2018-2019 Single Plan for Student Achievement

A Resource for the School Site Council

The Single Plan for Student Achievement Template

School: Van Meter Elementary School

District: Los Gatos Union School District

County-District School (CDS) Code: 4369526

Principal: Rick Rauscher

Date of this revision: June 5, 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 in June, 2018

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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:

> o **LEA GOAL #1 Utilizing best practices to maximize proficiency in English Language Arts for all students with a focus on upward mobility.**
>
> **SCHOOL GOAL:** By June 2018, all students will show gains in literacy assessments ensuring upward mobility for all students.
> **LCAP PRIORITIES: #1 Basic Services, #2 Implementation Common Core, #4 Pupil Achievement, #7 Course Access**
> **Alignment to Strategic Plan:**
> **Strategic Focus #1 Learning: Engage, Educate & Support the Whole Child**
> **Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency**

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of Spring 2017 CAASP data grades 3-5	**Data reveal the following are proficient or advanced in ELA for all grades**	Monitor local assessment data as well as 2018 CAASP data
Analysis of Kinder Benchmark Data (Spring 2018)	Kinder benchmark reveals 94% of students are achieving grade level proficiency or above in Reading.	2018 CAASP data will be analyzed and reported in September 2018
Analysis of DRA2 Assessment Data (Spring 2018) (Grades 1-2)	DRA Grade 1 reveal 88% of students are achieving grade level proficiency or above in Reading	
	DRA Grade 2 reveal 81% of students are achieving grade level proficiency or above in Reading DRA	
	CAASP Grade 3 data reveal 73% of students are achieving grade level proficiency or above in ELA	
	CAASP Grade 4 data reveal 76% of students are achieving grade level proficiency or above in ELA	
	CAASP Grade 5 data reveal 80% of students are achieving grade level proficiency or above in ELA	

STRATEGY: Align ELA curriculum and establish assessments (Diagnostic, Formative, Summative) to Common Core State Standards (CCSS) and Year Long Context Maps to inform instruction and increase student achievement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Ongoing refinement of ELA Curriculum Maps aligned with CCSS and newly adopted National Geographic ELA materials By June 2019, align unit formative and summative assessments to CCSS. By June 2019, refine benchmark assessments aligned to CCSS. Provide differentiated instruction in alignment with Common Core Standards Continue to align assessments with standards-based report cards for district	Classroom Teachers Principal CIA Task Force Members	Refine Year Long Contexts (2018-2019). Refine district benchmark assessments (2018-2019). Refine grade level unit assessments (2018-2019). Follow established district assessment calendar to monitor reading progress. Integrate the use of technology to enhance instruction, differentiation and assessment (applications to be used for core instruction as well as intervention and extension support). Refine common assessments aligned to standards-based report cards Supply grade level release days for Professional Development to implement National Geographic Adoption	District Funds Site Funds
Students not meeting benchmarks will participate in a research-based literacy intervention program. (2018-2019 school year) Ongoing professional Development	Classroom Teachers Early Literacy Specialist Principal	DRA2 Assessments completed by October 1, 2018 for all students K-2. Secure release days to rapidly complete assessments and analysis. Provide licensing for Raz Kids, Lexia, Reading A to Z, IXL,Achieve 3000 and other electronic support systems/materials. Provide additional FTE of Literacy Support as indicated by caseload.	District Funds HSC Grants Site Funds

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Grade Level Writing Samples	Grade level writing samples are inconsistent across grade levels and elementary sites As units are aligned to CCSS in the Year Long Context	Monitor development of common grade level writing assessments across elementary sites

		Maps, writing assessments and rubrics will need to be developed, implemented and analyzed	

STRATEGY: Align instruction and assessment to Common Core Standards

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Refine Writing Units in the Year Long Context (ongoing) Provide differentiated instruction to meet the needs of all students (ongoing) Analysis of 2018 CAASP data for grades 3-5	Classroom Teachers Principal CIA Task Force	Implement instructional units developed from the Year Long Context Maps Identify grade level assessments and rubrics to be used to monitor progress. Vertically align expectations and come to agreement on mastery levels at each grade level Provide licensing for electronic supplemental support systems/materials as identified by grade level teams Provide additional supplementary materials to support mastery of ELA standards	District Funds Site Funds HSC Grants

LEA GOAL #2: Utilize best practices to maximize proficiency in Science for all students with a focus on upward mobility.

