

# The Single Plan for Student Achievement

**School:** Katherine R. Smith Elementary  
**CDS Code:** 43-69435-6047153  
**District:** Evergreen Elementary School District  
**Principal:** Aaron Brengard  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on 12/8/2015.**

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## School Vision and Mission

### Katherine R. Smith Elementary's Vision and Mission Statements

Katherine Smith Elementary School opened in 1962 and over the last fifty years has had a rich and diverse history with the Evergreen School District. The second school established in the District, it has been recognized as both a California Distinguished School (1987 and 2002) and a National Blue Ribbon School of Excellence (1988). Last year Katherine Smith was recognized by the Partnership for 21st Century Learning as a 21st Century Skills Exemplar School (1 of 15 schools in the nation).

Looking to the future, our children need to be prepared for an ever changing world. Katherine Smith School was redesigned with that mission in mind—to create the most engaging and excellent education for our children—an education to serve them in the twenty-first century where we need to think, learn, work, communicate, collaborate, and contribute.

At Katherine Smith, we want to preserve the great tradition of this school while creating an innovative and fresh environment that looks to the future for inspiration. Staff at Katherine Smith dedicate themselves to a consistently improving the curriculum to engage students through purposeful, project-based approaches, integrating instructional technology to enact new knowledge, and creating a strong school culture to empower children and our community.

#### School Vision

Katherine Smith school will be the model of excellence for 21st century learning and community service.

#### School Mission

Prepare each student to think, learn, work, communicate, collaborate, and contribute effectively now and throughout his or her life.

## School Profile

### Community & School Profile

Evergreen School District, located in the city of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Katherine Smith Elementary School is located in the northern section of the district's borders. In the 2014-15 school year, the school served approximately 615 students in grades TK-6 on a traditional calendar schedule. Teachers, staff, and administrators continue to act on the principle that students come first. The chart displays school enrollment broken down by ethnicity.

### Discipline & Climate for Learning

Students at Katherine Smith Elementary School are guided by rules and expectations that are responsive and nurturing and promote respect, responsibility, and good citizenship. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline in a supportive and caring environment.

A partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. Students also participate in classroom morning meetings where they discuss the behavioral expectations and focus on social well-being.

Parents and students are informed of school rules and discipline policies at the beginning of the school year during school safety and rules assemblies and at the Back-to-School night. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Exhibition Night (aka Open House), student-led conferences, e-mails, weekly parent meetings, and the school website and social medial channels.

K. Smith School has identified four strategic planning goals which are embedded throughout this plan:

- Create a community of reflective, empathetic, self-directed learners.
- Design authentic experiences to support the development of core academis content and essential skills.
- Inform stakeholders of progress toward learning outcomes and communicate individual and schoolwide success.
- Empower students, parents, staff with oportunities to contribute

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2013/2014 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Katherine Smith School. The goals of the safety plan the group generated searched for information about the effectiveness of the Project Cornerstone Program at our school. Youth Truth, New Tech Network, and Healthy Kids (5th grade only) surveys are conducted annually. Data is shared with student, parents, and staff. Data is used to create safety goals and keep an intentional focus on school culture (aka climate).

### **Classroom Observations**

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

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every five years for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

The use of state and local assessments at Katherine Smith School are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children. They give the math diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Kather School.

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

Katherine Smith School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Katherine Smith students are also given beginning and end of the year assessment to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

### **Staffing and Professional Development**

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

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a worldclass educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

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

Evergreen Elementary School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:

- a. the use of data to analyze and to inform classroom and school wide practices.
- b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust instruction.
- c. participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
- d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
- e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
- f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

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

Staff development is directly aligned to content standards, assessed student performance, and professional needs through staff meetings, grade-level meetings and articulation committees. This collaboration is on-going and occurs during designated staff development days and after school. All new teachers go through the BTSA program which familiarizes them with content standards and with any new standards-based adopted curriculum comes staff development.

The Administration works closely with teacher leads to get input on staff needs and couples this with research-based, proven effective programs and strategies that help schools to meet state standards, improve literacy, and demonstrate the Adequate Yearly Progress required by No Child Left Behind.

