

Single Plan for Student Achievement 2018-2019

Kitayama Elementary School



The Single Plan for Student Achievement 2018-2019

School: Kitayama (Tom) Elementary School

District: New Haven Unified School District

County-District School (CDS) Code: 01-61242-615505

Principal: Michaelene McKelvey

Date of this revision: October 17, 2018

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 November 13, 2018.



Form A: Planned Improvements in Student Performance

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. 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:

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 1 – SCHOOL GOAL: ENGLISH LANGUAGE ARTS (ELA)

California Dashboard Academic Indicator – ELA: Not Applicable

By Spring 2019, we will increase the percentage of students who are meeting their growth targets in reading according to Northwest Evaluation Association (NWEA)

Kinder will increase by 2% to go from 63% to 65%.

Grade 1 will increase by 3% to go from 62% to 65%.

Grade 2 will increase by 4% to go from 46% to 50%.

Grade 3 will increase by 1% to go from 64% to 65%.

Grade 4 will increase by 8% to go from 42% to 50%.

Grade 5 will increase by 5% to go from 60% to 65%.

By Spring 2018, we will increase SBAC proficiency for Grades 3-5 and sub-groups by the following:

Grade 3	14/15	15/16	16/17	17/18	Goal 18/19
Total	44	42	41	57	60
Asian	51	63	59	74	75
Filipino	59	28	31	84	85
Hispanic	31	36	22	33	40
English Learners	14	19	7	22	25
White			30	60	63
Socio-economically Disadvantaged	28	35	24	41	45

Grade 4	14/15	15/16	16/17	17/18	Goal 18/19
Total	47	45	47	45	50
Asian	68	54	70	71	75
Filipino	55	64	47	33	40
Hispanic	40	33	39	32	40
English Learners	8	21	4	14	25
White			33	38	45
Socio-economically Disadvantaged	25	31	26	26	30

Grade 5	14/15	15/16	16/17	17/18	Goal 18/19
Total	45	63	61	56	60
Asian	61	76	69	90	95
Filipino	45	64	76	46	50
Hispanic	47	63	48	32	40
English Learners	4	19	6	12	20
White			65	55	60
Socio-economically Disadvantaged	28	31	42	69	72

The following two groups are reported as a school average instead of by grade as they have fewer than 10 students per grade level.

African American	28	28	60	47	50
Students with Disabilities	13	12	0	6	15

What data did you use to form this goal?

End of Year NWEA Growth Target rates 2015-17:

Grade	14/15	15/16	16/17	17/18
Kinder	40	37	***	63
First	31	46	48	62
Second	26	36	44	46
Third	58	61	56	64
Fourth	57	48	40	42
Fifth	58	58	65	60

End of year NWEA Proficiency Rates 2015-17:

Grade	14/15	15/16	16/17	17/18
Kinder	57	50	59	63
First	52	49	55	68
Second	31	41	49	55
Third	49	48	52	58
Fourth	67	48	50	47
Fifth	53	57	59	58

SBAC 3rd-5th Grade results 2015-17:

Grade	14/15	15/16	16/17	17/18
Third	44	42	41	57
Fourth	47	45	47	45
Fifth	45	63	61	56

What were the findings from the analysis of this data?

In 2017-18, we noticed higher proficiency rates on NWEA in all grade levels except 4th and 5th. As a trend over the past 4 years, we have seen a steady climb in our proficiency rates according to NWEA except in 4th grade. 4th grade is still below the 67% which was achieved in 2014-15.

Overall all targeted sub group scores on SBAC in third grade saw gains from previous years, except in our African American Population declining from 67% to 50% meet or exceeding standards. For 4th grade they continue to struggle maintaining the proficient level seen in 3rd grade with their students. In 5th grade although we saw a decline in scores this year, their growth over the past three years remains positive.

As this is our fourth year of SBAC data, we need to look closely at not just the scores for the SBAC but also how they may correlate to scores for both NWEA and F/P proficiency rates. And how we might be able to better provide interventions using all three data points.

How will the school evaluate the progress of this goal?

Staff will continue to collect and analyze data: NWEA, SBAC, Fountas and Pinnell, grades, and standards based assessments to monitor student progress and the effectiveness of our strategies and activities.

Administration, Instructional Leadership Team, and coach will conduct Learning Walks to gauge the implementation of strategies and decide next steps for coaching and staff PD.