School Goal: By June 2019, all fifth grade students will demonstrate upward mobility in student achievement, as measured by local assessments.
LCAP PRIORITIES: #1 Basic Services, #2 Implementation Common Core, #4 Pupil Achievement, #7 Course Access
Alignment to Strategic Plan:
Strategic Focus #1 Learning: Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency
Strategic Goal 1.2 Integrate digital literacy and enhance STEAM approaches to student learning

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Local assessment data tied to Mystery Science, Foss Kits	Students are exposed to NGSS content Exploration of science assessments that will eventually need to be developed and aligned to NGSS	Monitor development of science assessments and their alignment to NGSS

STRATEGY: Become familiar with the Next Generation Science standards and identify grade level changes from California State Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review Next Generation Science Standards. Provide differentiated instruction to meet the needs of all students. Support science focused field trips and guest speakers Identify resources to assist transition to NGSS Development and implementation of STEAM Lab Utilize and explore trainings and professional development in the area of Project-Based Learning (PBL) Participate in NGSS implementation Phase 1 as rolled out by CIA Task Force 2018-2019	Classroom Teachers Teacher Leaders Principal CIA Task Force Members	Identify the changes from former California Content Standards. Identify the changes from former California Science Content Standards. Integrate the use of technology to enhance science instruction. (Mystery Science) Support science focused field trips and guest speakers aligned to NGSS. Provide release days for staff to attend professional development in the area of STEAM. Provide funding for consultants to work with staff and conference registration fees for staff to attend training in NGSS alignment, Design thinking, and STEAM strategies. Possible participation in a Practicum on integrated PBL cohort	District Funds Site Funds HSC Grants

LEA GOAL #3: Utilize best practices to maximize proficiency in Mathematics for all students with a focus on upward mobility

School Goal: By June 2019, all students will demonstrate upward mobility in student achievement, as stated in local and state assessments.
LCAP PRIORITIES: #1 Basic Services, #2 Implementation Common Core, #4 Pupil Achievement, #7 Course Access
Alignment to Strategic Plan:
Strategic Focus #1 Learning: Engage, Educate & Support the Whole Child
Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Local assessment data grades K-2 CAASP Data Grades 3-5	**Data reveal the following are proficient or advanced in Math for all grades:** Kindergarten- 98% First Grade –88 % Second Grade – 81% SBAC Grade 3 -65% SBAC Grade 4 -71% SBAC Grade 5 -64%	Analyze local and district benchmark assessments as well as 2018 CAASP Data

STRATEGY: Align mathematics instruction and assessment to Common Core State Standards (CCSS) and newly adopted materials.

Align units of instruction to the CCSS and Year Long Context utilizing district adopted materials. Provide differentiated instruction to meet the needs of all students. (ongoing) Refine District Mathematics Benchmark Assessments (2018-19) Ongoing refinement of Math Curriculum Maps aligned with CCSS. (2018-19) Continue work on standards-based report cards for the District. (2018-19	Classroom Teachers Principal CIA Task Force	Continue to refine Year Long Contexts in math map. Develop/Refine grades 1-5 assessments and benchmarks guidelines. Complete grade level analysis of results and develop action plans for students performing below benchmark using CAT process Examine Fall Assessment Data August - September 2018. Collaborate at grade levels and district level to refine benchmark assessments each trimester. (2018-19) Use benchmark assessment data to continue to modify/refine Curriculum Maps aligned with CCSS. (Ongoing 2018-19) Develop and align grade level formative assessments to standards-based report card. (2018-19 – each Trimester) Integrate the use of technology to enhance instruction,	District Funds Site Funds HSC Grants

