

Single Plan for Student Achievement 2018-2019

Alvarado Elementary School



The Single Plan for Student Achievement 2018-2019

School: Alvarado Elementary School

District: New Haven Unified School District

County-District School (CDS) Code: 01-61242-6001572

Principal: Eric Barron

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 failing to meet academic performance index and adequate yearly progress growth 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:

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: (Note: Goals created based on Fall 2017 Dashboard Results)

In 2018-19, Alvarado Elementary School will improve their English Language Arts Status for “All Students” students from “Low - more than 5 points below to 70 points below” to “Medium - 5 points below to less than 10 points above” and change from “Maintained - Declined by less than 3 points or increased by less than 3 points” to “Increased by 3 to less than 15 points”.

In 2018-19, Alvarado Elementary School will improve their English Language Arts Status for “Students with Disabilities” students from “Low - more than 5 points below to 70 points below” to “Medium - 5 points below to less than 10 points above” and change from “Declined Significantly by more than 15 points” to “Declined by 3 to 15 points”.

In 2018-19, Alvarado Elementary School will improve their English Language Arts Status for “Hispanic” students from “Low - more than 5 points below to 70 points below” to “Medium - 5 points below to less than 10 points above” and change from “Declined by 3 to 15 points” to “Maintained - Declined by less than 3 points or increased by less than 3 points”.

In 2018-19, Alvarado Elementary School will improve their English Language Arts Status for “Socio-Economically Disadvantaged” students from “Low - more than 5 points below to 70 points below” to “Medium - 5 points below to less than 10 points above” and change from “Declined by 3 to 15 points” to “Maintained - Declined by less than 3 points or increased by less than 3 points”.

In 2018-19, Alvarado Elementary School will improve their English Language Arts Status for “English Learners” students from “Low - more than 5 points below to 70 points below” to “Medium - 5 points below to less than 10 points above” and change from “Maintained - Declined by less than 3 points or increased by less than 3 points” to “Increased by 3 to less than 15 points”.

By Spring of 2019, 50% of Kindergarten students will grow at least one level, as measured in the Fountas and Pinnel reading assessment.

By Spring of 2019, the individual student GROWTH percentage for Kindergarten through 5th grades, as measured by the **Northwest Evaluation Association (NWEA) for Reading**, as follows:

- In 1st grade, the percentage of students meeting or exceeding their growth targets will increase by 5% from 67% to 72%.
- In 2nd grade, the percentage of students meeting or exceeding their growth targets will increase by 10% from 48% to 58%.

- In 3rd grade, the percentage of students meeting or exceeding their growth targets will increase by 8% from 60% to 68%.
- In 4th grade, the percentage of students meeting or exceeding their growth targets will increase by 7% from 53% to 60%.
- In 5th grade, the percentage of students meeting or exceeding their growth targets will increase by 5% from 50% to 55%.

By Spring 2019, the percentage of students meeting or exceeding PROFICIENCY in 3rd Grade through 5th Grade, as measured by **Smarter Balanced Assessment Consortium (SBAC) for Reading**, as follows:

- In 3rd grade, the percentage of students meeting or exceeding their proficiency will increase by 6% from 54% to 60%.
- In 4th grade, the percentage of students meeting or exceeding their proficiency will increase by 7% from 53% to 60%.
- In 5th grade, the percentage of students meeting or exceeding their proficiency will increase by 6% from 57% to 63%.

By Spring of 2019, our 3rd grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the **SBAC for Reading**, as follows:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 16% from 34% to 50%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 5% from 56% to 61%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 5% from 58% to 63%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 10% from 44% to 54%.
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 60% to 65%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 10% from 17% to 27%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 10% from 18% to 28%.

By Spring of 2019, our 4th grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the **SBAC for Reading**, as follows::

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 10% from 50% to 60%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 8% from 62% to 70%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 5% from 63% to 68%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 6% from 34% to 40%.
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 8% from 52% to 60%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 10% from 15% to 25%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 10% from 15% to 25%.