End of Year proficiency rates on Fountas and Pinnell:			
Grade	15/16	16/17	17/18
Kinder	88	93	84
First	69	66	79
Second	57	64	62
Third	56	51	65
Fourth	48	52	69
***No End of Year data for 5 th grade			

STRATEGY: For 2018-19, we will identify and create targeted interventions for students at-risk academically, based on on-track indicators, common formative and NWEA assessemnts, to address th eneeds of our African American, Hispanic, Low Socio-economically Disadvantaged and English Learner students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Students not making adequate progress will be targeted for small group instruction and receive during the day reading interventions with Fountas and Pinnel, a researched based instructional support program. (Targeting EL / Low Socio-economically Disadvantaged students when appropriate).	RCA 1 (1 postions)	Hire 1, 3-hour RCA 1 to provide in school intervention using F/P .	Classified Salary \$24,000 includes benefits Title I (50% 1002 and 1005) Classified Hourly \$500 Title I (1005)
	RCA 1 (3 positions)	Hire 3 2-hour RCA-1 to provide push in interventions at the Kinder Level. Provide professional development to (3) RCA-1. Identify and exit/enter students throughout the year. Assess student progress through the use of classroom assessments, F/P assessments, and NWEA. Work with intervention specialist to provide interventions to targeted students in the form of Guided Reading, kinder support, and/or small group interventions during school grades 1-5.	
For students not making adequate progress towards levels of proficiency, teachers will document actions taken to support student learning (creating Teacher Coach Plans) and refer students to a Student Study Team (SST) using the Coordinatation of Services Team (COST). With follow-up discussions regarding services.	RCA General	Will call and schedule SSTs for students not showing adequate progress despite interventions. This will be paid hourly not to exceed \$500 over the course of the year.	Classified Hourly \$500 LCFF Supplemental (3003)
Media Books, websites and non-fiction support materials, and subscriptions. Also home/school reading support materials.	Media Technician Grade Level Teams	Needs assessments of materials on hand. Grade level discussion on how to use materials to differentiate instruction to personalize learning. Purchase of materials.	Books \$2,000Title I (4005) Additional ASB & PTA funded

Replace leveled library book room books with current titles and high interest books.	Principal Assistant Principal	Needs assessments of materials on hand. Grade level discussion on how to use materials to differentiate instruction to personalize learning. Purchase of materials.	Books \$2,500 Title I (4005)
Hold parent education classes with ways to support EL families, as well as other students not meeting proficiency.	Teachers	Certificated hourly pay for prep. Materials for ELA classes.	Certificated Hourly \$200 Title I (3002) Materials \$250 Title I (3002)
Release time will be provided for teachers to plan and implement lessons around: balanced day literacy practices including RCD planning, STEM, Project Based Learning activities, EL standards, and other personalized learning strategies.	Principal	Release time to work with continued implementation of new strategies and common core standards. 35 subs @ \$150.00 not to exceed \$5250.	Certificated Sub Release \$5,250 Title I (2005) May also be multi-funded by DATA days and LCFF
Designate a lead Teacher leader to facilitate release days around: balanced day literacy practices, Wonders implementation support, STEM, Project Based Learning activities, EL standards, and other personalized learning strategies.	Principal	Provide a \$2,000 dollar stipend for a teacher who will lead Professional Development in personalized learning strategies to meet the needs of our students plus up to 500 dollars to be used as release time, or hourly pay.	Certificated Stipend \$2,000 LCFF Supplemental (1003) Certificated Sub Release \$500 LCFF Supplemental (1003)
Provide teacher leaders (ILT) with release time to do up to 2 learning walks per year to gauge implementation of balanced day, UDL practices, EL strategies, etc.	Principal ILT Reps	Provide 2 full day subs in fall and spring to provide opportunities for the ILT (Instructional Leadership Team) to do learning walks around our school wide focus to gauge implementation and next steps.	Certificated Sub Release \$2,400 (1003)
Release time will be provided for teachers to plan and implement lessons around: Wonders and Designated ELD.	Principal	Release time to work with continued implementation of new strategies and common core standards. 35 subs @ \$150.00 not to exceed \$5250.	Cert. Sub Release \$5,250 Title I (2005) May also be multi-funded through DATA days and LCFF

LEA GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

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Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

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SECTION 2 – SCHOOL GOAL: Mathematics

California Dashboard Academic Indicator – Mathematics: Not Applicable

By Spring 2019, we will increase the percentage of students who are meeting their growth targets in Math according to NWEA.