		differentiation and assessment (applications to be used for core instruction as well as intervention and extension support)	
Provide ongoing/continued professional development in Mathematics. (2018-19) Students not meeting benchmarks will participate in a research-based mathematics intervention program (2018-19 school year) Development and implementation of STEAM Lab Utilize and explore trainings and professional development in the area of Project-Based Learning (PBL)		Participate in math professional development, aligned with CIA Scope of Work using best practices. Provide opportunities to work with consultants and attend training. (2018-19) Provide release days for teachers to attend additional professional development in research supported Mathematics instructional strategies. (2018-19) Provide funding for conference registrations or consultant fees in the area of Mathematics. (2018-19) Develop and implement a system and strategies for delivering support in the area of mathematics to identified students in need	

LEA GOAL #4: Utilizing best practices to maximize proficiency for all limited English-proficient students with a focus on upward mobility in the area of ELA and Mathematics.
SCHOOL GOAL: By June 2019, all EL students will increase proficiency levels, as measured by local and state assessments.
LCAP PRIORITIES: #4 Pupil Achievement,
Alignment to Strategic Plan:
Strategic Focus #1 Learning: Engage, Educate & Support the Whole Child
Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of 2016-17 CELDT and classroom data (local assessments) of EL identified students. (Fall 2017) Analysis of 2016-17 Reclassification Rates (Fall 2017)	EL students are making progress, however, first year EL students are not able to attain proficiency at the same level as their EO counterparts. ## What were the findings from the analysis of this data? 2016-17 CELDT data qualifications:	The staff will monitor annual English Language Proficiency Assessment (ELPAC) data and grade level assessments to ensure students are making annual progress.

2016-17 CELDT data qualifications:

EL	IFEP	RFEP
32	14	**7**

STRATEGY: Provide a quality ELD program to all EL students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide English Language Development activities. (ongoing)	Classroom Teachers ELL Specialist	Classroom Teachers will provide Daily ELD instruction – minimum thirty minutes per day. Provide Academic Vocabulary Lessons. (ongoing) Integrate the use of technology to enhance instruction. Purchase additional software and/or apps as they are identified.	District Funds Site Funds HSC Grants
Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
Provide literacy intervention support.	Literacy Support Specialist	Provide intervention in Literacy skills including, Raz Kids, Achieve 3000, Lexia access. Provide additional hours for Literacy Specialist where possible.	District Funds Site Funds HSC Grants

LEA GOAL #5: Utilize best practices to ensure all students will be educated in a safe, orderly, and developmentally responsive environment that is conducive to learning
SCHOOL GOAL: By 2019, the school environment will reflect a culture that supports a safe learning environment for all students.
LCAP PRIORITIES: #1 Basic Services, #3 Parent Involvement #5 Pupil Engagement #6 School Climate
Alignment to Strategic Plan:
Strategic Focus #1 Learning: Engage, Educate & Support the Whole Child
Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency
Strategic Goal 1.3 Strengthen parent and community partnerships encompassing safety and wellness

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of the LEA Plan requirements. Student Behavioral Data, Suspension Data Staff feedback regarding the ABC Reader Program. Project Cornerstone survey(if available)	Two students have been formally suspended this year. Approximately 42 have been referred to the principal for behavioral intervention. Teachers anecdotally report parent-led monthly ABC lessons are supporting the development of developmental assets and social skills. School-wide vocabulary is highlighted and reinforced by staff.	Suspension and behavioral data will be monitored. Developmental Assets Project Cornerstone Survey if available (2018-2019).