By Spring of 2019, our 5th grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the **SBAC for Reading**, as follows:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 10% from 17% to 27%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 5% from 60% to 65%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 4% from 73% to 77%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 10% from 25% to 35%.
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 10% from 41% to 51%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 10% from 15% to 25%.

Alvarado Elementary School (AES) Specific Goals: As a School Site Council we feel that it is important to set goals for our students as a Cohort. In doing so we are able to monitor our groups of students as they progress through the grades and look for trends and patterns that will help us identify needs and supports that are specific to the Cohort. We believe this provides a more equitable lense for looking at progress and needs of our students.

By Spring 2019, the percentage of students in each grade level cohort meeting or exceeding PROFICIENCY in 1st Grade through 5th Grade, as measured by

Grade	Grade Level 2016-2017 Growth	Grade Level 2017-2018 Growth	2018-2019 Growth Goal
Kinder	58%	67%	72%
1 st Grade	73%	67%	72%
2 nd Grade	36%	48%	58%
3 rd Grade	45%	60%	68%
4 th Grade	59%	53%	60%
5 th Grade	46%	50%	55%

SBAC Reading Proficiency Data

Grade	Grade Level 2016-2017 Proficiency	Grade Level 2017-2018 Proficiency	2018-2019 Proficiency Goal
3 rd Grade	43%	54%	60%
4 th Grade	51%	53%	60%
5 th Grade	51%	57%	63%

SBAC Reading Proficiency Data (By Subgroups)

Grade	Grade Level 2016-2017 Proficiency	Grade Level 2017-2018 Proficiency	2018-2019 Proficiency Goal
African American			
3 rd Grade	50%	34%	50%
4 th Grade	25%	50%	60%
5 th Grade	43%	17%	27%
Asian			
3 rd Grade	57.7%	56%	61%
4 th Grade	54.2%	62%	70%
5 th Grade	59.4%	60%	65%
Filipino			
3 rd Grade	47.8%	58%	63%
4 th Grade	63.5%	63%	68%
5 th Grade	62.8%	73%	77%
Hispanic			
3 rd Grade	21.4%	44%	54%
4 th Grade	31.2%	34%	40%
5 th Grade	31.7%	25%	35%
Socio-Economically Disadvantaged			

3 rd Grade	37.6%	60%	65%
4 th Grade	32.4%	52%	60%
5 th Grade	37.8%	41%	51%
English learners			
3 rd Grade	5.8%	17%	27%
4 th Grade	4.2%	15%	25%
5 th Grade	0%	0%	10%
Students with Disabilities	(Speech or Language Impairment)		
3 rd Grade	89%	18%	28%
4 th Grade	71%	8%	18%
5 th Grade	40%	15%	25%

<p>What data did you use to form this goal? NWEA reading data (Grades K-5) 2016-17 2017-18 SBAC reading data (Grades 3-5) 2016-17 2017-18</p>	<p>What were the findings from the analysis of this data? Almost all of our students grow steadily each year; in fact, their observed growth rate closely parallels the national norms. However, most of our students start with lower scores and skills, and their growth rate is not sharp enough to close the gap between their score and proficiency.</p>	<p>How will the school evaluate the progress of this goal? Fall, Winter, Spring NWEA data for grades 1-5 Fall and Spring NWEA data for Kindergarten Spring 2018 SBAC data</p>
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STRATEGY: During 2018-19 school year, AES will focus on implenting equitable practices in the teaching of literacy. Critical literacy strategies, Comprehension at the Core strategies, and Writer’s Workshop strategies to teach the Common Core State Standards (CCSS) will be used to implement a balanced literacy program. NHUSD has adopted Wonders, a curriculum designed to meet the needs of all learners. Designated ELD groups will be created in each classroom to address the needs of all levels of English learners. A school wide intervention program will be implemented using Fountas and Pinnell assessment kits and intervention kits. Students in underperforming sub-groups will be focused on to ensure they receive equitable support to meet their proficiency goals.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Teacher compensation or substitute release for collaboration around ELA.	Site Administration	Release or compensation for teachers and/or paraprofessionals for collaboration necessary for implementation of CCSS ELA standards. Collaboration to be focused on literacy strategies in conjunction with Wonders, Project Based Learning (PBL), Academic Parent Teacher Teams (APTT), Comprehension at the Core, Balanced Literacy, and/or the Next Generation Science Standards (NGSS).	\$6,000 Title I (1003, 2005)
Hourly pay for implementation of after school interventions for reading.	Site Administration	Hourly pay for teachers and/or paraprofessionals to provide supplemental intervention support in reading.	\$6,000 Title I (1005)

