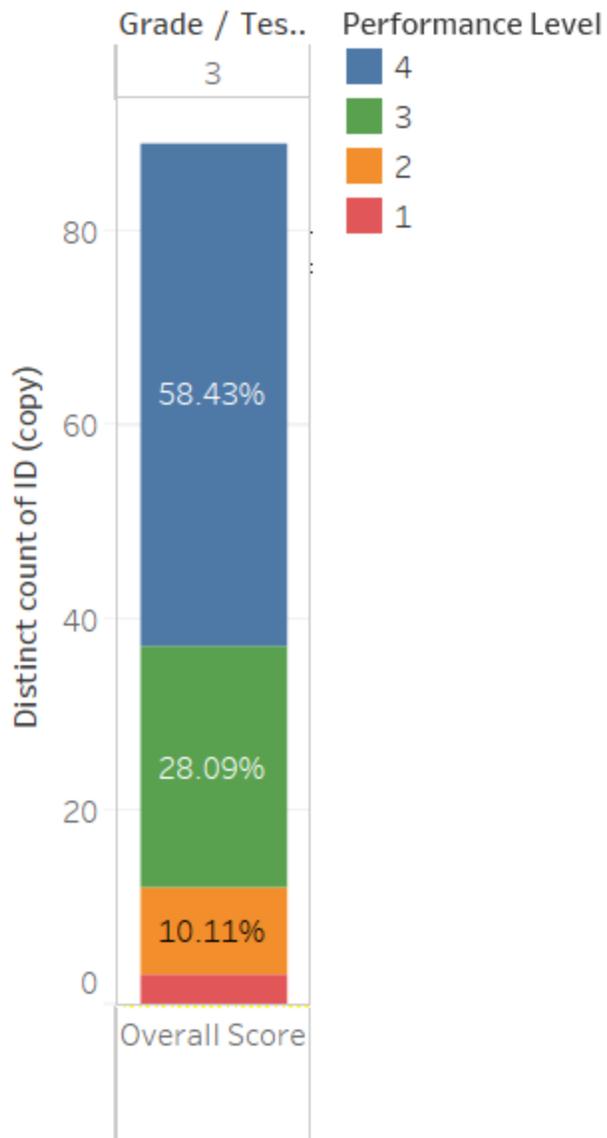
Level 2: 56-69

Level 3: 70-84

Level 4: 85 and above

1st Grade District Benchmark Assessment, Mathematics 2nd Trimester: Students performed well on benchmark assessments and this data will support Cornell in determining where to focus additional supports for math in 2017-18 as we review multiple measures of data in math.

# Perf Level by Grade



**Conclusions based on this data:**

Legend:

Level 1: 0-55 (percent)

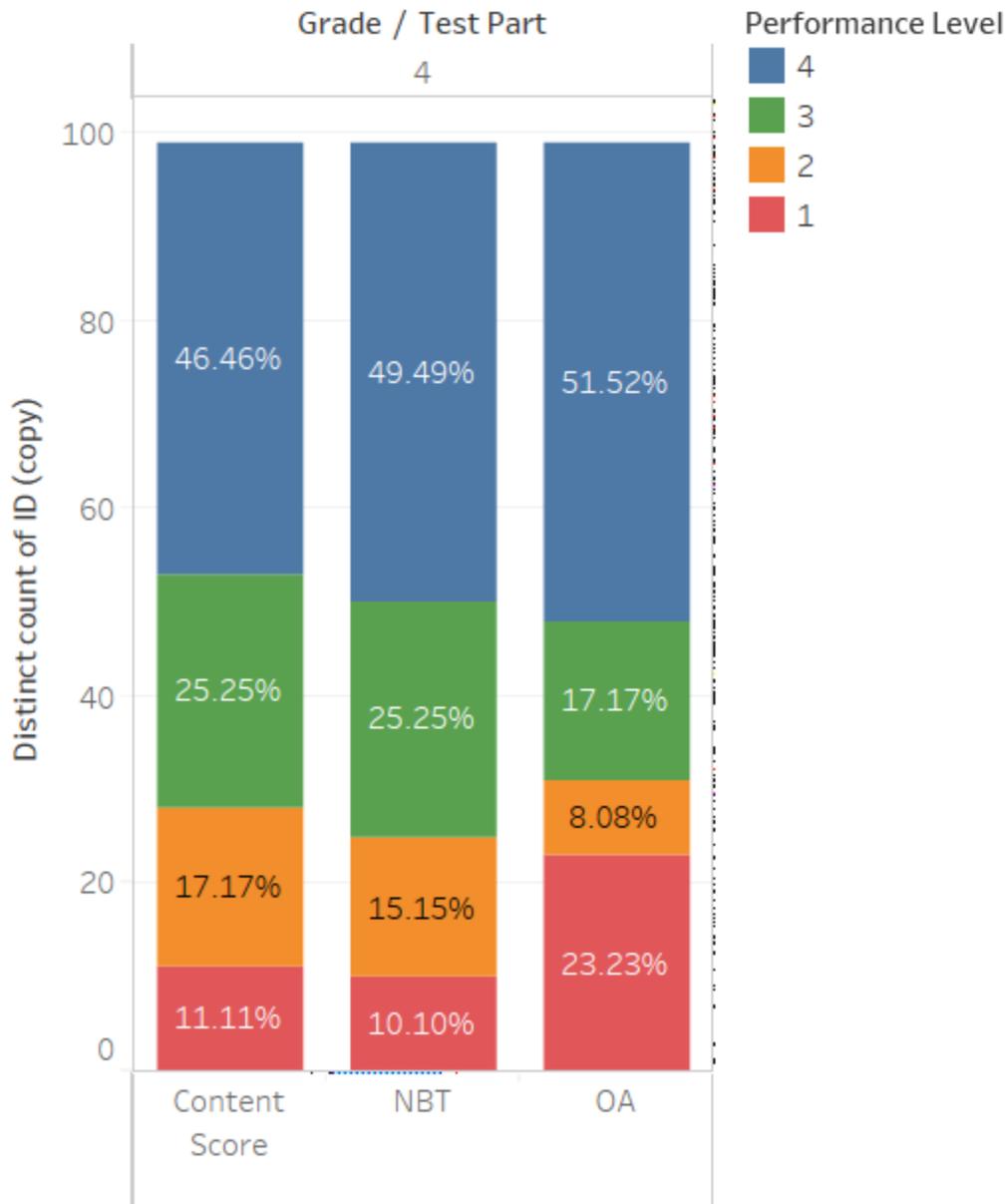
Level 2: 56-69

Level 3: 70-84

Level 4: 85 and above

3rd Grade District Benchmark Assessment, Mathematics 2nd Trimester: Students demonstrated some additional need benchmark assessments and this data will support Cornell in determining where to focus additional supports for math in 2017-18 as we review multiple measures of data in math. Use of benchmark data and other measures will help to identify areas of specific need as we build appropriate interventions for identified students.

# Perf Level by Grade



**Conclusions based on this data:**

Legend:

Level 1: 0-55 (percent)

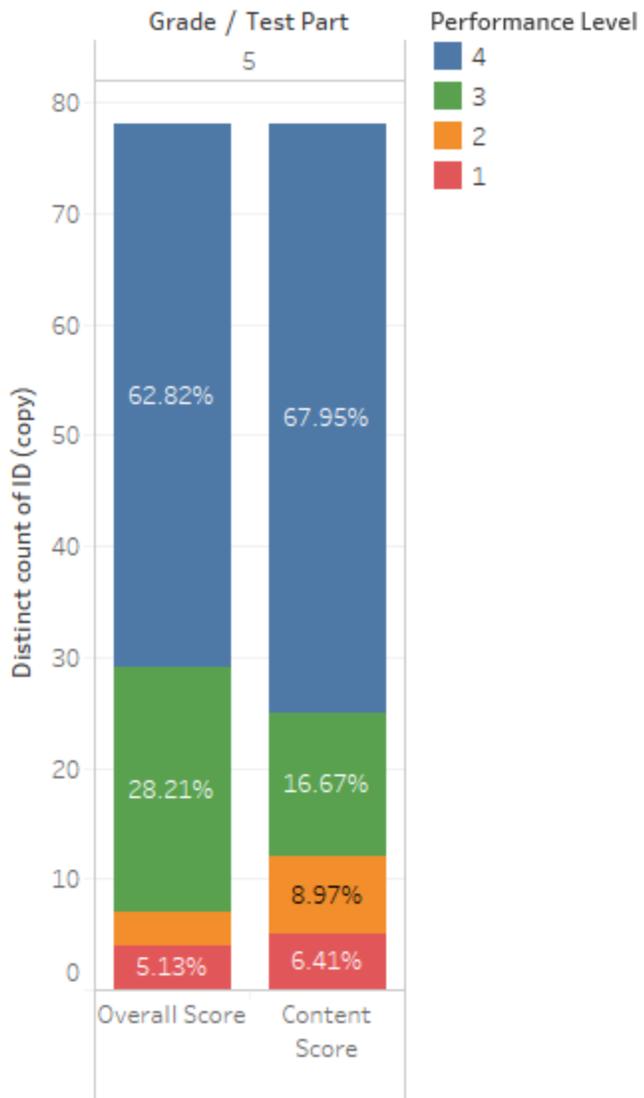
Level 2: 56-69

Level 3: 70-84

Level 4: 85 and above

4th Grade District Benchmark Assessment, Mathematics 2nd Trimester: Students demonstrated some additional need benchmark assessments and this data will support Cornell in determining where to focus additional supports for math in 2017-18 as we review multiple measures of data in math. Use of benchmark data and other measures will help to identify areas of specific need as we build appropriate interventions for identified students.

# Perf Level by Grade



**Conclusions based on this data:**

Legend:

Level 1: 0-55 (percent)

Level 2: 56-69

Level 3: 70-84

Level 4: 85 and above

5th Grade District Benchmark Assessment, Mathematics 2nd Trimester: Students performed well on benchmark assessments and this data will support Cornell in determining where to focus additional supports for math in 2017-18 as we review multiple measures of data in math.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. 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:

<b>SUBJECT: ENGLISH-LANGUAGE ARTS</b>
<b>LEA/LCAP GOAL:</b>
We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.
<b>SCHOOL GOAL #1:</b>
All students will demonstrate growth. 1. All students will demonstrate growth. 90% of all students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level assessments in reading and written language as compared to previous grade level assessments. 2. We will increase the percentage of students scoring at grade level performance. 90% of all students, including all subgroups, will be expected to perform at grade level. In the cases where student groups are already outperforming these levels, we will name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we will expect a reasonable increase of at least 3% or higher.
<b>Data Used to Form this Goal:</b>
1. CA Assessment of Student Performance and Progress 2015-16 English-language Arts data
<b>Findings from the Analysis of this Data:</b>
Overall, student performance in English-language arts is high and student progress reflects 91% of our students ranging from at or near meeting standards to exceeding standards. Areas of growth are showing in research and inquiry in grade three where students are just beginning to learn this skill.
<b>How the School will Evaluate the Progress of this Goal:</b>
Smarter Balanced formative and summative assessments, CCSS-based assessments, District writing assessment, Developmental Reading Assessment (grades 1-3), Gates-MacGinitie Reading Test (grades 4-5), CELDT, other local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Alignment of Instruction with Language Arts Content Standards (CCSS)</p> <p>We will implement instruction aligned to the Common Core State Standards through grade level collaboration, use of instructional guides and curriculum, and professional development.</p> <p>1. Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress. Staff will use lists of current students, lists of students newly enrolled in AUSD, lists of students identified for targeted intervention support.</p>	Ongoing	Teachers, Site Administrator		
<p>2. Provide professional development and implementation of CCSS curriculum materials as curriculum and trainings pertain to individual, site, and district needs.</p> <p>Staff will utilize the District Language Arts Committee agendas and meeting notes, cross-site collaboration agendas and notes, CCSS-aligned lessons/units.</p>	Ongoing	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Evaluate and prioritize our Language Arts curriculum needs to determine what additional materials should be considered for purchase in order to further align classroom materials with CCSS. Staff will utilize grade level meeting notes, student achievement data, and resources related to CCSS curriculum materials.	Ongoing	Grade Level Teams, TSA, Site Administrator		
4. Teacher on Special Assignment (TSA) will assist with CCSS implementation through professional development and ongoing support to individual teachers and grade level teams. Focus will be placed on support for developing units/lessons that are CCSS aligned. Staff will utilize professional development plans, classroom observations, grade level Cycle of Inquiry plans and notes	Thru 2017-18	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II: Instructional Strategies and Materials in Language Arts We will evaluate and improve our instructional strategies and curricular materials for Language Arts through professional development, reflection, and administrative feedback, which will facilitate the transition to the California Common Core State Standards.</p> <p>1. Provide weekly opportunities for teachers to partner in collaborative discussions. During this time they will have opportunities to reflect on student learning and assessment data, to plan for both short and long-term units and lessons, to deepen knowledge of curriculum, and to engage in professional development as a team. Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs resulting in rising student proficiency levels</p>	Ongoing	Grade Level Teams, Site Administrators		
<p>2. Provide regular professional development opportunities for teachers with the implementation of CCSS in Language Arts. We may use a professional text, areas of staff interest or student need, district-wide focus, whole group, or small group to guide site-based professional development</p>	Ongoing	Teachers, TSA, Site Administrators		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Provide teachers opportunities to build leadership capacity in helping to plan and facilitate professional development focused on CA State Standards in Language Arts. Staff will monitor the calendar for planned and executed professional development during weekly meetings, Cross-Site meeting agendas, and release professional days, changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-through, meeting notes resulting in rising student proficiency levels	Ongoing	Teachers, TSA, Site Administrator		
4. Offer two release collaboration days to grade level teams to collaborate, plan instruction, discuss common instructional practices and assessments, and align their work across the grade level to the state standards. Two collaboration days offered for intervention staff to meet. (23 teachers) Staff will utilize grade level meeting agendas and minutes, samples of common assessments, student achievement results from common assessments.	Ongoing	Grade level teams, Site Administrator, TSA	Salaries & Benefits, Site Funds	7590
5. Offer one release day during the school year to grade level teams to focus on assessment. Teachers will work with students to assess their skills as well as analyze student work. Kindergarten teachers will be offered two days and SPED classroom teachers three.	Ongoing	Grade Level Teachers Site Administrator	32 days Salaries & Benefits Site Fund	5,440

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
6. Provide regular professional development opportunities for teachers with the implementation of CCSS and provide opportunities for teachers to develop their leadership capacity in helping to plan and facilitate these sessions. Staff will monitor the calendar for planned sessions.	Ongoing	Teachers, TSA, Site Administrators		
8. Provide systems, structures, and funds for purchase of identified materials needed for differentiated instruction. 1. Classroom Subscriptions 2. New teacher set up 3. Classroom supplies for K-5 ( allotment) 4. Instructional supplies (general supplies)	Ongoing	Principal	Materials & Supplies PTA: Materials purchased for differentiated instruction	4,000
			Materials & Supplies PTA: Materials purchased for differentiated instruction	250
			Materials & Supplies PTA: Materials purchased for differentiated instruction	10,050
			Materials & Supplies PTA: Materials purchased for differentiated instruction	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III: Language Arts Intervention</p> <p>We will insure that learning is accessible to all students by providing high quality instruction matched to student needs. We will continue to reflect on effective language arts interventions to reach target students at each grade level and determine next steps for implementation</p> <p>1. Monitor and track at-risk students through implementation of Safety Net Model in the Fall. Analysis of multiple measures will be used to identify target students for available interventions onsite. These students will be monitored for progress while participating in interventions throughout the year. (full day, 26 teachers)</p> <p>Staff will utilize lists of Identified Target Students (names, needs, skills, assessment results).</p> <p>Spring meetings to occur for class placement</p>	November-January	Teachers, Specialists, Site Administrator	Salaries & Benefits Site Funds	4,200
<p>2. Provide reading intervention service for our students that qualify for additional support in reading and written language.</p> <p>Staff will utilize lists of students served by interventions, Reading Specialist's schedule, lesson plans, pre/post assessment results.</p>	Ongoing	Reading and Intervention Specialist, Teachers, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. Support our Beginner and Early Intermediate EL students through pullout support from our ELD Specialist. Support Intermediate students with push-in/co-teaching support.</p> <p>Staff will utilize class placements, lists of students served by ELD services, ELD Specialists' schedule, lesson plans, pre/post assessment results, &amp; CELDT data results.</p>	Ongoing	ELD Specialists, Teachers, Site Administrator		
<p>4. Continue to integrate GLAD strategies into our practice. We will plan a site-based professional development opportunities focused on GLAD.</p> <p>1. New staff members will be offered initial training opportunities. (2 teachers)</p> <p>2. Refresher training will be provided to staff that have previously been trained (every 3-4 years).</p> <p>3. Grade level collaboration days continue to allow for unit planning.</p>	Ongoing	Teachers, ELD Specialists, Site Administrator	Salaries & Benefits Site Fund: Integration of GLAD strategies in classroom instruction	1900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>5. Provide continued training model to support designated ELD model for 2017-18 implementation for ELD instruction within classrooms to include:</p> <ul style="list-style-type: none"> <li>Professional development to ELD teachers and site TSA</li> <li>CCSS ELD Standards (2012)</li> <li>Integrated and Designated Instruction</li> <li>Teaching Models for Designated Instruction delivery in classrooms</li> <li>Release time to classroom teachers for planning</li> <li>Other areas as flexibly determined through planning</li> </ul> <p>Staff will utilize training agendas, meeting minutes, demonstration lesson videos, and staff reflections/surveys</p>	Ongoing	Teachers, ELD Specialists, TSA, Site Administrator		
<p>STRATEGY IV: Family Involvement and Communication We will offer opportunities for families to participate in and become better informed about the educational process of their children.</p> <p>1. Provide parent education events through coordination with the PTA for topics related to supporting students', parent, and child development. Spring parent education survey will be sent to determine parents' interest. Staff will utilize PTA event calendar, event agendas and notes, and school newsletters</p>	Spring 2017 and Ongoing	PTA Representatives, Site Administrator (advises)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Provide opportunities for parents of English Language Learners to build their skills in assisting their children at home in reading/writing with the support of the English Language Advisory Committee (ELAC). Staff will utilize ELAC meeting agendas and notes.	Ongoing	ELD Specialists, ELAC Representatives, Site Administrator		
3. Provide translators as often as possible for school meetings.  4. Provide translations of documents in as many languages as possible, with the priority on translating into Chinese (Mandarin), Korean, and Japanese, and Spanish.	Ongoing	District and Site Administrators, Volunteers/District Staff	Salaries & Benefits Site Funds: ELD Specialists,	200
5. Provide outreach to our target students and to foster an environment that welcomes and supports our families of language learners and new families.	Ongoing	Principal		

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. 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:

<b>SUBJECT: MATH</b>
<b>LEA/LCAP GOAL:</b>
All students will demonstrate growth. 1. All students will demonstrate growth. 90% of all students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level assessments in math as compared to previous grade level assessments. 2. We will increase the percentage of students scoring at grade level performance. 90% of all students, including all subgroups, will be expected to perform at grade level. In the cases where student groups are already outperforming these levels, we will name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we will expect a reasonable increase of at least 3% or higher.
<b>SCHOOL GOAL #2:</b>
We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.
<b>Data Used to Form this Goal:</b>
1. CAASPP 2015-16 Math data 2. K-5, District Benchmark Assessment (DBA), Spring 2017
<b>Findings from the Analysis of this Data:</b>
Overall, student performance in math is high and student progress reflects 92% of our students ranging from at or near meeting standards to exceeding standards. Areas of growth are showing in concepts and procedures for all grades which emphasizes our need for more focused work in this area both in the classroom and through intervention, and for additional support in problem solving particularly in grade five, and in communicating and reading for grade five which dovetails with the problem-solving component of learning.
<b>How the School will Evaluate the Progress of this Goal:</b>
Smarter Balanced summative assessments, CA State Standards-based assessments, District Benchmark Assessments (DBA)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Alignment of Instruction with Math Content Standards (CCSS) We will implement instruction aligned to the Common Core State Standards through grade level collaboration, use of instructional guides and curriculum, and professional development.</p> <p>1. Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress. Staff will utilize lists of current students, lists of students newly enrolled in AUSD, lists of students identified for targeted math intervention support</p>	Ongoing	Teachers, Site Administrator		
<p>2. Evaluate and prioritize our math curriculum needs to determine what additional materials should be considered for purchase in order to refine classroom materials that align with CCCS. Staff will utilize grade level meeting notes, student achievement data, resources related to CCSS curriculum materials</p>	Ongoing	Grade Level Teams, TSA, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. The Teacher on Special Assignment (TSA) will assist with CCSS implementation through professional development and ongoing support to individual teachers and grade level teams. Focus will be placed on support for developing units/lessons that are CCSS aligned. Staff will utilize professional development plans, classroom observations, grade level Cycle of Inquiry plans and notes.	Thru 2017-18	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II: Instructional Strategies and Materials in Math</p> <p>We will evaluate and improve our instructional strategies and curricular materials for math through professional development, reflection, and administrative feedback, which will facilitate the transition to the California Common Core State Standards.</p> <p>1. Provide weekly opportunities for teachers to partner in collaborative discussions. During this time they will have opportunities to reflect on student learning and assessment data, to plan for both short and long-term units and lessons, to deepen knowledge of curriculum, and to engage in professional development as a team.</p> <p>Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs resulting in rising student proficiency levels.</p>	Ongoing	Grade Level Teams, Site Administrator		
<p>2. Provide regular professional development opportunities for teachers to enhance their skills with the implementation of the District-adopted, CCSS-aligned math programs, Investigations (grades K-3) and Math Expressions (grades 4-5). Staff will monitor calendar for planned and executed professional development.</p>	Ongoing	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. Provide teachers opportunities to build leadership capacity in helping to plan and facilitate professional development focused on CCSS in Math. Staff will monitor changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-throughs, meeting notes resulting in rising student proficiency levels</p> <p>4. Administer local math assessments each trimester. Assessment results will support progress on report cards. Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans.</p>	Ongoing	Teachers, TSA, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III: Math Intervention We will insure that learning is accessible to all students by providing high quality instruction matched to student needs. We will continue to reflect on effective math interventions to reach target students at each grade level and determine next steps for implementation.</p> <p>Students will be provided with a balanced instructional program where students increase their proficiency in basic computational skills and procedures, develop conceptual understanding, and become adept at problem solving.</p> <p>1. Provide intervention programs and supports for students in classes grades K-5. *Use of online and adaptive software programs to support at-risk learners needing extension and extra support in K-5 classrooms. *Explicit instruction provided to students identified through data-based system to target highest level of need for small flexible group instruction.</p>	Ongoing	Teachers/Staff Site Administrator	<p>Salaries &amp; Benefits Site Fund (0001): Benchmark assessments; curriculum tests</p> <p>Materials &amp; Supplies Site Fund (0001): Benchmark assessments; curriculum tests</p>	<p>4,500</p> <p>4,380</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 academic performance standards. 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:

<b>SUBJECT: TECHNOLOGY</b>
<b>LEA/LCAP GOAL:</b>
We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.
<b>SCHOOL GOAL #3:</b>
Students need to gain the skills and comfort level to receive instruction and participate in learning that incorporates technology. Students need to be adept at using technology and the Internet to safely and efficiently gather information. Students need to be able to create documents and make presentations using this content. Students need skill with using technology for communication purposes, think critically, and communicate collaboratively while interacting technology within the learning environment. With the development of these skills and competencies, our students will be better prepared for college and/or career.
<b>Data Used to Form this Goal:</b>
<p>In winter of 2017, the District administered a survey related to technology use. The title of the survey is "Speak Up." The survey was administered to students, parents, and staff. More than 90% of elementary students completed this survey. 100% of teachers and 54% of Cornell families also completed the survey. We are pleased to have data to support our technology goals for the 2017-18 school year.</p> <p>Among many other data points, the survey showed that 75% of students and staff value the need for laptop devices or other technology devices to be accessible for students at school. The survey showed that 70% of those teachers and parents surveyed emphasized the importance of instructional technology as important to student success.</p>
<b>Findings from the Analysis of this Data:</b>
Review of the district-wide 2016 Speak Up Survey data confirms the value of access to technology hardware and the integration of technology as we prepare students for college and career readiness.

**How the School will Evaluate the Progress of this Goal:**

Students will be able to use and demonstrate age appropriate skills as recommended by the AUSD Technology Skills Scope and Sequence. Some examples of ways this would be illustrated are shown below. This list is not exhaustive.

- Use of iPads to use educational applications and websites - K-2nd grade students
- Use of computers to develop keyboarding skills - 3rd grade students
- Use of computers to develop word processing skills - 4th grade students
- Use of computers to develop Internet researching skills - 5th grade students

Teachers will be able to effectively use technology to enhance their instruction and increase student engagement. This list is not exhaustive.

- Use of document cameras and LCD projectors
- Use of classroom amplification systems
- Use of Internet sites for instruction
- Use of educational websites, applications, and software
- Use of GAFE (Google apps for education) for communication, collaboration, and instruction

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Instructional Technologies</p> <p>Teachers will use technology standards to help guide teacher and student use of technology for enhancing teaching and learning in our classrooms.</p> <p>1. Continue use of iPads and Chromebooks on campus K-5 to give students access to 21st century technology skills.</p> <ul style="list-style-type: none"> <li>• iPads apps in K-2</li> <li>• Web 2.0 applications in 3rd-5th</li> <li>• GAFE (Google apps for education)</li> <li>• Digital citizenship K-5</li> <li>• Chromebook use in 3rd-5th</li> </ul>	Ongoing	Staff, TSA, Site Administrator	AUSD technology standards	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Purchase Raz-Kids accounts for K-3rd grade students and 4th-5th grade students participating in our Reading Intervention/ELD program.	Students' use of Raz-Kids in classrooms during the school day and after school	K-3rd grade teachers, ELD/Reading Intervention Specialists, Parents, Site Administrator	PTA Funds Other Services	1900
3. Teach identified Digital Citizenship curriculum in K-5. Coordinate with teachers and educate parents so there is common language around digital and internet safety literacy.	Schedule of lessons on school website.	Librarian, Site Administrator	Lessons	0
4. Provide professional development in technology instruction on content and skills to staff based on needs and interest. As we implement the AUSD Technology Scope and Sequence, PD surveys will consider this new area of work.	Agendas, meeting minutes	Teachers, TSA, Site Administrator	District General Fund / PTA Fund Other Services	5000
5. Purchase DreamBox software to support math intervention and enrichment program for students K-5. Professional development offered on in-class support on implementation.	Ongoing	Teachers, TSA, Site Administrator	Site Funds (0001) Other Services	6500
6. Site will investigate ways to support technology extension, for example coding, web design, or other areas that extend on learning	2017-18	Teachers, TSA, Site Administrator		

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. 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:

<b>SUBJECT: CLIMATE</b>
<b>LEA/LCAP GOAL:</b>
We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions. <ul style="list-style-type: none"><li>• Review, Refine and Implement Social-Emotional and Behavioral Interventions, support programs and policies to reflect current research and best practices.</li><li>• We will foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture.</li></ul>
<b>SCHOOL GOAL #4:</b>
CORNELL SCHOOL GOAL: CLIMATE Issue Statement If students feel emotionally and physically safe, are connected to school, feel supported by their teachers and staff, are accepted and respected for who they are, have positive interactions with others every day, and have a welcoming climate in which to learn, then they will learn more and be more likely to demonstrate positive behavioral choices.
<b>Data Used to Form this Goal:</b>
CA Healthy Kids Survey results, School wide discipline data
<b>Findings from the Analysis of this Data:</b>
Increased use of appropriate and respectful behavior by students in the classroom, reduced referrals for discipline and incidents related to bullying or harassment or poor behavior in general, reduced suspensions on campus
<b>How the School will Evaluate the Progress of this Goal:</b>
Ongoing discussions and reflections about student behavior, analysis of student discipline data (referrals to the office and suspensions)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Instructional Strategies and Materials Staff will be given the tools to provide instruction in the areas positive behavioral support of safe, respectful and responsible behaviors, anti-bias instruction, and physical fitness.</p> <p>1. Continue to implement and investigate anti-bias and inclusive curriculum with integrated lessons on disability awareness, body size acceptance, gender expression, family diversity, name calling, and racial and cultural prejudice to address targeted bullying. Adopted curricula such as Welcoming Schools, Second Step, and Speak Up Be Safe will be continued, along with other thoughtfully considered supplements. Staff will utilize lesson plans, faculty meeting agendas and notes</p>	Ongoing	Teachers, Site Administrator, Librarian		
<p>2. Teach Second Step, a social skills curriculum that aims to enhance students' social-emotional competence. Training will updated for new staff to Cornell. Staff will utilize the staff development schedule, Second Step Lesson Plans</p>	Ongoing	Teachers, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Integrate BEST program practices to systematically teach school-wide expectations for being safe, respectful, and responsible in all areas of the school. Include practices and policies around behavior, social/emotional support, and discipline in the school handbook to provide opportunities for transparency and collaboration between staff and families. Staff will utilize school-wide expectations, positive behavior recognition systems, restorative circles, school wide consequences, social/emotional support systems.	Ongoing	Teachers, Specialists, Noon Supervision Staff, Site Administrator		
4. Maintain site Leadership Team to meet and discuss and collaborate on school-wide needs and issues. A group of teacher representatives from all grade levels, a specialist and principal, who will meet up to 4 hours/month with other duties outside of the meeting to represent the group. Staff will monitor Leadership Team schedule and agendas.	Ongoing	Leadership Team Members, Site Administrator	District General Fund Salaries & Benefits	7000
4. Continue Noontime Activities program for variety of choice on the yard and in the library at lunch. Staff will utilize schedule of weekly noontime activities.	Ongoing, daily	Noontime Activities Coordinator	District General Fund	4,750
5. Continue Bike Safety Week program for grades 4th/5th. Staff will utilize the schedule of Bike Safety Week		PE teacher	Site General Fund	325

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
5. Continue use of Mindfulness techniques in our classrooms. Provide refresher trainer for new staff. Staff will monitor the use of mindfulness practices in classrooms	Ongoing	K-5th grade teachers, Site Administrator	PTA/General/ or Site Funds Other Services	1000
7. Maintain Emergency Preparedness Supplies on campus: <ul style="list-style-type: none"> <li>Emergency Backpacks/Folders updated annually</li> <li>Emergency Preparedness Container supplies updated through as needed</li> <li>Emergency release lanyards updated annually</li> </ul> Emergency Drill Schedule and Safety Plan updated annually		Site Administrator, PTA Leadership	PTA/Parent Support	750
STRATEGY II: Intervention Services will be provided to assist staff and students.  1. Utilize Student Study Team process to help evaluate our at-risk students using SST tracking sheets, supporting documentation, and team meeting suggestions. Staff will monitor the schedule of SST meetings, the SST meeting notes, assessment results.	Ongoing	SST members (classroom teacher, Reading Specialist, Psychologist, Speech Therapist, Resource Specialist, ELD Specialist, Site Administrator)		
2. Provide mental health counseling for at-risk students in individual and group settings. Staff will monitor the list of students served by counselors, counseling schedule, assessment of behavior change as noted by teacher/counselor.	Ongoing	Counseling Supervisors and Interns, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III: Involvement and Communication</p> <p>Staff will offer opportunities for parents and the community to participate in the educational process</p> <p>1. Students, parents, and the community will be informed about school attendance policies and procedures related to a positive school climate and student success. Staff will monitor the agreements signed by parents and students, communication through Parent &amp; Student Handbook, weekly school-wide newsletters, and on Cornell website.</p>	Ongoing	Site Administrator		
<p>2. Continue Student Leadership opportunities</p> <ul style="list-style-type: none"> <li>• Student Council – 3rd, 4th &amp; 5th graders</li> <li>• Conflict Managers – 3rd, 4th &amp; 5th graders</li> <li>• Compost Helpers – 2nd graders</li> <li>• Clean Team – 1st graders</li> </ul>	Ongoing	Staff, Parents, Site Administrator	<p>Conflict Manager 200</p> <p>Student Council 200</p>	
<p>3. Schedule Community Time to offer monthly school-wide Community Time gatherings. Staff will monitor the Schedule of Community Time gatherings.</p>	Student Council, Teachers, Site Administrator			

## 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
Britt Tanner				X	
Lisa Bernard-Pearl				X	
Brandy Biehl		X			
Miesje Child		X			
Heather Duncan	X				
Ellen Murff		X			
Sara Serin-Christ				X	
Suzy Wolff				X	
Beth Shepard		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>

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

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Heather Duncan

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Sara Serin-Christ

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date