STRATEGY: Implement Project Cornerstone lessons, implement school wide positive behavior program, increase parent participation

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(A) Align Project Cornerstone ABC Readers' lessons with the rest of Santa Clara County (Year 4). (B) Provide monthly trainings for parents to support their work in the classroom ~ facilitated by parent leader, primary teacher & intermediate teacher. (C) Work closely with site and district safe routes to school team	Teachers and ABC Reader Coordinator Principal Culture Club Members	(A) Continue implementing the Project Cornerstone ABC Reader program. (B) Identify school wide-theme with explicit lessons planned by each grade level monthly. (C) Helmet trainings/Bike Rodeos. Walk/Bike to School Weeks.	HSC Site Funds
Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**

(D) Student Council – Students in Grades 3-5 will create posters highlighting each month's theme and skills. Posters will be hung strategically throughout the campus and near all gates and entrances. (E) Continue K-Kids Program (F) Increase Parental Involvement and visibility on campus (G) Continue FunZone program (H) Continued implementation of the Bulldog Way. (I) Provide School site safety plan/Provide School Site emergency plan A community bulletin board located at the front entrance of the school highlighting important dates Continue to integrate Second Step Possible participation in threat awareness protocol training Participation in Mult-Tiered System of Support (MTSS) Cohort through Santa Clara County of Education (SCCOE)	Principal HSC Teachers Culture Club members Parent Volunteers	(D) Elected Classroom officers will meet bi-monthly to address school spirit and all activities related to The Bulldog Way (E) monthly meetings. Community service projects. (F) Parents on Campus training. Principal chats pertaining to volunteer opportunities on campus. (G) Provide games and activities during lunch recess. (H) Monthly Bulldog Ticket Assembly. Bi-Monthly Team/Family state meetings (I) Participate in a monthly emergency preparedness drills Attend MTSS professional development through SCCOE	HSC Funds Site funds MTSS Grant

LEA GOAL #6: Continue to build capacity for site based instructional teams focused on distributed leadership and collaborating in a professional learning community
SCHOOL GOAL: For the 2018-19 school year, the site based leadership team and grade level teams will collaborate with the district's CIA Task Force to meet both site and district goals.
LCAP PRIORITIES: #2 Implementation Common Core, #4 Pupil Achievement, #6 School Climate, #7 Course Access, #8 Other Outcomes
Alignment to Strategic Plan:
Strategic Focus #2 Teaching: Create a culture of collaboration and continuous improvement
Strategic Goal 2.1 Engage in high quality professional development and training for all
Strategic Goal 2.3 Promote organizational learning and innovation built on promising practices

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CIA Task Force Scope of Work CIA Site Based Goals	All teachers meet the NCLB requirements to be designated as Highly Qualified. The process for developing/refining and implementing Standards-based report cards across all grade levels needs to continue There is a need to prepare for implementation of the NGSS There is a need to pilot materials for an English Language Arts adoption	Teachers will continue to participate in quality staff development to advance their professional expertise. Monitor process and stakeholder feedback

STRATEGY:
-Site based leadership teams and grade level teams will collaborate with the CIA Task Force
-Provide high quality professional development and leadership opportunities

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

The principal and members of the teaching staff will participate in ongoing professional development. Spring 2018 Identify members of District CIA Task force Actively seek professional development opportunities in the area of Professional Learning Communities and other opportunities to build leadership capacity among staff members Participation in Mult-Tiered System of Support (MTSS) Cohort through Santa Clara County of Education (SCCOE)	All Staff District Tech Dept	Attend district staff development in math curriculum alignment and assessment data analysis. Designated teachers will serve as Teacher Leaders. Identify teacher leaders and work with CIA task force to establish clear goals and work flow calendar based on the scope of work outlined about in Aug/Sept. 2018 Communicate goals and workflow calendar to all certificated staff in Sept 2018. Provide monthly updates at faculty meetings throughout the year. Align Districts CIA Task force goals and workflow calendar with Site based instructional team schedule, faculty meeting schedule and grade level collaboration meeting schedule to ensure completion of goals. Monitor progress and update SSC and HSC. Participate in professional development in the areas of ELA and math, aligned with CIA Scope of Work, using best practices, such as Lesson Study, book study, work with consultants and opportunities to attend professional development workshops. (2018-19) Provide release days to attend professional development to support site based leadership teams. (2018-19) Provide funding for conference registration and or consultants. (2018-19) Attend MTSS professional development through SCCOE	District Funds Site Funds HSC Grants MTSS Grant