Purchase ELA materials to support implementation of CCSS.	Site Administration	Identify and purchase materials (books, resources, subscriptions) needed for grade level implementation of CCSS ELA standards.	\$3,750 LCFF (1001)
Purchase of technology resources to support the implementation of ELA CCSS.	Site Administration	Identify and purchase online subscriptions, device applications, other technology programs and equipment to support student learning of ELA CCSS.	\$4,000 Title I (2001)
Kindergarten paraprofessional to provide intervention support to students not performing to grade-level proficiency.	Site Administration	Two, 2 hour paraprofessionals to support classroom teacher with lessons and support students in class to enable teacher to provide targeted interventions to students.	\$8,000 Title I (1005)
Short term limited employee intervention teachers to provide in-class intervention support to approaching and not meeting standards students.	Site Administration	Provide during the day interventions using prescribed reading intervention curriculum. Provide four intervention sessions, each session running eight weeks at four days per week with three different groups plus 1-hour per week for planning and preparation.	\$7,000 Title I (1005)

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 2 – SCHOOL GOAL: Mathematics

California Dashboard – Academic Indicator – Mathematics: (Note: Goals created based on Fall 2017 Dashboard Results)

In 2018-19, Alvarado Elementary School will improve their Mathematics Status for “Hispanic” students from “Low - more than 25 points below to 95 points below” to “Medium - 25 points below to zero” and change from “Declined by 3 to 15 points” to “Maintained - Declined by less than 3 points or increased by less than 3 points”.

In 2018-19, Alvarado Elementary School will improve their Mathematics Status for “Students with Disabilities” students from “Low - more than 25 points below to 95 points below” to “Medium - 25 points below to zero” and change from “Declined by 3 to 15 points” to “Maintained - Declined by less than 3 points or increased by less than 3 points”.

By Spring of 2019, the individual student GROWTH percentage for Kindergarten through 5th grades, as measured by the **Northwest Evaluation Association (NWEA) for Mathematics**, will improve as follows:

- In 1st grade, the percentage of students meeting or exceeding their growth targets will increase by 6% from 74% to 80%.
- In 2nd grade, the percentage of students meeting or exceeding their growth targets will increase by 13% from 42% to 55%.
- In 3rd grade, the percentage of students meeting or exceeding their growth targets will increase by 7% from 63% to 70%.
- In 4th grade, the percentage of students meeting or exceeding their growth targets will increase by 7% from 58% to 65%.
- In 5th grade, the percentage of students meeting or exceeding their growth targets will increase by 8% from 50% to 58%.

By Spring 2019, the percentage of students meeting or exceeding PROFICIENCY in 3rd Grade through 5th Grade, as measured by **Smarter Balanced Assessment Consortium**

(SBAC) for Mathematics, will improve as follows:

- In 3rd grade, the percentage of students meeting or exceeding their proficiency will increase by 7% from 65% to 72%.
- In 4th grade, the percentage of students meeting or exceeding their proficiency will increase by 8% from 52% to 60%.
- In 5th grade, the percentage of students meeting or exceeding their proficiency will increase by 9% from 41% to 50%.

By Spring of 2019, our 3rd grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the **SBAC for Mathematics**, as follows:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 16% from 34% to 50%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 5% from 78% to 83%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 7% from 68% to 75%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 7% from 57% to 64%.
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 60% to 65%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 10% from 25% to 35%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 6% from 18% to 24%.