Kinder will increase by 5% to go from 65% to 70%.

Grade 1 will increase by 5% to go from 65% to 70%.

Grade 2 will increase by 5% to go from 50% to 55%.

Grade 3 will increase by 4% to go from 66% to 70%.

Grade 4 will increase by 6% to go from 49% to 55%.

Grade 5 will increase by 4% to go from 66% to 70%.

By Spring 2018, we will increase SBAC Proficiency in Math 3rd-5th grade and for sub groups.

Grade 3	14/15	15/16	16/17	17/18	Goal 18/19
Total	50	54	51	68	70
Asian	56	82	73	91	95
Filipino	65	45	37	95	96
Hispanic	39	36	31	47	50
White			38	60	62
English Learners	29	9	19	30	35
Socio-economically Disadvantaged	29	22	38	49	52

Grade 4	14/15	15/16	16/17	17/18	Goal 18/19
Total	40	51	45	48	50
Asian	69	67	70	75	78
Filipino	50	61	38	44	50
Hispanic	30	36	35	38	40
White			55	16	50
English Learners	15	20	4	24	30
Socio-economically Disadvantaged	23	31	24	28	35

Grade 5	14/15	15/16	16/17	17/18	Goal 18/19
Total	32	58	53	47	50
Asian	41	69	65	78	80
Filipino	33	61	64	27	30
Hispanic	25	62	44	40	45
White			50	40	50
English Learners	0	18	19	4	15
Socio-economically Disadvantaged	13	45	38	34	40

The following two groups are reported as a school average instead of by grade as they have fewer than 10 students per grade level

African American	18	31	40	33	40
Students with Disabilities	31	21	0	6	20

<p>What data did you use to form this goal? End of Year NWEA Growth Target rates 2015-17:</p> <table border="1"> <tr><td>Grade</td><td>14/15</td><td>15/16</td><td>16/17</td><td>17/18</td></tr> <tr><td>Kinder</td><td>49</td><td>38</td><td>****</td><td>65</td></tr> <tr><td>First</td><td>53</td><td>51</td><td>59</td><td>65</td></tr> <tr><td>Second</td><td>41</td><td>43</td><td>41</td><td>50</td></tr> <tr><td>Third</td><td>74</td><td>77</td><td>57</td><td>66</td></tr> <tr><td>Fourth</td><td>68</td><td>47</td><td>40</td><td>49</td></tr> <tr><td>Fifth</td><td>46</td><td>65</td><td>66</td><td>66</td></tr> </table>	Grade	14/15	15/16	16/17	17/18	Kinder	49	38	****	65	First	53	51	59	65	Second	41	43	41	50	Third	74	77	57	66	Fourth	68	47	40	49	Fifth	46	65	66	66	<p>What were the findings from the analysis of this data? Looking at our NWEA data over a span of 4 years, we see varied results from year to year. As an end of year assessment, there are fluctuations across multiple grade levels. First grade is the only grade where we see an increase from one year to the next going from 51% proficient according to NWEA to 60% currently.</p>	<p>How will the school evaluate the progress of this goal? Weekly, monthly, and quarterly discussions around data including NWEA scores, student work, benchmark assessments, and formative assessments.</p>
Grade	14/15	15/16	16/17	17/18																																	
Kinder	49	38	****	65																																	
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Grade	14/15	15/16	16/17	17/18																																	
Kinder	62	56	69	77																																	
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<p>SBAC 3rd-5th Grade results 2015-17:</p> <table border="1"> <tr><td>Grade</td><td>14/15</td><td>15/16</td><td>16/17</td><td>17/18</td></tr> <tr><td>Third</td><td>50</td><td>54</td><td>50</td><td>68</td></tr> <tr><td>Fourth</td><td>40</td><td>51</td><td>45</td><td>48</td></tr> <tr><td>Fifth</td><td>32</td><td>58</td><td>53</td><td>47</td></tr> </table>	Grade	14/15	15/16	16/17	17/18	Third	50	54	50	68	Fourth	40	51	45	48	Fifth	32	58	53	47	<p>SBAC has a component that requires students to type in and explain their thinking, while NWEA does not. As grade levels, we need to ensure that we are providing opportunities for students to not only participate in open ended problem solving, but to also provide opportunities for them to answer questions on the computer.</p>																
Grade	14/15	15/16	16/17	17/18																																	
Third	50	54	50	68																																	
Fourth	40	51	45	48																																	
Fifth	32	58	53	47																																	