LEA GOAL #7: Using data to inform instruction, continue to build site-based formative and summative assessments.
SCHOOL GOAL: For the 2016-2017 school year, continue to use data to inform instruction using formative and summative assessments.
LCAP: #1, #3, #5, #6
ALIGNMENT TO STRATEGIC PLAN:
Strategic Focus #2 Teaching: create a culture of collaboration and continuous improvement.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Review of local assessment data CIA Task Force 2016-17 Scope of Work	There is a need to continue to develop/refine common formative /summative assessments at all grade levels to support student achievement as a focus on upward mobility. The process for implementing Standards-Based Report cards across all grade levels needs to continue. There is a need to prepare for full implementation of the NGSS. There is a need to pilot current materials for an ELA adoption.	Monitor student achievement and analyze the results of local assessments. Monitor process and stakeholder feedback throughout the year.

STRATEGY:
-Align instruction and assessments to Common Core
-Provide high quality professional development.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Refine District Math Benchmark assessments (2018-19) By June 2019, develop ELA benchmark assessments aligned to CCSS By June 2019, develop and administer 3 common district formative assessments in ELA and Math. Actively seek professional development opportunities for efficiently and effectively collecting data to drive instruction Utilize and explore trainings and professional development in the area of Project-Based Learning (PBL)	CIA Task Force District/site grade level teams Principal Teachers Math Specialist Literacy Specialist	Collaborate at site grade level and district wide grade level teams to refine the district math benchmark assessments. (2018-19) Develop district-wide benchmark assessments for ELA, in grade level and district-wide teams. (By June 2019) Refine and administer formative grade level assessments for math and ELA. (By June 2019) Attend MTSS professional development through SCCOE	District Funds Site Funds HSC Grants MTSS Grant

Participation in Mult-Tiered System of Support (MTSS) Cohort through Santa Clara County of Education (SCCOE)			

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.

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)
1. District support for EL Students	8/18-6/19	Salaries, Benefits, instructional materials	$78,400	LCFF
2. Professional Development in the area of English Language Arts and Science (NGSS)	8/17-6/19	Consultants, sub release time, Teacher Leaders	$39,000	Title II
3. Assist immigrant students to achieve grade level standards	8/18-6/19	Salaries of staff and instructional materials	$16,000	Title III
4. ELA and Science (NGSS) staff development	8/18-6/19	Substitute time	$16,100	LCFF

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

- After–School and Summer School programs funded by categorical programs

- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program 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

State Programs	Allocation
☐ **California School Age Families Education** Purpose: Assist expectant and parenting students to succeed in school	$
☐ **Economic Impact Aid/State Compensatory Education (EIA-SCE)** Purpose: Help educationally disadvantaged students succeed in the regular program	$
☐ **Economic Impact Aid/Limited English Proficient (EIA-LEP)** Purpose: Develop fluency in English and academic proficiency of English learners	$
☐ **Peer Assistance and Review** Purpose: Assist teachers through coaching and mentoring	$
☐ **Professional Development Block Grant** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$
☐ **Pupil Retention Block Grant** Purpose: Prevent students from dropping out of school	$
☐ **Quality Education Investment Act (QEIA)** Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$
☐ **School and Library Improvement Program Block Grant** Purpose: Improve library and other school programs	$
☐ **School Safety and Violence Prevention Act** Purpose: Increase school safety	$
☐ **Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	$
☐ **List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	$
Total amount of state categorical funds allocated to this school	$

Federal Programs		Allocation
☐	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
☐	**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).	$
☐	**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)	$
☐	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly-qualified teachers and principals	$
☐	**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 VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$
☐	**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	$
☐	**Other federal funds** (list and describe)	$
☐	**Other federal funds** (list and describe)	$
☐	**Other federal funds** (list and describe)	$
	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.[3] 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
Jane Chen				X	
Sueling Cho				X	
Sharon Hinson				X	
Kristin Tylko		X			
Rick Rauscher	X				
Vicky Schubert		X			
Kelly Maki		X			
Michelle Walton			X		
	1	3	1	4	