By Spring of 2019, our 4th grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the **SBAC for Mathematics**, as follows:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 10% from 40% to 50%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 6% from 79% to 85%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 14% from 46% to 60%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 9% from 31% to 40%.
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 10% from 53% to 63%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 10% from 30% to 40%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 12% from 16% to 28%.

By Spring of 2019, our 5th grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the **SBAC for Mathematics**, as follows:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 8% from 17% to 25%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 10% from 40% to 50%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 10% from 48% to 58%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 7 from 26% to 33%.
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 8% from 30% to 38%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 5% from 15% to 20%.

Alvarado Elementary School (AES) Specific Goals: As a School Site Council we feel that it is important to set goals for our students as a Cohort. In doing so we are able to monitor our groups of students as they progress through the grades and look for trends and patterns that will help us identify needs and supports that are specific to the Cohort. We believe this provides a more equitable lense for looking at progress and needs of our students.

By Spring 2019, the percentage of students in each grade level cohort meeting or exceeding GROWTH TARGETS in 1st Grade through 5th Grade, as measured by **NWEA for Mathematics**, will improve as follows so that 100% of students in each grade level cohort will be meet growth targets by the Spring of 2021:

- In 1st grade the percentage of students in the cohort meeting or exceeding their growth targets will increase by 6% from 74% to 80%.
- In 2nd grade, the percentage of students in the cohort meeting or exceeding their growth targets will increase by 13% from 42% to 55%.

- In 3rd grade, the percentage of students in the cohort meeting or exceeding their growth targets will increase by 7% from 63% to 70%.
- In 4th grade, the percentage of students in the cohort meeting or exceeding their growth targets will increase by 7% from 58% to 65%.
- In 5th grade, the percentage of students in the cohort meeting or exceeding their growth targets will increase by 8% from 50% to 58%.

NWEA Mathematics Growth Target Data

Grade	Grade Level 2016-2017 Proficiency	Grade Level 2017-2018 Proficiency	2018-2019 Proficiency Goal
Kindergarten	N/A	64%	70%
1 st Grade	80%	74%	80%
2 nd Grade	31%	42%	55%
3 rd Grade	53%	63%	70%
4 th Grade	69%	58%	65%
5 th Grade	43%	50%	58%

SBAC Mathematics Proficiency Data

Grade	Grade Level 2016-2017 Proficiency	Grade Level 2017-2018 Proficiency	2018-2019 Proficiency Goal
3 rd Grade	51%	65%	72%
4 th Grade	56%	52%	60%
5 th Grade	40%	41%	50%

SBAC Mathematics Proficiency Data (By Subgroups)

Grade	Grade Level 2016-2017 Proficiency	Grade Level 2017-2018 Proficiency	2018-2019 Proficiency Goal
African American			
3 rd Grade	50%	34%	50%
4 th Grade	17%	40%	50%
5 th Grade	14%	17%	25%
Asian			
3 rd Grade	63%	78%	83%
4 th Grade	64%	79%	85%
5 th Grade	50.0%	40%	50%
Filipino			
3 rd Grade	53%	68%	75%
4 th Grade	60%	46%	60%
5 th Grade	56%	48%	58%
Hispanic			
3 rd Grade	36%	57%	64%
4 th Grade	35%	31%	40%
5 th Grade	25%	26%	33%

Socio-Economically Disadvantaged			
3 rd Grade	55%	60%	65%
4 th Grade	42%	53%	63%
5 th Grade	30%	30%	38%
English Learners			
3 rd Grade	16%	25%	35%
4 th Grade	20.0%	30%	40%
5 th Grade	0%	15%	10%
Students with Disabilities	(Speech or Language Impairment)		
3 rd Grade	16%	18%	24%
4 th Grade	28%	16%	28%
5 th Grade	12%	15%	20%

<p>What data did you use to form this goal? NWEA Mathematics data (Grades K-5) 2015-16, 2016-17 SBAC Mathematics data (Grades 3-5) 2014-15</p>	<p>What were the findings from the analysis of this data? Almost all of our students grow steadily each year; in fact, their observed growth rate closely parallels the national norms. However, most of our students start with lower scores and skills, and their growth rate is not sharp enough to close the gap between their score and proficiency.</p>	<p>How will the school evaluate the progress of this goal? Fall, Winter, Spring NWEA data for grades 1-5 Fall and Spring NWEA data for Kindergarten Spring 2018 SBAC data</p>
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STRATEGY: During 2018-19 school year, AES will focus on implenting equitable practices in the teaching of Mathematics. Math Studio strategies and the Bridges Mathematics curriculum will be used to teach the CCSS Mathematics Standards. A school wide intervention program will be implemented using the Bridges Mathematics assessments and intervention resources. Students in underperforming sub-groups will be focused on to ensure they receive equitable support to meet their proficiency goals.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Staff compensation or substitute release for collaboration and professional development around mathematics.	Site Administration	Provide release or compensation for teachers and paraprofessionals for collaboration necessary for implementation of CCSS Mathematics standards using the <i>Bridges Mathematics</i> curriculum resource and Math Studio strategies. Collaboration to be focused on instruction in conjunction with Math Studio strategies, Project Based Learning, Academic Parent Teacher Team, Bridges Mathematics, and the Next Generation Science Standards.	\$3,000 Title I (1003, 2005)
Provide classrooms with materials and Mathematics tools for use to implement CCSS Mathematics Standards.	Site Administration	Identify and purchase mathematics materials and tools of need for implementation of mathematics CCSS.	\$1,000 Title I (1001)

Purchase of technology resources to support the implementation of Mathematics CCSS.	Site Administration	Identify and purchase online subscriptions, device applications, and other technology programs to support student learning of Mathematics CCSS.	\$6,000 LCFF (2001)
Hourly pay for implementation of after school interventions for mathematics.	Site Administration	Hourly pay for teachers and/or paraprofessionals to provide supplemental intervention support in Mathematics.	\$2,000 Title I (1005)
Kindergarten paraprofessional to provide intervention support to students not performing to grade-level proficiency.	Site Administration	Two, 2 hour paraprofessionals to support classroom teacher with lessons and support students in class and class activities to enable teacher to provide targeted interventions to students.	\$6,000 Title I (1005)

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 – EL Learners: Will not be available to the change from CELDT to ELPAC

What data did you use to form this goal? Due to the transition from CELDT to ELPAC and revised Reclassification Criteria, SPSA's will not include an analysis of any language assessments. Once ELPAC scores are available, Sites and SSC's will review this assessment and adjust goals and actions as appropriate.	What were the findings from the analysis of this data? For 2017-18, EL Learner goals are established through their progress on NWEA and SBAC. Please see the above goals for this specific group of students.	How will the school evaluate the progress of this goal? EL Academic Performance Data - NWEA, SBAC"; "EL Language Proficiency Data - When Available.
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STRATEGY: In 2018-19, AES will support the growth and development of our EL learners by providing academic and non-academic interventions and implementing best practices in the classroom that best support the acquisition of English.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Staff compensation or substitute release for collaboration and professional development around English Language Development instruction.	Site Administration	Provide release or compensation for teachers and paraprofessionals for collaboration necessary for implementation of CCSS English Language Development standards using the Wonders, English Language Arts curriculum, and implementing a Designated English Language Development block during the school day.	\$5,000 Title I (1003, 2005)

Purchase materials to support EL learner implementation of CCSS and English Language Development (ELD) Standards.	Site Administration	Identify and purchase materials needed for grade level implementation of CCSS and ELD Standards.	\$2,500 Title I (1002)
Hourly pay for implementation of after school interventions for EL learners.	Site Administration	Hourly pay for teachers and/or paraprofessionals to provide supplemental intervention support for EL learners.	\$5,000 Title I (1002)
Kindergarten paraprofessional to provide intervention support to students not performing to grade-level proficiency.	Site Administration	Two, 2 hour paraprofessionals to support classroom teacher with lessons and support students in class and class activities to enable teacher to provide targeted interventions to students.	\$6,000 Title I (1002)

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 4 - SCHOOL GOAL: School Climate

In 2018-19, AES will improve our annual student attendance rate from 95.5% to 96.5% positive attendance

California Dashboard Suspension Indicator: (Note: Goals created based on Fall 2017 Dashboard Results)

In 2018-19, Alvarado Elementary School will improve their Suspension Indicator Status for "Black or African American" students from "Medium - greater than 1.0% to 3.0%" to "Low - greater than 0.5% to 1.0%" and change from "Increased Significantly by greater than 2.0%" to "Increased by 0.3% to 2.0%".