STRATEGY: In 2018-19, staff will implement school wide best practices in Math Studio and implement the Common Core Math Standards through the use of Bridges, the adopted math program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Hold parent education classes with ways to support EL families, as well as other students not meeting proficiency.	Teachers	Certificated hourly pay for prep. Materials for math classes.	Certificated Hourly \$200 Title I (3002) Materials \$250 Title I (3002)
Release time will be provided for teachers to analyze formative and/or summative	Principal Lead Math Teacher	Release time to work with continued implementation of new strategies and Common Core Standards. 35 subs @ \$150 not to exceed \$5,250.	Certificated Sub Release \$5,250 Title I (1001)

assessments and then plan for and implement lessons around Math Studio and Bridges.			
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LEA GOAL:
 Goal #1: We will ensure that all students are college, career and life ready.
 Goal #2: We will personalize learning in order to engage all students.
 Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.
 Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 3 – SCHOOL GOAL: English Language Learners (ELL)

California Dashboard Academic Indicator – ELL: Not Applicable

Due to the transition from the CELDT to ELPAC and a revised Reclassification Criteria, for 2018-19, SPSA's will not include a specific measurable for English Language Learners. Please see Goal 1 and Goal 2 for specific goals as it pertains to this population.

What data did you use to form this goal? ELPAC, when available	What were the findings from the analysis of this data? Due to the transition from CELDT to ELPAC and revised Reclassification Criteria, SPSAs will not include an analysis of any language assessments. Once ELPAC scores are available, Sites and SSCs will review this assessment and adjust goals and actions as appropriate. Please see specific ELA and Math Goals for specific goals for these students.	How will the school evaluate the progress of this goal? EL academic performance data, NWEA, SBAC and EL proficiency Data when available.
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STRATEGY: In 2018-19, we will increase parent participation from 10% for EL families to 50%. This will be seen through an increase in parent participation in parent engagement supports such as APTT, sign-in sheets from ELAC meetings and parent surveys conducted throughout the year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Increase ELAC participation by 45% over 2017-18 participation numbers. From 11 members to 20	ELPA	Hold monthly meetings. Create baseline data through agendas and sign-in sheets. Have volunteer parents contact language to invite to meetings.	No cost

Parents of English Learners (ELs) will be encouraged to attend all school activities and events by ensuring school-to-home communications are translated into Spanish (and other languages when appropriate). Activities and events will include: Back to School Night, Parent Education Workshops/ Trainings, Parent Meetings, PTA family events, and Parent/Teacher Conferences.	Principal ELPA Office Staff Translators	District translation services	Classified Hourly \$1,000 Title I (3002)
100% of certificated staff in core content areas will receive EL professional development as measured by participant sign-in sheets.	Principal ELPA	Work with teachers and coaches to provide training at grade level release days, grade level collaboration, and/or staff meetings specifically targeting EL instruction. And how this information can be used in supporting EL students in the form of Guided Reading support, and/or small group interventions during school (K-5).	No cost, part of work day
Kindergarten paraprofessional to provide intervention support to students not performing to grade level proficiency.	Principal ELPA RCA 1	Hire 3 2-hour RCA-1 to provide push in interventions at the Kinder Level.	Title I (see funding goal #1)
Early literacy language support / Reading Recovery	Principal RR teacher	Early literacy language support / Reading Recovery teacher. Provide release time and hourly pay to provide interventions.	Release time and hourly pay when needed \$1,000 Title I

LEA GOAL:

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SECTION 4 – SCHOOL GOAL: School Climate

In 2018-19, we will continue to focus on reducing the number of students suspended. This past year 2 students were suspended, our goal for 2018-19 is to suspend no more than 2 if possible. Please see table under Data used to form this goal.

By Spring 2019, we will improve our annual student attendance rate from 95.74% to 97% positive attendance.

<p>What data did you use to form this goal? Discipline DATA Attendance DATA Healthy Kids Survey (5th grade once a year)</p> <p>ADA % Per Year</p> <table border="1" data-bbox="96 289 459 354"> <tr> <td>15/16</td> <td>16/17</td> <td>17/18</td> </tr> <tr> <td>95.81</td> <td>95.85</td> <td>95.74</td> </tr> </table> <p>School Dashboard Suspension data:</p> <table border="1" data-bbox="96 418 699 737"> <thead> <tr> <th></th> <th>13/14</th> <th>14/15</th> <th>15/16</th> <th>16/17</th> <th>17/18</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>14</td> <td>11</td> <td>7</td> <td>13</td> <td>2</td> <td>1</td> </tr> <tr> <td>EL</td> <td>4</td> <td>3</td> <td>0</td> <td>3</td> <td>1</td> <td>0</td> </tr> <tr> <td>SE</td> <td>9</td> <td>8</td> <td>3</td> <td>11</td> <td>1</td> <td>0</td> </tr> <tr> <td>AA</td> <td>1</td> <td>3</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>His.</td> <td>7</td> <td>7</td> <td>6</td> <td>8</td> <td>0</td> <td>2</td> </tr> <tr> <td>Fil.</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Two</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>White</td> <td>2</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>SP.Ed</td> <td>3</td> <td>1</td> <td>4</td> <td>3</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	15/16	16/17	17/18	95.81	95.85	95.74		13/14	14/15	15/16	16/17	17/18	Goal	All	14	11	7	13	2	1	EL	4	3	0	3	1	0	SE	9	8	3	11	1	0	AA	1	3	0	2	1	0	His.	7	7	6	8	0	2	Fil.	2	1	1	1	0	0	Two	1	0	0	1	0	0	White	2	0	0	1	0	0	SP.Ed	3	1	4	3	1	1	<p>What were the findings from the analysis of this data: This year's attendance shows our average daily attendance through out the year Aug-May at 95.74%. Our lowest attendance continues to be our TK, kinder and 1st grade classrooms.</p> <p>Our discipline data shows 2 off-campus suspensions this year which is down from 13 during the 2016-17 school year.</p> <p>However our dashboard indicators from 2016-17, show that our Socio-economically Disadvantaged students as well as our African American, Hispanic, and Special Ed. Students are suspended disproportionately to other students on campus.</p>	<p>How will the school evaluate the progress of this goal? As a site we look at and analyze data regarding:</p> <ul style="list-style-type: none"> • Attendance • Referral and Suspension Data • Social Services referrals • Parent Sign-Ins • Report Card and NWEA scores • Healthy Kids Survey
15/16	16/17	17/18																																																																												
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His.	7	7	6	8	0	2																																																																								
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Two	1	0	0	1	0	0																																																																								
White	2	0	0	1	0	0																																																																								
SP.Ed	3	1	4	3	1	1																																																																								

STRATEGY: In 2018-19, we will increase student pro-social interactions by engaging in equity training, implementation of mindfulness and restorative practices, UDL, Kimochi's SEL curriculum and implementing COST as a way to meet the needs of our students and families.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Designate teachers who will learn about and implement Culturally Responsive Instruction	Assistant Principal	During study group collaboration learn about, implement and analyze effectiveness of the responsive classroom	No cost, part of teacher work day
Selected teachers will attend a full day Professional Development around positive behavior strategies: restorative justice and/or mindfulness	Assistant Principal	Selected teachers will attend professional development Release and or hourly up to \$1,500	\$1,500 LCFF (3003)
The selected teachers will meet bi-monthly to continue their growth around restorative practices	Assistant Principal	Working with the district social worker the targeted group will continue to learn about restorative practices and collect data around behavior to notice trends and struggles/successes.	No cost, part of teacher work day

School staff will promote daily attendance by tracking absences daily. School staff will notify parents of excessive absents and/or tardies by sending home attendance letters in the mail on a weekly basis.	Principal Assistant Principal Office Staff	Monitor attendance. Meeting with families through the SST process with families who struggle with attendance and tardies.	No cost, part of work day
Working with out side vendors create a diverse after school enrichment program	Principal Assistant Principal Parents	Provide afterschool enrichment opportunites around: music, color guard, dance, writing, programming, legos, and physical acitivity: tennis, basketball, and soccer.	ASB / PTA Funded and/or No cost, outside vendors

LEA GOAL:
 Goal #1: We will ensure that all students are college, career and life ready.
 Goal #2: We will personalize learning in order to engage all students.
 Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.
 Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 5 – SCHOOL GOAL: Family Engagement

California Dashboard Academic Indicator – Family Engagement: Not Applicable

In 2018-19, Kitayama will increase parent engagement through the use of teacher teams in classrooms as measured by the number of teachers implementing parent workshops throughout the year and parent sign-in sheets/surveys collected at these meetings.

<p>What data did you use to form this goal? Will create base-line data to gauge the percentage of parent engagement at Kitayama Elementary:</p> <ul style="list-style-type: none"> • APTT sign-in sheets • Parent Night Sign-In sheets • Volunteer data/sign in sheets • ELAC, SSC, and PTA sign in sheets. 	<p>What were the findings from the analysis of this data: We do not have a cohesive venue to create parent teacher partnerships that lead to student success site wide. We do have pockets of excellence but there is room for improvement.</p> <p>In 2017-18, we had 1 teacher participate in APTT.</p>	<p>How will the school evaluate the progress of this goal? Will see an increase in parent engagment through sign-in sheets.</p>
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STRATEGY: In 2018-19, we will implement parent engagement teams in grades K-5 throughout the school (hybrid APTT model).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Include parent training on Q at site parent education classes or Family Nights as appropriate.	Administration	Part of on-going parent outreach and educational opportunities.	No cost
Train parents to use online tools to track student progress (Grades 4-5)	Grade 4-5 Teachers	Implement and use the use of Q as a way to communicate with parents of 4 th and 5 th grade students	No cost
Provide childcare services for back to school night, parent meeting in September, and the Spring follow-up	Principal	Work with Logan to find student volunteers who need community service hours. If not available hire personnel to provide childcare services to the families who need it.	\$1,000 LCFF Supplemental (3002)
Provide release time and hourly pay for teachers implementing parent engagement to organize data and plan parent meetings.	Principal	Sub Release Days to support planning plus parent meetings	\$5,250 LCFF Supplemental (3002)
Provide sub release for teachers to attend SST meetings to discuss and create interventions for struggling students.	SST Group	Provide sub release time for teachers to attend SST to discuss students who are struggling with academics, behavior, etc. one day per week at \$150 for 32 weeks	Certificated Sub \$4,800 Title I (1005 and 3002)
Cost of copies to help support our parent engagement process.	Principal Parent Liaison	Copy materials to help support families in the school to home connection that will be established.	Not to exceed \$1,500 LCFF Supplemental (3002)

Additional Statements

- School site staff is responsible for implementing this SPSA to help exit program improvement, with technical support provided by ESC staff based in part on guidance from the California State Department of Education.
- Mentoring of teachers is provided through our coaching practices, and also (for new teachers) through the District's Teacher Induction program (BTSA).
- The district-wide Migrant Education Program (MEP) contacts qualified migrant families at the start of every year and teachers receive and complete needs assessments for every migrant student. Based on this information along with test scores and the consideration of "Priority for Service," the MEP identifies and targets migrant students for supplemental services such as homework, tutoring, vision and dental screening and direct academic intervention with highly qualified teachers.

Form B: 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 Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Services to homeless children.</p> <p>Staffing to oversee and support programs:</p> <ul style="list-style-type: none"> • Program administration and oversight • Curriculum and instructional activities • Professional development activities • Assessment and evaluation activities • Budget development • Materials acquisition • Support of district assessment implementation • Assistance to families and support services <p>New Hire Professional Development</p> <p>Grading and Assessment Task Force and Data Days</p> <p>Rigorous Curriculum Design Teacher Teams</p>	<p>July 2018- June 2019</p>	Transportation	\$65,000	Title I
		Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals	\$295,000	Title I
		Substitute Teachers and hourly	\$29,750	Title I
		Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices	\$80,000	Title I
		Substitute teachers to release teachers for writing curriculum units aligned to the CCSS.	\$40,000	Title I

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$37,223	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$27,450	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English Learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>

<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$58,499	<input checked="" type="checkbox"/>
	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$821	<input checked="" type="checkbox"/>
	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds – Title 1 Part A Carryover	\$ 14,939	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michaelene McKelvey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cherie Barnecut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Baker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quyen Bullard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clark Bilorousky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jason Freeman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christna Enerio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michael Jashimoto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lenie Ugaitafa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Legratta Banks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee Maricela Gonzalez _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 17, 2018.

Attested:

Michaelene McKelvey
 Typed name of School Principal

Michaelene McKelvey 10/17/18
 Signature of School Principal Date

Christina Enerio
 Typed name of SSC Chairperson

Christina Enerio 10/17/18
 Signature of SSC Chairperson Date