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[3] *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

☐ 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: June 5, 2018

Attested:

__Rick Rauscher _____   _Rick R_____ 6-6-18
Typed name of School Principal   Signature of School Principal   Date
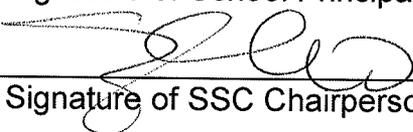
__Sueling Cho _____   _____   6/6/18
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date

Annual Evaluation: To be completed in 2017-18 School Year

Form F: Single Plan for Student Achievement Annual Evaluation

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

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

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

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

Annual Evaluation

Goal #1 – Utilizing best practices to maximize proficiency in English Language Arts (reading, writing and language development for all students with a focus on upward mobility.

English-Language Arts has been a priority over the past year and has been the focus of many of our Professional Development and fiscal resources. Many of our expenditures have come in supporting our efforts of English Language Arts. A significant amount of resources have been dedicated to following support ELA at Van Meter:

- Purchase of Achieve 3000 for grades 3-5
- Sub-days allotted to each grade level to administer reading assessments to students in both fall/spring
- Sub days allotted to each grade level to work on fine tuning local and district benchmark assessments in the area of ELA
- Opportunities to professional development in the area of writing
- Professional Development for teachers piloting ELA programs for possible adoption

- Professional Development opportunities for teachers to explore and research best practices in the area of teaching ELA

Areas for possible growth in Goal #1:
- Expanded utilization of the tools made available to grade levels 3-5 in Achieve 3000.
- Professional Development opportunities for all staff in the implementation of our new literacy program (National Geographic)
- Sub-time allotted for continued fine tuning of local and district benchmark assessments

Goal #5 – Utilize best practices to ensure all students will be educated in a safe, orderly, and developmentally responsive environment that is conducive to learning

The Bulldog Way, is a Positive Behavior Intervention Supports (PBIS) approach to establishing behavioral expectations. This approach supports a school climate and culture needed for all students to achieve and maximize their social, emotional and academic potential. We are distinguished in our district as the only site to implement this approach. The Bulldog Way is a systemic approach dedicated to intentional acts of improvement that are sustainable over time. We believe that the Bulldog Way is reflected in many of our district core values as well. Introduction to the Bulldog Way is a major part of all of our Kindergarten and New Parent Orientation meetings. The Bulldog Way and its rationale and approach is communicated to parents to heighten awareness of things they might see on campus and how they can help. All staff members (instructional and non-instructional) are active participants in Bulldog Way activities and trainings. All Van Meter staff members play an important role in maintaining our positive school climate/culture.

Culture Club (site leadership team dedicated to school climate/culture) meets monthly to discuss successes and areas for improvement. Dedicated time is given to identifying at-risk behaviors and students that are specific to each grade level. We have utilized behavioral data from behavior incident reports and Culture Club and grade level collaboration meetings to streamline efforts for identifying, qualifying and placing students into our CAT (Child Assistance Team) process. This has assisted in notifying parents earlier of their student's social, emotional or academic needs of support. Parents are informed earlier and students are receiving support faster. Social/emotional needs are met through quicker access to counseling support. Academic needs identified result in quicker academic supports put in place through both scaffolding lessons in the classroom and pull-out supports.

Parent involvement on campus has increased as parent volunteer numbers climb despite declining enrollment. Readership of the Bulldog Beat, Van Meter's weekly newsletter has grown over the past two years. We have seen an increase in our "Parents on Campus" program, which is our lunchtime yard duty volunteer program. Parents are encouraged to pass out Bulldog Tickets to students seen doing something Safe, Respectful or Responsible.

Areas for Growth in Goal #5
Van Meter has applied for a Multi-Tiered Systems of Support (MTSS) through the Santa Clara County Office of Education. A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a "way of doing business" which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports helps schools and districts

to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency.