

The Single Plan for Student Achievement

School: El Rodeo Elementary School
CDS Code: 19-64311-6011753
District: Beverly Hills Unified School District
Principal: Kevin Allen
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

El Rodeo Elementary School's Vision and Mission Statements

The vision of El Rodeo School is that our scholars engage in a rigorous educational program across all disciplines. The curriculum is integrated with a variety of instructional strategies, arts programs, and current technology. Staff, parents, and students collaborate to meet the individual needs of our scholars in a safe and nurturing environment conducive to teaching and learning. We promote respect for the diversity of all and El Rodeo scholars take pride in their connection to our learning community. We encourage social and civic responsibility, and provide opportunities to practice those values. Our vision is to create lifelong learners who are meaningful contributors to society.

School Profile

El Rodeo has entered into a time of transition that will see our physical plant transformed from one that reflects the past to one that represents an environment that will prepare students for the success in the 21st century. In spite of all of the change occurring outside our buildings, within the walls lives and breaths a vibrant learning community that fosters a drive toward academic excellence, critical thinking, citizenship and responsibility to ones self and the community around them. We take grade pride the commitment of our parent community and the high level of support they provide our school. As we go through the next 2 1/2 years of change, we take each day as an opportunity to realize that the school is more than just that walls that surround it. It is, instead, the community that comes together each day to work, learn, play and grow.

One of four K-8 schools in the Beverly Hills Unified School District, El Rodeo is located in the northwest area of the city and has undergone significant demographic changes in the past two decades. Ours is a unique student population representing an inclusive and culturally diverse community made up of Iranian, Israeli, and Korean students, as well as other Caucasian, Asian, African American, and Hispanic students. Our school community consists of well-educated professionals, business people, and homemakers. Education is highly valued and appreciated as a priority, as is character education for all stakeholders. El Rodeo provides a curricular framework that is forward thinking, data driven and committed to preparing our students for the challenges of the world in the 21st century.

Ethnicity Percentage of Students

White (Not Hispanic) 82.6%

Asian 6.4%

Hispanic/Latino 5.0%

Multiple/No Response 0.3%

Black/African American 4.3%

Filipino 0.8%

Pacific Islander 0.2%

Other 0.4%

We celebrate our long tradition of quality education and focus our vision on the future, preparing our students to meet new challenges faced both in our school and beyond each day. Fundamental to our focus as a professional learning community is a competent and caring staff, participation in decision making and collective inquiry, continuous improvement in student achievement, and the building of connections with students, parents and community. The quality of the instructional program is reflected in the outstanding achievements of our students and school in both academic and non academic areas.

The El Rodeo school family has built a close relationship with its community by embracing and supporting one another. Staff members and parents are fully committed to high standards for all students, foster respect for individual rights, and promote self-discipline and a positive attitude toward others. The Parent Teacher Association (PTA) and School Site Council (SSC) are both active and supportive organizations within our school with high levels of participation that coordinate their efforts to support the instructional programs and needs of the school as identified by the school community. Our Instructional Learning Team is active in planning and implementing a meaningful and relevant staff development program that is aligned with district and site goals. Additionally, we are fortunate to have strong partnerships with other community organizations such as The Foundation BH, the Beverly Hills Police Department, and the City of Beverly Hills who provide our students with a number of educational and enrichment programs throughout the year.

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).

Classroom Observations

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

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)

Teachers at El Rodeo consistently analyze SBAC data every fall to determine gaps in instruction for the coming year. Using this as a spring board, they additionally use local benchmark assessment data to modify instruction to determine and prescribe appropriate intervention and enrichment programs for individual students entire cohorts of students. El Rodeo teachers collaborate on a weekly basis to share best practices, problem solve and develop department and grade level Professional Learning Communities that contribute to a stronger learning environment for all students. Assessment data representing multiple measures including state and nationally normed tests, district wide benchmark and classroom assessments aligned with the common core are utilized to drive the instructional program.

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

Assessment data representing multiple measures including state and nationally normed tests, district wide benchmark and classroom assessments aligned with the common core are utilized to drive the instructional program.

Staffing and Professional Development

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

All El Rodeo teachers are highly qualified as outlined in No Child Left Behind legislation.

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

All students at El Rodeo have access to current and appropriate instructional materials as they are available during the transition to the new Common Core State Standards.

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

Each year documentation regarding overall student achievement is reviewed by district and site staff to determine the areas of success and areas of need in the instructional program. Additionally, local assessments including common midterm and final exams and benchmark assessments are archived on Jupitergrades, a data warehouse, which provides timely benchmarked information regarding the progress of student learning. Based on the analysis of this assessment data, teachers and administrators explore possible new program options, professional development needs, and instructional material adjustments. All data are reviewed during School Site Council meetings, various advisory committee meetings, PTA meetings, staff meetings and Board of Education meetings to ensure that all partners in the learning community have had the opportunity to review, understand and make recommendations based on data for possible program improvements.

Each year administrators and certificated personnel complete a staff survey to identify specific areas of professional development needed to insure that all teachers are fully prepared to meet the challenge of providing the most rigorous instructional program to all students within the district. In addition, staff members in the district participate in reviewing both local and standardized testing results to identify specific student needs that must be taken into consideration when providing professional development to administrators, certificated and classified personnel.

The district has made concerted efforts to ensure that staff members have access to the most recent research based professional development that meets the needs of the instructional staff. In the past year, all K-8 teachers have participated in professional development focused on analyzing data, utilizing technology, and increasing their knowledge of classroom interventions. Teachers are provided time during the day to collaborate through the use of alternative scheduling and release time. Faculty meetings are planned as professional development experiences and collaborative team working blocks.

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

Teacher leadership, including subject and grade level specialists are available for teachers, along with district and site administrative support.

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

Teachers collaborate every Wednesday morning as well as during district professional development dates.

Teaching and Learning

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

In compliance with California Department of Education requirements, all adopted textbooks and curricular materials are aligned with the California State Standards. Teachers work individually and in collaborative groups with district support through focused professional development to provide consistent standards based instruction in every classroom, often with common assessments and scoring. All teachers work twice monthly in Collaborative Assessment Conferences, with other grade level or departmental colleagues, to look at evidence of student learning to determine the next instructional steps, student supports, or teacher professional development needs that will enhance student learning performance. Common assessments, in the form of school benchmark tests in grades K-5, and mid-terms and finals in grades 6-8, are created by teachers and aligned with the state standards. The District is continuing to work with teachers to refine common assessments and create assessments where none previously existed. An elementary Standards Based Report Card was initiated in 2004-2005 as a result of the work of district teachers and administrators. Parents understand that their children are scored on their progress toward mastery of the grade level standards and not as an average of their performance on a set of assignments and assessments. K-5 students and parents receive more accurate information about the child's progress as well as standards-specific areas of needed improvement.

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

All grade levels adhere to or exceed the recommended number of instructional minutes.

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

Pacing guides, benchmarks, Title I and English Learner instruction ensure intervention support.

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

All students have equal access to state adopted standards based instructional materials, including English Learners (EL) and students with special needs. Supplemental materials are used when appropriate to support students in reaching mastery of the essential standards. Instructional materials are accessible to students on-line as well as in actual textbooks. Supplemental materials are used when appropriate to support students in reaching mastery of standards. In K-5, a benchmark assessment system is in place to assess students' progress toward meeting standards. In addition, all teachers K-8 use formative assessments on an on-going basis to assess students' progress towards standards.

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 instructional materials are standards-based.

Opportunity and Equal Educational Access

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

An important goal at El Rodeo is to ensure academic success for each child. The programs we employ provide opportunities for special-needs students to receive instruction in the same content standards as other students. Special-needs students in the regular classroom are served by a variety of programs including: Special Education classes, Resource classes, and English Language Learner programs. In addition, middle school students are placed in math tutorial electives that reinforce mathematical foundations. Students in grades 4-5 are leveled for mathematics instruction. All teachers have received training and use the principles of differentiated instruction in their classrooms. The computer lab/library is open daily during lunch periods (plus nutrition time for middle school) and until 6:15 p.m. on Thursdays for students to receive additional help and support on homework.

The Student Study Team (SST) meets with teachers to provide intervention strategies for students who are having social or learning difficulties in the classroom. The team consists of administrators, counselor, teachers and parents. The SST may suggest accommodations to the regular classroom program and/or recommendations for further testing. The assistant principal and counselor maintain a list of academic concerns to monitor individual student progress based upon modifications to the regular program. Members of the SST communicate with faculty and family members regularly to develop a program which best supports each student in regular classrooms.

The English Language Learner instructor works with classroom teachers to develop Individual Learning Programs (ILPs) for each EL student so they can receive instruction in the appropriate content standards. Well defined criteria exist for a student's transition from the EL program.

14. Research-based educational practices to raise student achievement

District goals reflect a practice of setting SMART goals (Doran, 1981). That is, goals should be Strategic, Measurable, Attainable, Results-driven, and Time-bound (SMART). District and Single Plan goals reflect these criteria, along with our district's pursuit of educational programs that prepare students to pursue four-year college and specialty school programs.

SMART Goals in English Language Arts are aligned with the Common Core Standards and are supported by the National Governors Association Center for Best Practices (2010). Goals focus on articulated reading writing, speaking and listening skills students will need for college and career. Mathematics standards include applied mathematics with an emphasis on performance based assessments, and again, are spiraled to ensure college and career readiness (Rust, 2012).

The District's focus on Science, Technology, Engineering and Mathematics is reflected in a STEM SMART goal, which is supported by national and state research. National PISA rankings, along with research conducted by the National Science Board, indicate static performance from American schools in preparing students with the science and mathematics skills that will ensure a globally competitive workforce (NSB, 2007; OECD's PISA Rankings, 2009). The resulting national and state initiatives have led the BHUSD to launch a district STEM initiative with a middle school SMART Goal in STEM performance.

College readiness SMART goals at the middle and high school are supported by the research of Balfanz (2009), as well as Roderick, Nagaoka, and Coca (2009). Goals are focused and designed to ensure college and career readiness, starting at the middle school level.

In summary, the use of measurable goals ensures focused attention toward improving student achievement. This research-based practice (see Marzano, 2003) has evolved to become a standard practice in the Beverly Hills Unified School District.

Parental Involvement

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

In addition to the programs described above, students experiencing low performance have a number of resources available to them. These include private tutoring; after school homework help, Safe School Ambassadors Anti-Bullying program; peer mediation program; private and group counseling provided by the school counselor; STAR Enrichment Program after school daily; Parks & Recreation Department after school care and education/enrichment program; and a wide variety of community based activities including Girls Scouts, AYSO, baseball and basketball leagues, Religious School and the Public Library. Students in grades 5-8 are also provided with the opportunity to participate in our after school intramural sports program.

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)

Various stakeholder groups, including Title I parent meetings, are formed to ensure overall evaluation of programs to meet school goals.

Funding

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

Under-performing students at El Rodeo are served through peer to peer tutoring, teacher lead tutoring sessions and placement in the math tutorial elective in the middle school program. During second semester two math classes will be offered outside of the school day to support students in grades 5 and 8 (transition years) who are performing at the basic or low proficient level on the 2012 CST math test and/or at the high C or low B grade performance in math, to provide additional instruction and support as they transition to middle or high school. Supplemental materials for all students are purchased through School Improvement Funds. English Language Learners are serviced by a part time EL instructor who works with the classroom teacher to provide support in the classroom as aligned with grade level standards.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

- We have a limited budget to offer a comprehensive intervention program. While our students do have access to interventions in both the elementary and middle schools, we do not offer them for all students who might benefit.
- Our school continues to be under construction and as a result, we are limited in access to our facilities. This has been especially troublesome for our play areas.

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	81	73	71	77	71	70	77	71	70	95.1	97.3	98.6
Grade 4	87	79	81	82	76	81	82	76	81	94.3	96.2	100
Grade 5	58	84	73	58	81	72	58	81	72	100.0	96.4	98.6
Grade 6	108	70	87	105	66	86	104	66	86	97.2	94.3	98.9
Grade 7	75	99	73	73	96	70	73	96	70	97.3	97	95.9
Grade 8	100	83	103	97	81	103	97	81	103	97.0	97.6	100
All Grades	509	488	488	492	471	482	491	471	482	96.7	96.5	98.8

* 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	2452.3	2468.5	2483.5	43	39	51.43	19	34	27.14	18	18	15.71	19	8	5.71
Grade 4	2507.9	2525.2	2529.2	38	53	50.62	35	24	23.46	16	17	19.75	11	7	6.17
Grade 5	2510.5	2567.9	2574.4	22	46	50.00	33	37	33.33	28	12	9.72	17	5	6.94
Grade 6	2557.1	2570.1	2588.0	20	29	41.86	46	45	39.53	20	18	12.79	13	8	5.81
Grade 7	2625.7	2620.6	2612.9	41	39	30.00	45	49	50.00	8	6	15.71	5	6	4.29
Grade 8	2641.4	2660.2	2637.0	41	49	36.89	46	42	43.69	8	5	12.62	4	4	6.80
All Grades	N/A	N/A	N/A	34	43	43.15	38	39	36.51	16	12	14.32	11	6	6.02

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	43	38	54.29	34	46	34.29	23	15	11.43
Grade 4	33	42	50.62	59	49	39.51	9	9	9.88
Grade 5	26	46	56.94	40	41	36.11	34	14	6.94
Grade 6	33	27	33.72	42	52	55.81	25	21	10.47
Grade 7	47	46	38.57	44	44	45.71	10	10	15.71
Grade 8	57	63	46.60	38	30	46.60	5	7	6.80
All Grades	40	44	46.47	43	43	43.57	17	13	9.96

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	34	37	45.71	44	54	50.00	22	10	4.29
Grade 4	44	47	46.91	46	45	44.44	10	8	8.64
Grade 5	21	72	56.94	60	20	34.72	19	9	8.33
Grade 6	31	42	59.30	51	45	32.56	18	12	8.14
Grade 7	53	60	57.14	44	36	40.00	3	3	2.86
Grade 8	60	63	53.40	34	33	39.81	6	4	6.80
All Grades	41	55	53.32	46	38	40.04	13	7	6.64

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	30	25	31.43	62	69	64.29	8	6	4.29
Grade 4	24	29	29.63	70	66	64.20	6	5	6.17
Grade 5	24	31	38.89	60	64	56.94	16	5	4.17
Grade 6	19	21	25.58	69	70	67.44	12	9	6.98
Grade 7	33	34	32.86	58	58	60.00	10	7	7.14
Grade 8	30	30	33.01	66	68	58.25	4	2	8.74
All Grades	26	29	31.74	65	65	61.83	9	6	6.43

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	27	30	40.00	56	59	52.86	17	11	7.14
Grade 4	18	41	44.44	54	55	50.62	9	4	4.94
Grade 5	34	56	58.33	57	41	37.50	9	4	4.17
Grade 6	48	41	51.16	44	56	43.02	8	3	5.81
Grade 7	64	55	55.71	33	42	37.14	3	3	7.14
Grade 8	46	63	64.08	51	33	27.18	3	4	8.74
All Grades	40	48	52.90	49	47	40.66	8	5	6.43

Conclusions based on this data:

1. Additional intervention is indicated and will be implemented for our current 6th graders in the area of reading comprehension.
2. While we continue to make great gains in ELA, we intend to expand our intervention program for all students K-8 in the area of reading including an increase in cohort wide universal screenings and regular progress monitoring for students in the intervention programs to ensure that we are closing the achievement gap for those students.

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	81	73	70	79	72	70	79	72	70	97.5	98.6	100
Grade 4	87	79	80	83	78	80	82	78	80	95.4	98.7	100
Grade 5	58	84	73	58	81	73	58	81	73	100.0	96.4	100
Grade 6	108	70	87	106	67	87	106	67	87	98.1	95.7	100
Grade 7	75	99	73	73	96	72	73	96	72	97.3	97	98.6
Grade 8	100	83	103	99	81	103	99	81	103	99.0	97.6	100
All Grades	509	488	486	498	475	485	497	475	485	97.8	97.3	99.8

* 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	2458.1	2492.4	2504.8	30	43	47.14	39	40	44.29	19	11	5.71	11	6	2.86
Grade 4	2520.1	2509.7	2534.6	30	27	46.25	37	35	32.50	29	28	16.25	2	10	5.00
Grade 5	2521.9	2559.5	2548.1	14	40	32.88	31	31	30.14	43	27	26.03	12	2	10.96
Grade 6	2548.3	2560.6	2581.0	25	24	42.53	24	30	22.99	34	37	22.99	18	9	11.49
Grade 7	2611.1	2585.3	2587.2	47	30	29.17	29	27	25.00	12	33	31.94	12	9	13.89
Grade 8	2599.0	2644.2	2612.0	32	52	36.89	20	21	26.21	31	19	25.24	16	9	11.65
All Grades	N/A	N/A	N/A	30	36	39.18	29	30	29.69	28	26	21.65	12	8	9.48

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	49	69	74.29	34	22	21.43	16	8	4.29
Grade 4	45	44	63.75	44	41	26.25	11	15	10.00
Grade 5	33	48	42.47	45	37	38.36	22	15	19.18
Grade 6	32	33	47.13	42	42	35.63	26	25	17.24
Grade 7	62	36	43.06	27	44	30.56	11	20	26.39
Grade 8	33	49	39.81	44	38	40.78	22	12	19.42
All Grades	42	46	50.93	40	38	32.78	19	16	16.29

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	37	51	57.14	48	39	38.57	15	10	4.29
Grade 4	39	29	42.50	55	59	51.25	6	12	6.25
Grade 5	12	35	31.51	67	56	53.42	21	10	15.07
Grade 6	25	22	37.93	52	61	45.98	23	16	16.09
Grade 7	47	35	26.39	44	51	55.56	10	14	18.06
Grade 8	34	59	34.95	54	36	48.54	12	5	16.50
All Grades	33	39	38.14	53	50	48.87	14	11	12.99

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	34	51	58.57	56	40	40.00	10	8	1.43
Grade 4	40	40	48.75	52	42	41.25	7	18	10.00
Grade 5	19	35	31.51	59	56	60.27	22	10	8.22
Grade 6	26	30	39.08	50	61	47.13	24	9	13.79
Grade 7	45	31	27.78	48	58	61.11	7	10	11.11
Grade 8	33	43	42.72	54	46	44.66	13	11	12.62
All Grades	33	38	41.44	53	51	48.66	14	11	9.90

Conclusions based on this data:

1. Though we are seeing gain in this discipline, Math continues to be an area of growth for our school. To address this need, we have implemented school-wide interventions in math for all grades K - 8. In addition, we have begun a school-wide focus on math instruction to ensure that differentiation is occurring in all classes. See goal 1 for a complete listing of all interventions to address these findings.

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
1	40	40		20	60					20			20		
2		***				***				***	***			***	***
3			***		***			***	***						
4				***	***		***		***					***	
5		***							***						
6				***				***	***	***					
7		***	***			***		***							
8				***		***									
Total	18	31	17	36	31	25	9	19	50	27	6		9	13	8

Conclusions based on this data:

1. Though El Rodeo has very few English Learners, we will continue to monitor and implement appropriate interventions in support of our EL population. For this year, we will offer both a middle school and elementary pull out program to work with our ELD teacher. A disaggregated analysis of CELDT results will be added to this plan as soon as testing for the 2015-2016 school year is complete.

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	25	29		38	71		6						31		
1	38	29		23	57					8	14		31		
2	***	14		***	29					***	29			29	
3	40	25			25		20	25					40	25	
4	33	17		33	17		17				33		17	33	
5	***	50		***	25						25				
6	67	17		11	50			17		22				17	
7	***	50			17			17						17	
8	40	***		20			20	***					20		
Total	43	29		24	37		6	8		6	12		21	14	

Conclusions based on this data:

1. Noting that the majority of our EL students are in the Intermediate to Advanced ranges, we will continue to monitor and implement appropriate interventions in both the general education classroom and the specialized intensive ELD classes.

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:

SUBJECT: Academic Achievement
LEA GOAL:
<ol style="list-style-type: none">1. Ensure opportunities for academic progress of all students through a rigorous and standards-based curriculum and instructional program2. Ensure appropriate academic intervention supports for students with special needs3. Equip every student with 21st Century learning skills, including critical thinking, civic responsibility, creativity, collaboration and communication4. Equip every student with an instructional program that ensures high school graduation, and college/career readiness
SCHOOL GOAL #1:
<p>By June 2018, El Rodeo students will demonstrate the following levels of growth in the following areas:</p> <p>ELA In June, 2017, 80% of all El Rodeo students either met or exceeded grade level standards as measured by the CAASPP By June 2018, we would like to see 83% of El Rodeo students meet or exceed standards as measured by the CAASPP</p> <p>Math In June, 2017, 70% of all El Rodeo students either met or exceeded grade level standards as measured by they CAASPP By June, 2018, we would like to see 75% of El Rodeo students meet or exceed standards as measured by the CAASPP</p> <p>*All scores above are measured as percentage of students who either exceed or met the grade level standards on the CAASPP assessment</p> <p>Grade 3 Reading Goal: From 65% proficient or above on the Baseline Assessment to 75% proficient or above on STAR Renaissance May assessment. Grade 3 Math Goal: From 78% proficient or above on the Baseline Assessment to 85% proficient or above on STAR Renaissance May assessment.</p>
Data Used to Form this Goal:
2017 CAASPP Results May 2017 STAR Renaissance Results

Findings from the Analysis of this Data:

- *Closing the achievement gap in the areas of reading and math for students with disabilities will continue to be a focus in our academic program
- *Although not statistically significant, more focus will be placed in closing the achievement gap with our English Learners
- *Increased focus on strand analysis, skill development and differentiation strategies in the area of Mathematics.

How the School will Evaluate the Progress of this Goal:

- 2018 CAASPP Results
- * May 2018 STAR Renaissance Results (3rd grade reading and math)
- *Utilizing Benchmark Advance as a formative assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Reading/Language Arts:</p> <p>Supports for students in the area of reading:</p> <ul style="list-style-type: none"> o Students in all grade levels will be assessed 5 times per year utilizing STAR Renaissance to monitor cohort growth. Data drawn from these assessments will be utilized in identifying students for intervention programs including grade level intervention classes, after school tutoring and classroom level differentiation. o Classroom interventions including flexible groupings, direct instruction, academic software support, etc. will be implemented to support students in the area of reading. o Instructional software will be purchased by the El Rodeo PTA in support of student reading. These programs include but are not limited to Lexia, Accelerated Reader, Flocabulary, Brain Pop, and IXL. 	Aug. 2017- June 2018	Administrators General Education Teachers, Intervention TOSA, Parents as Partners in student learning			None Specified	
			Cost for paraprofessional hours to support all Kinder and 1st graders in reading and math.		Parent-Teacher Association (PTA)	7,200
			Intervention and Instructional Technology Software		Parent-Teacher Association (PTA)	15,000
			Costs for STAR Renaissance Assessment and Curriculum		General Fund	??
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> o Students identified for intervention in grades 6-8 will have access to reading intervention classes taught by certificated English teachers. o All students in grades Kinder. and 1st will have access to Lexia to support their reading development and progress. In addition, those students in grades K and 1 who require additional support will have the opportunity to work with an instructional aide as an in class pull-out to small group learning. 	Aug. 2017- June 2018	Administrators General Education Teachers, Intervention TOSA, Parents as Partners in student learning	<ul style="list-style-type: none"> Tutoring Site License for Lexia Instructional Technology 1:1 	<ul style="list-style-type: none"> 1000-1999: Certificated Personnel Salaries 	<ul style="list-style-type: none"> LCFF - Supplemental Parent-Teacher Association (PTA) None Specified 	<ul style="list-style-type: none"> 12,000 8,500
<ul style="list-style-type: none"> o After school intervention tutoring will be available for all qualifying students not receiving special education or ELD services. 	Aug. 2017- June 2018	Administrators General Education Teachers, Intervention TOSA, Parents as Partners in student learning	<ul style="list-style-type: none"> Teacher Stipend for Homework Support 	<ul style="list-style-type: none"> None Specified None Specified 0001-0999: Unrestricted: Locally Defined 	<ul style="list-style-type: none"> None Specified None Specified Parent-Teacher Association (PTA) None Specified 	<ul style="list-style-type: none"> 4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> o Students identified for the Gifted and Talented program will have the opportunity to attend before and after school enrichment classes, accelerated curricular opportunities in their grade level classrooms and other opportunities and they are offered the the district GATE program. o At the middle school level, students will have the opportunity to participate in the Honors or accelerated English classes. 	Aug. 2017- June 2018	Administrators General Education Teachers, Intervention TOSA, Parents as Partners in student learning	Cost of courses offered for GATE students before and after school		None Specified	
					None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Mathematics</p> <p>Supports for students in the area of mathematics include:</p> <ul style="list-style-type: none"> o Students in all grade levels will be assessed 5 times per year utilizing STAR Renaissance to monitor cohort growth. Data drawn from these assessments will be utilized in identifying students for intervention programs including grade level push-in and pull-out intervention classes, after school tutoring and classroom level differentiation. o Additional emphasis and professional development has been placed on the classroom math instructional program. Teachers will, in grade level groups, review data no less than 5 times per year and tailor instructional programs to meet the individual needs of learners. Some of the instructional shifts include but are not limited to: *Flexible Grouping and targeted acceleration and remediation as needed in nearly every grade level. 	Aug. 2017- June 2018	Administrators General Education Teachers, Intervention TOSA,	Cost of math Intervention Teacher STAR Renaissance Program to support Mathematics			listed above

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>o The bottom 15% of all elementary students begin an intensive Response to Intervention program (RtI) in math as part of their instructional day. These students will receive regular progress monitoring to track their progress and prescribe additional intervention as needed.</p> <p>o Students in grades 6-8 identified for intervention based on 2017 CAASPP scores, in class assessments and teacher recommendation will have access to a math intervention class.</p>	Aug. 2017- June 2018	Administrators General Education Teachers, Intervention TOSA, Parents as Partners in student learning	Intervention Teachers serving students in all grades K - 8	1000-1999: Certificated Personnel Salaries	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> o At the middle school level, students will have the opportunity to participate in the Honors or Accelerated Math classes. o As part of an exemplary classroom instructional program, technology will be provided to every El Rodeo student as a tool to support student learning and success. o Homework support in the form of after school tutoring will be available for those students who need the extra help in grades 4-8. o Advanced middle school students will have the opportunity to earn community service hours by supporting skills based intervention in the primary grades. These activities include utilizing flash cards to strengthen sight-word recognition, basic math facts and fact families and science helpers. 	Aug. 2017- June 2018	Administrators General Education Teachers, Intervention TOSA, Parents as Partners in student learning	<ul style="list-style-type: none"> Purchase of 1:1 technology for all students Stipends for after school tutors 	6000-6999: Capital Outlay	Other Parent-Teacher Association (PTA)	Listed Above

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Standards Based Professional Development</p> <p>o El Rodeo staff will begin an intensive staff development program to develop ways that technology can supplement the instruction program and support student learning and success. This staff development will include but is not limited to GAFE, various models for technology integration including SAMR, research skills, teachers sharing best practices around the implementation of various apps and learning websites.</p>	Aug. 2017- June 2018	Administrators, teachers, Consultants, Tech TOSA's and I4 Coaches,	Cost for stipends for TOSA's and I4 Coaches	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>o Staff development will be offered focusing on strategies that include but are not limited to learning targets, depth of knowledge, close reading strategies and student engagement/collaboration strategies. In addition, additional time will be allocated to data analysis and articulation in both math and reading this year. Intervention programs will be designed as a response to the collected data.</p> <p>o Teachers will be encouraged to attend various staff developments, conferences and workshops that will serve to sharpen their skills in the classroom and strengthen the program being offered to the students.</p>	Aug. 2017- June 2018	Administrators General Education Teachers, Special Education Teachers and School Psychologist, ELD Teacher, Paraprofessional	Cost for professional development at workshops, conferences and other PD opportunities		Parent-Teacher Association (PTA) None Specified	7,000
<p>Parent and student involvement:</p> <p>o For those students who are participating in the intervention process, parents will be encouraged to attend information meetings, parent conferences, SST's, 504's and other meetings to keep them apprised of the programs being offered and student progress.</p>	Aug. 2017- June 2018	Administrators General Education Teachers, Special Education Teachers and School Psychologist, ELD Teacher, Paraprofessional	PTA General and Board meetings, Schools Site Council, SST Meetings, IEP meetings, ILT meetings, Technology Committee - Cost of substitutes so that teachers are able to attend meetings	None Specified	Parent-Teacher Association (PTA) None Specified	8,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> o Parents will have multiple opportunities each month to acquire information about the academic program via: School Site Council Meetings Coffee With Kevin Meetings PTA Meetings o Parents are encouraged to attend all PTA and SSC meetings and even run for a position on these leadership boards if they are able. 	Aug. 2017- June 2018	Administrators teachers Consultants	Refreshments for Meetings		Parent-Teacher Association (PTA)	500.

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:

SUBJECT: College Readiness
LEA GOAL:
100% of middle school students will engage in college readiness activities designed to lead to a 4-year college or specialty school/program application in high school.
SCHOOL GOAL #2:
By June 2017, 100% of middle school students will engage in college readiness activities, including an introduction to A-G requirements, designed to lead to a college/specialty school application in high school. Eighth grade students will also express a 10% increase in interest in a university option other than USC, UCLA or SMCC.
Data Used to Form this Goal:
Survey of eighth grade students conducted by school counselor in the first quarter and last week of the school year.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Through on-going discussion with teachers and staff• Feedback from guest speakers and presenters• Evaluation of beginning and end-of-year student survey• Analysis of Naviance Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> o Guest speakers in classrooms and assemblies to present on colleges and careers o Completion of 8th grade project in which students create resume of their education and leadership experiences to date and writing a letter/statement of intent laying out a vision for where they will be in 5 years and what they will need to do to get there. o Eighth grade students will complete 8 modules on Naviance to develop and enhance their study skills, increase awareness of their role in the community and look beyond the walls of their school toward the potential that lies ahead. 	8/2016- 5/2017	Administrators, School Counselor, middle school teachers, PTA	8th Grade Project Student use of Naviance	0001-0999: Unrestricted: Locally Defined	District Funded None Specified None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> o Middle school college fair week. Parents will set up booths along with representatives from local universities and allow all middle school students to learn about A-G requirements, recommended courses for specific programs, requirements for entrance into a variety of colleges and universities. o University Visits - On two Days in May, 8th grade students will have the opportunity to visit two large state universities and two smaller liberal arts colleges to encourage the vision of a university experience beyond the three main schools most familiar to Beverly Hills students (USC, UCLA and SMCC) 	8/2014- 5/2015	Administrators School counselor	College Fair materials Cost for Coach busses		Parent-Teacher Association (PTA) Donations	50. 2000.
<ul style="list-style-type: none"> o El Rodeo counselor will meet with 8th grade study hall classes to introduce A-G requirements and begin talking to students about academic paths available at the high school. o Display college pennants and schedule college apparel Wednesdays 	8/2014- 5/2015	School Counselor	None Specified			
All students, K - 8 wear college apparel every Wednesday and teachers will hang their college pennants above their doors.		Administrators Teachers	Student provide their own college apparel - No cost to school			

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:

SUBJECT: School Safety and Connectedness
LEA GOAL:
El Rodeo will experience a 3% increase in the number of students who report feeling safe and connected to the school environment.
SCHOOL GOAL #3:
90% of Students and parents will report that they feel a direct connection to and feel they are a part of their school.
Data Used to Form this Goal:
In-house survey data conducted through the counseling office
Findings from the Analysis of this Data:
A significant percentage of El Rodeo students report that they have observed or been the victim of a bullying incident as reported by the Healthy Kids survey.
How the School will Evaluate the Progress of this Goal:
Locally administered survey on school connectedness and safety.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Administer Local survey to all students, grades 5-8 that will provide data on student perceptions regarding school safety, connection and overall sense of security.</p> <p>o School-wide implementation of modified version of the Wooden's Pyramid for Success. Teacher coordinators at both the elementary and middle school level will develop age appropriate activities and lessons to be implemented in the classrooms and during lunch time activities (middle school) Elementary students will have monthly character assemblies to recognize good character that is aligned with the Wooden's model. School wide activities will be conducted in support of the program throughout the year. Each classroom will have dedicated wall space to promote and recognize good character.</p> <p>o School-wide emphasis on "Bucket Filling" story and lessons that promote kindness and promoting positive speech across the campus.</p>	<p>September 2017 and May 2018</p> <p>August 2017-June 2018 Ongoing throughout the year</p>	<p>Teachers, Administrator and School Counselor</p> <p>Student Council sponsor and elected officers and representatives.</p> <p>Character Development Coordinators</p>	<p>Copying of materials</p> <p>Counselor will conduct group sessions and communicate strategies to teachers and parents to build consistency in strategies for problem solving.</p>			
			<p>Student Council Faculty Sponsors stipend (Middle and Elementary)</p> <p>Cost for Character Development Coordinator faculty sponsor stipend</p>	<p>General Fund</p> <p>General Fund</p>	<p>2,000</p> <p>1500.00</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>o Girls in the 4th and 5th grades will have the opportunity to participate in the "Kindness Campaign" This effort will be launched with an assembly for 4th and 5th grade girls and followed up by lunch time support groups that focus on girl empowerment and conflict resolution. These groups will utilize a 12 week curriculum taught by an El Rodeo teacher.</p> <p>o Buddy Benches - We purchased two "Buddy Benches" that have been placed in the Kindergarten and lower elementary playgrounds. When a student finds themselves alone and with no-one to play with, they sit on the Buddy Bench and the other students know to go to that student and invite them to play.</p>	August 2017-June 2018	Kindness Club Faculty Sponsor	Cost for Kindness Club sponsor stipend		Parent-Teacher Association (PTA)	1,500
<p>o Small support groups for targeted grade levels conducted by the school counselor emphasizing strategies for problem solving and utilizing social cues in group situations.</p> <p>o Student Council to sponsor structured lunchtime activities, school spirit days/weeks, home room/classroom contests, etc. to promote school spirit and school connectedness.</p>	August 2017-June 2018	School Counselor Student Counsel Sponsor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>o School-wide service learning theme centered around addressing hunger in our community. Formation of community partnership with local food bank and Mazon (Jewish Organization that specifically addresses hunger in our country) Activities to support this program include the donation of all fresh produce grown in our community garden to local charity to be distributed to their clients, "Fresh Fruit Fridays" in which students can bring in the fruit that is growing on their trees or those of their neighbors (with permission) to be boxed and donated to the same charity as above.</p> <p>o All middle school students will attend an "Outward Bound" team building day in September to build a sense of community among our students with the hope that they will support one another throughout the year.</p>	August 2017-June 2018	Faculty Service Learning Coordinator	Cost for stipend for service learning coordinator		Parent-Teacher Association (PTA)	1,500
		Faculty coordinator for outward bound trip Administration, Teachers	Cost for field trip for "Outward Bound" for middle school students including buses, subs and camp fees		Parent-Teacher Association (PTA)	12,000
<p>o Re-imagining the middle school study hall to be a more useful time to build student character, provide advisement and one-on-one support for students and provide small "villages" to ensure student sense of belonging in the school environment. Due to BHEA contractual restrictions, this program is on a voluntary basis. Most teachers are, however, participating.</p>	August 2017 - June 2018	Administration and Teachers	No cost associated with new study hall structure			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All 8th Grade student will attend the production of "The Power of One". This performance addresses such issues as bullying (traditional and cyber), teen suicide and other issues that our students might face.	August 2017 - 2018	District Personnel, Administration, Teachers	Cost of the buses and performance			

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:

SUBJECT: Closing the Achievement Gap
LEA GOAL:
SCHOOL GOAL #4:
At El Rodeo, we will increase the CAASPP scores for students with disabilities and English Learners by a minimum of 5% annually with an overall goal of reaching/maintaining 65% proficient or advanced in both the ELA and Math subtests.
Data Used to Form this Goal:
2017 CAASPP Results
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
2018 CAASPP Results Benchmark Advance Formative Data Renaissance 360 Formative Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education: Students will be provided with the opportunity to participate in support classes/ study skills classes and collaboration classes in the area of ELA and Math.	Aug. 2017 - June 2018	Special Education Case Carriers, General Education Teachers	Staffing covered through regular Funding through the Special Education Department		Special Education	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional materials and programs purchased to support special education students in a variety of environments. These programs include but are not limited to Brain Pop, IXL, Accelerated Reader, Lexia, Study Island, etc.	Aug. 2017 - June 2018	Special and General Education Teachers, Administrators, PTA Leadership	Cost for the purchase and maintenance of supplemental programs.		Parent-Teacher Association (PTA)	1,000
Paraprofessional support in collaboration classrooms, support and study skills classes and in support for those students whose IEP's indicate the need for 1:1 support	Aug. 2017 - June 2018	Assistant Principal, Para-Educators	Salary cost for para-educators		Special Education	75,800
For those students for whom the data indicates the need, a self contained ELA and Math class will be provided in order to provide more intensive services in these areas.	Aug. 2017 - June 2018	Special Education Teachers, Para-Educators	No additional cost beyond teacher salaries			
English Learner Supports: At the middle school level, students who are assessed at the beginning and intermediate levels of English acquisition will be provided with direct, explicit instruction in listening, speaking, reading and writing in English. This will be conducted as a pull-out program and taught by a certificated teacher.	Aug. 2017 - June 2018	ELD Teacher	ELD Intervention Instructor and Coordinator	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,040

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD students will be provided with the opportunity to attend after school tutoring to strengthen their language skills and ensure their success in the academic classes. Strategies will include but are not limited to Preview/Review, the extensive use of graphic organizers and the development of vocabulary through student created dictionaries and thesauri	Aug. 2017 - June 2018	General Ed Teacher	Salaries for Before/After school intervention teacher	1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	2850
Students will have access to appropriate EL Supplemental Materials and supplies which include but are not limited to Lexia, Dictionaries, Glossaries, MackinVia SS and Science Materials, etc.	Aug. 2017 - June 2018	District ELD Coordinator, Site ELD Teacher, Administration	Cost for materials	4000-4999: Books And Supplies	Title III Immigrant Education Program	900
ELD teacher will be provided opportunities to attend professional developments through LACOE and PD organizations	Aug. 2017 - June 2018	District ELD Coordinator, Site ELD Teacher, Administration	Cost for Professional Development Opportunities	0001-0999: Unrestricted: Locally Defined	Title III	3000

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:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Donations	2,000.00
	General Fund	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	52,040.00
	Parent-Teacher Association (PTA)	28,000.00
	Parent-Teacher Association (PTA)	34,750.00
0001-0999: Unrestricted: Locally Defined	Parent-Teacher Association (PTA)	4,000.00
	Special Education	75,800.00
0001-0999: Unrestricted: Locally Defined	Title III	3,000.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	2,850.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	900.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Donations	2,000.00
General Fund	3,500.00
LCFF - Supplemental	52,040.00
Parent-Teacher Association (PTA)	66,750.00
Special Education	75,800.00
Title III	3,000.00
Title III Immigrant Education Program	3,750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	116,050.00
0001-0999: Unrestricted: Locally Defined	7,000.00
1000-1999: Certificated Personnel Salaries	54,890.00
4000-4999: Books And Supplies	900.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,700.00
Goal 2	18,500.00
Goal 3	123,590.00
Goal 6	2,050.00

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
Kevin Allen	X				
Anna Kohn		X			
Vergine Makhmudyan		X			
Lauren Stuart		X			
Linda Omansky			X		
Elham Samadi				X	
Bitia Santaella				X	
Scott Leeds				X	
Jen Fentin				X	
Susie Romano				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

PTA

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 3, 2017.

Attested:

Kevin Allen

Typed Name of School Principal

Signature of School Principal

Date

Elham Samadi

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date