In 2018-19, AES will reduce the number of infractions and the number of students receiving multiple infractions.

- The number of referrals will be reduced from 20 to 10, a reduction of 50%.
- The number of suspensions will be reduced from 5 to 0, a reduction of 100%
- Students receiving multiple referrals will be reduced from 30 to 0, a reduction of 100%
- Students receiving multiple suspensions will be reduced from 0 to 0.

<p>What data did you use to form this goal? Student Referral Data (2014-18) Student Attendance Data (2015-18) See Discipline and Attendance Charts Below</p>	<p>What were the findings from the analysis of this data? The data indicates that the behaviors have been decreasing over time. This may be due to the increase of restorative justice and conflict management approaches that the school has been utilizing.</p>	<p>How will the school evaluate the progress of this goal? Bi-Monthly student discipline data Monthly student attendance data</p>
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Discipline

	Susp 2014-15	%	Ref 2014-15	%	Susp 2015-16	%	Ref 2015-16	%	Susp 2016-17	%	Ref 2016-17	%	Susp 2017-18	%	Ref 2017-18	%
Total Infractions	13		93		24		69		5		24		5		24	
# of Students	4		49		7		28		3		10		3		10	
Students with one	2	50%	38	78%	4	57%	16	57%	1	33.3%	3	30%	1	33.3%	3	30%
Students with multiple	2	50%	11	22%	3	43%	12	43%	2	66.7%	7	70%	2	66.7%	7	70%

Attendance

2015-16	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	TOTAL
%	97.15	96.65	96.25	95.43	94.68	94.93	94.87	95.26	96.32	95.81

2016-17	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	TOTAL
%	97.29	96.87	96.05	94.08	94.63	93.92	92.81	95.91	95.44	95.24

2017-18	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	TOTAL
%	97.19	96.07	95.82	94.10	93.76	94.88	94.40	96.18	96.12	95.90

2018-19 Goals	Period 1 Goal	Period 2 Goal	Period 3 Goal	Period 4 Goal	Period 5 Goal	Period 6 Goal	Period 7 Goal	Period 8 Goal	Period 9 Goal	TOTAL Goal
%	98%	97%	97%	96%	96%	96%	96%	97%	97%	96.5%

STRATEGY: During 2018-19 school year, Alvarado Elementary will focus on engaging its families to encourage more involvement in their children's learning and in the school community. Having an engaged community will promote a culture and climate of safety, a promoted value for learning, and a sense of inclusion, value, and voice at AES. Staff will continue to build their understanding about effective, equitable practices to continue developing a safe, respectful, and equitable school climate.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Start of year school orientation for Kindergarten and Transitional Kindergarten with a focus on attendance	Site Administration, Transitional Kindergarten and Kindergarten Teachers	Provide orientations for parents of incoming Kindergarten and Transitional Kindergarten students giving an overview about Kindergarten, services to help support the transition to Kindergarten, and focusing on healthy habits of successful students, including attendance.	\$700 Title I (3002)
Materials and supplies to support in-school events and activities to support a positive school environment.	Site Administration, Instructional Leadership Team	Purchase curriculum and other materials to support school-wide supports for a positive school environment.	\$3,000 Title I (3002)
Substitutes for Student Study Team and Student Resource Team Meetings	Site Administration	Teacher release to participate in Student Study Team and Student Resource Team meetings.	\$5,000 Title I (1005)

0.1 FTE for Family Services Assistant to participate in school structures that support students and families she outreaches to.	Site Administration, Family Services Assistant (FSA)	Participation in Student Resource Team (SRT) meetings, Coordination Of Services Team (COST) meetings, Student Support Team (SST) meetings, and grade level collaborations. Foster communication between classroom teachers, families, and services to support students.	\$4,200 LCFF (1005, 3003)
Support for Migrant Students	Principal, District Staff	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 & dental screening, and direct academic intervention with highly qualified teachers.	District Migrant Education budget

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: Parent Engagement

- The number students/families working with Alvarado Elementary to receive or be referred to services will increase from 352 families to 400 families in 2018-19.
- The number of different families participating in a Family Affinity Group at Alvarado Elementary will increase from 40 families to 60 families in 2018-19.
- Alvarado Elementary aims to work with 50 parents and community members through Classroom Instructional Support Trainings.

<p>What data did you use to form this goal? Service support/referral records and documentation Attendance for cultural affinity groups</p>	<p>What were the findings from the analysis of this data? Through coordination between our Family Services Assistant, teachers, and support team we referred 352 students and families to a variety of services to support the whole development of our students. Between our five cultural affinity groups (Chinese, Indian, Persian, Hispanic, Filipino) that started in the Winter/Spring of 2018, we had <u>40</u> different families participate in our individual and mixed group meetings.</p>	<p>How will the school evaluate the progress of this goal? Support/Referral records and documentation for 2018-19 Attendance records for meetings in 2018-19 Attendance records for Classroom Instructional Support Trainings.</p>
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STRATEGY: During 2018-19 school year, AES will focus on engaging our families by providing opportunities and support to families with the focus on providing families the tools to support their children at home and in the classroom. AES will improve their outreach to families through Affinity Groups, needs referrals, and Classroom Instructional Support Trainings.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Staff compensation or substitute release for collaboration, planning, and providing trainings to support parent and paraprofessional support of students in the classroom. (Classroom Instructional Support Trainings)	Site Administration, Classroom Teachers	Staff to collaborate with peers to develop, plan, and implement Classroom Instructional Support Trainings to support families, volunteers, and paraprofessionals in working with students in the classroom to provide small group support for students in reading and mathematics.	\$2,990 Title I (3002)
Materials and printing for classroom volunteer trainings.	Site Administration	Purchase materials and printing to support Classroom Instructional Support Trainings.	\$2,000 Title I (3002)
Development of a Family Resource Room for the Family Services Assistant to use in supporting families to get engaged with the school.	Site Administration	Purchase materials that can be used to support the engagement of families.	\$3,750 LCFF (3002)

In developing and implementing programs to support the students at AES, the following considerations will be taken:

- Mentoring of teachers is provided through our coaching practices, and also (for new teachers) through the District's Beginning Teacher Support and Assessment (BTSA) Program.
- School site staff are 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.
- 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 & dental screening, and direct academic intervention with highly qualified teacher

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)
Services to homeless children.	July 2018- June 2019	Transportation	\$65,000	Title I
Staffing to oversee and support programs: <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 		Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals	\$295,000	Title I
New Hire Professional Development		Substitute Teachers and hourly	\$29,750	Title I
Grading and Assessment Task Force and Data Days		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
Rigorous Curriculum Design Teacher Teams		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/ca12sqiappcatprog.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 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	\$36,693	<input type="checkbox"/>
<input 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	\$28,000	<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)	\$ 64,449	<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).	\$ 780	<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 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"/>
<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"/>

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 checked="" type="checkbox"/> Other federal funds – Title 1 Part A Carryover	\$ 1,923	<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
Eric Barron	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Megan Foster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mariana Aguilar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ibeth Guzman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Edward Ortiz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michele Kelley	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janice Abad	<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"/>	<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"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	1	3	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 Signature *[Handwritten 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:

Eric Baron
Typed name of School Principal

[Handwritten Signature]
Signature of School Principal

10/17/18
Date

Mariana Aguilar
Typed name of SSC Chairperson

[Handwritten Signature]
Signature of SSC Chairperson

10/30/18
Date