Each grade level reflects on the previous year's performance to help create new instructional goals. The administration and grade level leads help to facilitate on-going conversation surrounding student assessment data. This leads to data-driven instruction and standards-based curriculum development. Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement and engagement. This can be supported through staff development that is directly aligned to content standards, assessment, and professional needs.

A few key points to professional/staff development that lead to successful school improvement and real change in the classroom are:

- Make sure the content, approach, and efficacy of the training will help the school reach its vision
- Having a shared vision of expectations and implementation
- Plan and schedule training in advance
- Follow-through/accountability with implementation
- Make sure all staff are involved in appropriate professional development deliver standards, monitor and communicate progress, and make instructional adjustments.

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

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the administrators discuss professional goals as well as the student and parent engagement expectations. It is our belief that data drives our instruction, therefore, the establishment of goals and objectives to meet the needs of students are created. The monitoring of those goals is evaluated formally at least three times per year and informally throughout the year.

Teachers have multiple opportunities to consult with a grade level instructional coach in order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. The staff has embraced the project based learning (PBL) as an instructional approach to increase student engagement through inquiry-based, meaningful educational experiences with a focus on 21st Century skills of communication, critical thinking, collaboration, and creativity. Step Up to Writing Program and Writers' Workshop is being implemented by a core group of teachers to propel student writing to the next level. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, and Culturally and Linguistically Responsive Teaching, No Excuses University Network, and Buck Institute PBL training, New Tech Network coaching, and follow-up on-going trainings. Teacher facilitators bring their training back to the staff. Teachers implement the strategies to ensure that all students achieve State standards and benchmarks.

In the area of mathematics a group of teacher leaders received specialized training in the Mathematics series and California Mathematics standards. These teachers met regularly with teachers by grade level to coach and provide support for the implementation of the mathematics program. Each year the same process has been established to support the implementation of the Language Arts program. Additionally teachers meet at least twice per month to share expertise and to analyze student assessments and plan interventions with grade level colleagues. All teachers grades TK-6 have students who have experienced low student performance. All specialists collaborate with the teacher in determining the instructional strategies needed for the low performing students.

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

Teacher collaboration is and has been embraced by our district and at each school site using the research based strategies found in the works of DuFour, Marzano, and Tomlinson to name a few. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Katherine Smith, teachers participate in a collaborative and supportive shared leadership model. Each grade level collaboration occurs at least twice monthly. Teachers work together to identify grade level goals using information from assessments as well as other formative and summative data. At subsequent regularly scheduled collaboration meetings, they work and meet together to review and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources including a deep analysis of student work, observation, and local benchmark data. Teachers also work to design collaborative, meaningful learning experiences for students. During their work together, progress towards goals, teachers use data to support standards based achievement and refine and adjust goals and/or instruction to ensure growth in student achievement. In addition to our site based teamwork together at each grade level and across grade levels, teachers spend five professional district days working in grade level teams to gain additional professional development in core subject matter, and an opportunity to discuss best successful research based practices as well as identify challenges and potential solutions to grade level issues that arise. Because of the instilled belief that we work together, teachers at Katherine Smith are committed and dedicated to the continuous improvement process for student learning and achievement.

## Teaching and Learning

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

All curriculum, instruction, and materials that is delivered by teachers at Katherine Smith School are aligned to content and performance standards. All teachers at Katherine Smith are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.

All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.

Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in ALL classrooms. AR books are available in the library and classrooms.

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

The recommended instructional minutes are defined by the EvergreenSchool District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

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

Pacing schedules have been developed in math and reading/language arts and benchmark assessments allow us to monitor student progress toward proficiency and are being realigned to the Common Core Standards. Teachers have also developed project map for EL and math project with content integration. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials. Additionally, the school offers extended day classes for students who are at-risk of retention. A intensive reading/language arts intervention, is offered during the day to students in grades K-6. It is designed to address the gaps in their learning. Student progress is monitored daily and pacing is adjusted to address student needs.



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

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

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

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. Katherine Smith is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.

Katherine Smith classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Base Learning and SEAL Program (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Katherine Smith staff believes that it is our job as educators to help bring out the academic potential of every student.

#### 14. Research-based educational practices to raise student achievement

The mission of Katherine Smith School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, *What Works in Classrooms* as a guide. Katherine Smith School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

#### Parental Involvement

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

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and Katherine Smith School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- Katherine Smith's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- Katherine Smith School posts weekly newsletters on the school's website to inform parents of current events.

Parent University  
Counselors  
MFT Interns

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

## Funding

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

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Katherine Smith School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	84	82	97.6	81	2344.2	6	9	20	65
Grade 4	91	90	98.9	90	2370.2	3	6	14	77
Grade 5	110	103	93.6	103	2432.1	4	20	21	54
Grade 6	83	82	98.8	82	2483.0	6	18	38	38
All Grades	368	357	97.0	356		5	13	23	59

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	6	31	63	5	31	64	5	44	51	7	37	56
Grade 4	2	26	72	3	31	66	1	57	42	4	34	61
Grade 5	8	28	64	8	38	54	3	50	48	10	50	41
Grade 6	9	41	50	10	40	50	4	76	21	13	72	15
All Grades	6	31	63	6	35	58	3	56	41	9	48	43

#### Conclusions based on this data:

1. A significant percentage of students are not meeting the standard in reading based on the CAASSP assessment.
2. Listening (57% at, near, or above) and Inquiry (59% at, near, or above) are strengths.
3. Reading (63% below) and Writing (58% below) percentages below decrease as the the grade level increases.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	84	83	98.8	82	2364.5	1	12	25	60
Grade 4	91	91	100.0	90	2373.6	0	7	18	75
Grade 5	110	106	96.4	105	2407.7	3	3	19	75
Grade 6	83	82	98.8	82	2430.5	0	7	23	70
All Grades	368	362	98.4	359		1	7	21	70

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	7	26	67	7	29	63	6	40	54
Grade 4	1	13	86	1	31	68	4	20	76
Grade 5	4	10	86	2	27	71	3	30	68
Grade 6	1	13	85	1	40	59	2	37	61
All Grades	3	15	81	3	31	66	4	31	65

#### Conclusions based on this data:

1. Only 30% of students are near, at, or above standards in math
2. Problem solving and communicating reasoning are strengths.
3. Concepts and procedures are significantly below standard.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					9	60	4	27	2	13	15
<b>1</b>	1	2	10	20	21	43	11	22	6	12	49
<b>2</b>	1	2	4	7	18	33	20	36	12	22	55
<b>3</b>	6	11	7	12	22	39	11	19	11	19	57
<b>4</b>			8	17	23	50	8	17	7	15	46
<b>5</b>	5	8	17	29	22	37	10	17	5	8	59
<b>6</b>	1	3	8	24	19	56	3	9	3	9	34
<b>Total</b>	14	4	54	17	134	43	67	21	46	15	315

#### Conclusions based on this data:

1. Largest percentage of students in the intermediate level.
2. Nearly 1/5 students proficient on CELDT, but are not reclassified.
3. Much smaller number of students in sixth grade as compared to all others.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	333	310	316
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	333	310	316
Number Met	162	135	144
Percent Met	48.6%	43.5%	45.6%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	331	88	314	68	317	85
Number Met	60	25	53	16	38	24
Percent Met	18.1%	28.4%	16.9%	23.5%	12.0%	28.2%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
<b>Mathematics</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

#### Conclusions based on this data:

1. The number of LTELs (more than years) increased by 17.
2. The number of second language learner increased from 2013-14 to 2014-15, while the percentage who made growth (AMAO 1) also increased by 2.5%.
3. The percent of students (5 years or more) who met target (LTELs) increased by 5%.

## School and Student Performance Data

### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18	30.6	22.5

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.1	20.2	16.0

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2	21.2	19.2



## Planned Improvements in Student Performance

### Literacy, School Goal #1, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: English Language Arts</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Improve literacy - All Katherine Smith students including significant subgroups will meet standards for English language arts or will improve by at least at least 5% each year as measured by California of Student Performance and Progress. Site Strategic Planning Goal - Design authentic experiences to support the development of core academic content and essential skills.
<b>Data Used to Form this Goal:</b>
California of Student Performance and Progress
<b>Findings from the Analysis of this Data:</b>
Student subgroups of Hispanic students, English Language Learners and Socioeconomically Disadvantaged students are performing below the proficiency expectation of the CAASPP guidelines.
<b>How the School will Evaluate the Progress of this Goal:</b>
Report Cards Site Writing Performance Assessments Site ELA performance tasks CAASPP School-wide reading assessments (DIBELS) AR STAR

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development opportunities will be offered to all Teachers and Support Staff as designated in Program Improvement Year 4.	8/15/2015-12/31/2017	Principal Director of Categorical Programs Project Specialist Teachers Other Site Staff	release for training, planning, and collaboration	1000-1999: Certificated Personnel Salaries	Supplemental Fund	3000
			OT for training, planning, and collaboration	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Instructional materials and technology	4000-4999: Books And Supplies	General Fund	4,000
				4000-4999: Books And Supplies	Supplemental Fund	2,000
			Conferences and consultants	5000-5999: Services And Other Operating Expenditures	Title I	500
				5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	
			Conferences and consultants	5800: Professional/Consulting Services And Operating Expenditures	General Fund	
			Release and OT	2000-2999: Classified Personnel Salaries	Supplemental Fund	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will collaborate in grade level and cross grade level teams to monitor student performance, analyze student data, discuss strategies and best practices for improving student achievement, and communicate growth to parents. Teachers will use time to conduct individual student reading assessments, peer coaching opportunities, professional development, collaborative grade level planning, and vertical articulation.	8/15/2015-12/31/2017	All Teachers, Project Specialist, and Principal	release, training,planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	3000
			Instructional materials and technology	4000-4999: Books And Supplies	Supplemental Fund	2,000
Extended Day personnel and Extended Year classes will be provided to students who are performing below grade level literacy standards or at risk. Additional instructional materials, computer hardware, software, and other materials may be purchased to support the extended day and extended year classes.	8/15/2015-12/31/2017	Teachers, Project Specialist, Principal	Extended day/year certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	6,000
			translation or instructional support	2000-2999: Classified Personnel Salaries	Supplemental Fund	
			Instructional materials and technology	4000-4999: Books And Supplies	Supplemental Fund	2,000
Teachers and support staff will implement a rigorous ELA program that is aligned to state and district standards and is differentiated to support the needs of all students. The program will emphasize literacy development and purposeful learning experiences. To support struggling students intervention may be provided during the school day. Additional teaching staff and instructional assistants may be required.	8/15/2015-12/31/2017	Principal, Project Specialist, Teachers, Instructional Assistant	project specialist	1000-1999: Certificated Personnel Salaries	Title I	10,000
			employee benefits	3000-3999: Employee Benefits	Title I	2,000
			release, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	2500
			release, training,planning, and collaboration support staff	2000-2999: Classified Personnel Salaries	General Fund	
			Instructional materials and technology	4000-4999: Books And Supplies	Supplemental Fund	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support student literacy through the systematic integration of ELA and other content areas including science and social studies. Use project-based learning to support integration of content.	8/15/2015-12/31/2017	Principal, Project Specialist, Teachers	release, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	General Fund	500
			release, training, planning, and collaboration support staff	1000-1999: Certificated Personnel Salaries	Supplemental Fund	2500
			Instructional materials and technology Training	4000-4999: Books And Supplies	Supplemental Fund	1,000
All teachers will collaborate, create, and implement specific literacy strategies to improve student achievement. Students will use technology equipment and resources to enhance instruction and engage students in purposeful project-based learning and creation. Instructional hardware, software, applications, will be purchased to support the language arts program. Staff will be utilized to support augmented implementation needs and support.	8/15/2015-12/31/2017	Teachers, Assistant Principal, and Principal	Instructional material, technology, and supplies	4000-4999: Books And Supplies	Title I	
				4000-4999: Books And Supplies	Supplemental Fund	2,000
			Technology maintenance	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	
	hourly support (certificated)	1000-1999: Certificated Personnel Salaries	General Fund	1000		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase supplemental supplies and instructional materials to support the instructional program. Materials may include computers and other classroom technology, leveled library books to support the content areas of science and social studies, software, iPad apps and/or supplies as well as resources that allow appropriate integration of the other content areas.	8/15/2015-12/31/2017	All Teachers, Specialist and Principal	release, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	General Fund	500
			release, training, planning, translations and collaboration support staff	2000-2999: Classified Personnel Salaries	General Fund	
			General supplies	4000-4999: Books And Supplies	General Fund	500
			Devices (iPads, Chromebooks, MAcBook Pro, etc)	4000-4999: Books And Supplies	Title I	35,000
			Instructional materials and technology	4000-4999: Books And Supplies	Title I	500
			Incentives	4000-4999: Books And Supplies	General Fund	500
Art, music, and PE will be used to enrich the academic program to support literacy and social emotional well-being of students. Supplies and materials needed to support literacy and the arts will be purchased. After school support programs will be contracted to extend the support beyond the school day.	8/15/2015-12/31/2017	Project Specialist, Teachers, and Principal	certificated	1000-1999: Certificated Personnel Salaries	General Fund	500
			classified support	2000-2999: Classified Personnel Salaries		
			materials	4000-4999: Books And Supplies	General Fund	500
				4000-4999: Books And Supplies	Supplemental Fund	1000

## Planned Improvements in Student Performance

### Language Development, School Goal #2, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: English Language Development</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Enhancing Instructional Practices for English language learners - All Katherine R. Smith students will perform at the proficient or advanced level on the California Assessment of Performance and Progress (CAASPP) and will move up one ELD level per year on the CELDT until reaching the level of reclassification as a fluent English speaker.  Site Strategic Planning Goal - Design authentic experiences to support the development of core academic content and essential skills.
<b>Data Used to Form this Goal:</b>
CAASPP and CELDT Data
<b>Findings from the Analysis of this Data:</b>
The English Learner subgroup is performing below the expectation of the Federal AYP guidelines. Students are not making the necessary one year's growth on the CELDT test.
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT Exam Reports CAASSP Local Assessments DIBELS literacy assessment Report Cards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development opportunities will be provided to all EL Specialists, para-professionals, classroom teachers, and administrators.	8/15/2015-12/31/2017	Director of Categorical Programs, Principal, Project Specialist, and Teachers	Release time and OT	1000-1999: Certificated Personnel Salaries	Supplemental Fund	3000
				1000-1999: Certificated Personnel Salaries	Title I	1500
				1000-1999: Certificated Personnel Salaries	General Fund	100
			Release time and OT	2000-2999: Classified Personnel Salaries	General Fund	1000
			Instructional and Supplemental materials	4000-4999: Books And Supplies	Title I	1000
			Instructional and Supplemental materials	4000-4999: Books And Supplies	General Fund	1000
Literacy and English language development instructional materials aligned to Common Core Literacy Standards and English Development standards will be purchased.	8/15/2015-12/31/2017	Director of Categorical Programs, Project Specialist, Principal, Teachers	Release time and OT	1000-1999: Certificated Personnel Salaries	Supplemental Fund	1000
				1000-1999: Certificated Personnel Salaries	Title I	1500
			Instructional and Supplemental materials	4000-4999: Books And Supplies	Title I	2500
			computer software	4000-4999: Books And Supplies	Title I	1000
			Instructional and Supplemental materials	4000-4999: Books And Supplies	General Fund	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will collaborate in grade level and cross grade level teams to monitor student performance, analyze student data, discuss strategies and best practices for improving student achievement, and communicate growth to parents.	8/15/2015-12/31/2017	Director of Categorical Programs, Project Specialist, Principal, Teachers	Release time and OT	1000-1999: Certificated Personnel Salaries	Title I	1500
				1000-1999: Certificated Personnel Salaries	General Fund	500
			Instructional and Supplemental materials	4000-4999: Books And Supplies	Title I	1000
			general supplies	4000-4999: Books And Supplies	Title I	500
All teachers will collaborate, create, and implement an integrated ELD instructional program to improve student achievement. Resources and materials will be purchased to enhance ELD instructional program which may include computer hardware, software, and other instructional materials.	8/15/2015-12/31/2017	Director of Categorical Programs, Project Specialist, Principal, Teachers	Release time and OT	1000-1999: Certificated Personnel Salaries	Title I	1000
				1000-1999: Certificated Personnel Salaries	General Fund	500
			Instructional and Supplemental materials	4000-4999: Books And Supplies	Title I	3500
			general supplies	4000-4999: Books And Supplies	Title I	500
Teachers and support staff will implement a rigorous ELA program that is aligned to state and district standards and is differentiated to support the needs of all students. The program will emphasize literacy development and purposeful learning experiences. To support struggling students intervention may be provided during the school day. Additional teaching staff and instructional assistants may be required.	8/15/2015-12/31/2017	Director of Categorical Programs, Project Specialist, Principal, Teachers	project specialist	1000-1999: Certificated Personnel Salaries	Title I	9,000
				3000-3999: Employee Benefits	Title I	
			Release time and OT	1000-1999: Certificated Personnel Salaries	Title I	1000
				1000-1999: Certificated Personnel Salaries	General Fund	1000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Day personnel and Extended Year classes will be provided to students who are performing below grade level on mathematics standards or at risk. Additional instructional materials, computer hardware, software, and other materials may be purchased to support the extended day and extended year classes.	8/15/2015-12/31/2017	Director of Categorical Programs, Project Specialist, Principal, Teachers	Release time and OT	1000-1999: Certificated Personnel Salaries	Title III	7000
			Instruction materials	4000-4999: Books And Supplies	Title III	500

## Planned Improvements in Student Performance

### Numeracy and STEM, School Goal #3, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Mathematics and STEM</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Improvement in Mathematics and STEM - All Katherine R. Smith 3rd to 6th students including significant subgroups will meet standards for mathematics or will improve by at least 5% each year as measured by district mathematics spring assessment.
Site Strategic Planning Goal - Design authentic experiences to support the development of core academic content and essential skills.
<b>Data Used to Form this Goal:</b>
CAASPP Performance Assessments Site Math Assessments
<b>Findings from the Analysis of this Data:</b>
Student subgroups of Hispanic students, English Language Learners and Socioeconomically Disadvantaged students are performing below the proficiency expectation of the AYP guidelines.
<b>How the School will Evaluate the Progress of this Goal:</b>
Report Cards District Writing Performance Assessments District Spring Assessment CAASPP CST (5th grade science)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff members will attend site and district inservice (as available) to learn and implement new math materials and create an effective math instructional program. Staff members will have opportunities to meet as grade level teams and cross grade level teams to plan meaningful math lessons to meet the individual needs of their students through differentiated instruction.	8/15/2015-12/31/2017	Teachers, Principal, Project Specialist	release, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	1000
			release, training, planning, and collaboration support staff	2000-2999: Classified Personnel Salaries	Supplemental Fund	1000
			Instructional materials and technology	4000-4999: Books And Supplies	Supplemental Fund	1000
			training, travel, conferences	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	1000
Teachers will collaborate in grade level teams to implement new materials, monitor student performance, analyze student data, and discuss strategies and best practices for improving student achievement. Teachers will use time to conduct individual student assessments, peer coaching opportunities, professional development, collaborative grade level planning, and vertical articulation.	8/15/2015-12/31/2017	Principal, Project Specialist, Teachers	release, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	1000
			Instructional materials and technology	4000-4999: Books And Supplies	Supplemental Fund	1000
			Instructional materials and technology	4000-4999: Books And Supplies	Title I	562

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Day personnel and Extended Year classes will be provided to students who are performing below grade level on mathematics standards or at risk. Additional instructional materials, computer hardware, software, and other materials may be purchased to support the extended day and extended year classes.</p>	8/15/2015-12/31/2017	Principal, Project Specialist, Teachers and Parents	Extended day certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	1000
			translation or instructional support	2000-2999: Classified Personnel Salaries	Supplemental Fund	
			Instructional materials and technology	4000-4999: Books And Supplies	Supplemental Fund	1000
			Instructional materials and technology	4000-4999: Books And Supplies	General Fund	
			Release and OT	1000-1999: Certificated Personnel Salaries	Title I	1000
<p>All teachers will collaborate, create, and implement specific mathematical instructional strategies to improve student achievement using problem based learning and authentic learning experiences. Mathematics will emphasize the development of numeracy in purposeful and meaningful application of grade level appropriate concepts. Students will apply real life situations to mathematical practices and understand purposeful application of mathematic concept. Instructional hardware, software, and applications will be purchased to support the math program. Staff will be utilized to support augmented implementation needs and support.</p>	8/15/2015-12/31/2017	Project Specialist, Principal, Teachers	project specialist	1000-1999: Certificated Personnel Salaries	Title I	9531
			project specialist	3000-3999: Employee Benefits	Title I	
			release, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	2000
				1000-1999: Certificated Personnel Salaries	General Fund	1000
			Instructional materials and technology	4000-4999: Books And Supplies	Supplemental Fund	1000
			computer repair	5000-5999: Services And Other Operating Expenditures	Title I	500
			Instructional materials and technology	4000-4999: Books And Supplies	Supplemental Fund	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase supplemental supplies, personalized learning, and instructional materials to support the instructional program. Materials may include computers and other classroom technology, books, software, iPad apps and/or supplies as well as resources that allow appropriate integration of the other content areas.	8/15/2015-12/31/2017	Teachers, Principal, Project Specialist and Specialists	Devices, supporting software	4000-4999: Books And Supplies	Title I	35000
			technology repair and maintenance	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1338
			General supplies	4000-4999: Books And Supplies	General Fund	1000
Science, technology, engineering, and mathematics (STEM) will be integrated into projects designed to enhance the implementation of Common Core mathematics standards for practice and increase student understanding of purpose of mathematics in real world applications.	8/15/2015-12/31/2017	Teachers, Project Specialist, Principal	release, training,planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	General Fund	1000
			release, training,planning, and collaboration support staff	1000-1999: Certificated Personnel Salaries	Supplemental Fund	2000
			Instructional materials and technology	4000-4999: Books And Supplies	Supplemental Fund	1000
			Instructional materials and technology	4000-4999: Books And Supplies	General Fund	1000
				4000-4999: Books And Supplies	Title I	1020

## Planned Improvements in Student Performance

### Parent Involvement, School Goal #4, District LCAP #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Parental Involvement</b>
<b>LCAP GOAL:</b>
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
<b>LCAP SCHOOL GOAL:</b>
Increase Parental Involvement - Increase the number of parents involved with school related events.  Strategic Planning Goal - Create a community of reflective, empathetic, self-directed learners. Empower students, parents, staff with opportunities to contribute
<b>Data Used to Form this Goal:</b>
School climate surveys Sign in sheets Parent meetings
<b>Findings from the Analysis of this Data:</b>
Parent surveys and feedback from parent meetings revealed that parents want more activities, training, and opportunities to better support their children.
<b>How the School will Evaluate the Progress of this Goal:</b>
Newsletters; Sign-in sheets; Master Calendar

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer parent education programs, family curricular nights, weekly parent meetings, parent education workshops and parent involvement. These events will be published in the weekly newsletter and the marquee. Supplemental supplies, support materials, translators, and training for workshop leaders. Child care provided as needed. The Title I Project Specialist, Community Assistant, and Title 1 clerical staff will oversee and support this program.	8/15/2015-12/31/2017	Principal, Assistant Principal, Project Specialist, Teachers, Clerical Support Staff	Overtime and release time	1000-1999: Certificated Personnel Salaries	Supplemental Fund	1500
				1000-1999: Certificated Personnel Salaries	General Fund	1000
			Translation, child care, and support at parent events	2000-2999: Classified Personnel Salaries	Supplemental Fund	
			Materials, supplies, and general supplies for meetings (parent involvement)	4000-4999: Books And Supplies	General Fund	00
			Materials and supplemental supplies for parent programs	4000-4999: Books And Supplies	Supplemental Fund	1000
			Materials and supplemental supplies for parent programs	4000-4999: Books And Supplies	General Fund	1000
Translators and translated documents and materials will be provided to parents in Spanish and Vietnamese, when available.	8/15/2015-12/31/2017	Principal, Clerical staff, EL Staff, Project Specialist, Teachers	translation and child care (parent involvement)	2000-2999: Classified Personnel Salaries	Title I	
				2000-2999: Classified Personnel Salaries	Supplemental Fund	
Parent weekly meetings will be held weekly to obtain feedback and data on effectiveness of our school programs, climate, and identify needs.	8/15/2015-12/31/2017	Project Specialist, Principal, Teachers, Parents	materials and general supplies for meetings	4000-4999: Books And Supplies	General Fund	500
			general supplies	4000-4999: Books And Supplies	Supplemental Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional staff will be including a project specialist and community assistant to support the coordination of parent programs to increase access and attendance to school and district programs, increase parent voice, and manage communication and outreach.	8/15/2015-12/31/2017	Project Specialist, Principal, Teachers, Parents	Community assistant	2000-2999: Classified Personnel Salaries	Title I	
			Project specialist	1000-1999: Certificated Personnel Salaries	Title I	10000
				3000-3999: Employee Benefits	Title I	
			General Supplies	4000-4999: Books And Supplies	Supplemental Fund	1500



## Planned Improvements in Student Performance

### Climate, School Goal #5, District LCAP #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: School Climate</b>
<b>LCAP GOAL:</b>
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
<b>LCAP SCHOOL GOAL:</b>
Maintain a Safe and Caring Campus Environment - Students will be provided a safe, attractive, and healthy school environment that is conducive to learning and the social emotional needs. Maintain a "College Bound" attitude with students that creates the realistic expectation that all students will have the college pathway open. Students' self esteem, efficacy, and agency will improve. Reduce the incidence of student conflict on campus by focusing on school-wide belief of responsibility, respect, and good citizenship and the development of strong habits. Morning meetings, projects, and assemblies will be provided to improve school climate.
Strategic Planning Goal 1 - Create a community of reflective, empathetic, self-directed learners.
<b>Data Used to Form this Goal:</b>
School climate survey; New Tech Network survey; Youth Truth Survey: Behavior referrals; Healthy Kids Survey (5th grade only) Suspension and truancy data
<b>Findings from the Analysis of this Data:</b>
The parent and student surveys revealed that a safe, bully-free, caring school is the highest priority.
<b>How the School will Evaluate the Progress of this Goal:</b>
Master Calendar; Review the number of behavior referrals; Review the results of the 5th grade PE results; Purchase orders; Newsletters

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional staffing, equipment, training, and materials to ensure school and student preparedness for daily operations and preparedness for natural and other disasters or emergencies.	8/15/2015-12/31/2017	All staff	release, OT, training, planning, and collaboration certificated	2000-2999: Classified Personnel Salaries	General Fund	1000
			release, OT, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	
			materials	4000-4999: Books And Supplies	General Fund	1000
			project specialist	1000-1999: Certificated Personnel Salaries	Title I	10000
Create a "College Bound" atmosphere where students have an understanding of college and career pathways. Provide assemblies, meeting opportunities, and materials. Promote character education, healthy living and increased background knowledge and motivation.	8/15/2015-12/31/2017	Project Specialist, Teachers, Principal	Materials	4000-4999: Books And Supplies	Supplemental Fund	500
Provide team-building activities and collaboration opportunities for all staff in order to improve students' academic, social, and behavioral successes. Provide incentives, rewards, and materials.	8/15/2015-12/31/2017	All staff	Materials	4000-4999: Books And Supplies	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All faculty members participate in school leadership. Allocate professional responsibility and substitute release for members of school's leadership team to plan staff development activities, support school goals, make program implementation decisions, and organize master calendar for project-based learning, school culture, and instructional technology leadership decisions.	8/15/2015-12/31/2017	Principal, Project Specialist and Teachers	training and conferences	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	
			training and conferences	5000-5999: Services And Other Operating Expenditures	General Fund	
			release, OT, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	General Fund	
			release, OT, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	
Implement Expect Respect anti-bullying program (aka Leaders for Success). Train upper grades students to support other students in feeling welcomed, connected and safe. Institute a school wide behavior systems which include weekly school-wide meetings (Morning Pride) and classroom morning meetings three to four times per week focused on positive behavior outcomes. Involve students, staff and parents. Purchase books and supplemental materials to teach character traits and positive behavior outcomes.	8/15/2015-12/31/2017	Assistant Principal/Project Specialist, Cornerstone Teacher Coordinator, all teachers, and Principal	material	4000-4999: Books And Supplies	General Fund	
			materials	4000-4999: Books And Supplies	Supplemental Fund	500
			release, OT, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	
			release, OT, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement activities to promote healthy and safe living including nutrition, drugs and alcohol awareness, and fitness. Purchase supplemental materials, equipment and supplies to support a healthy campus climate.	8/15/2015-12/31/2017	Principal, Project Specialist, Teachers and staff	release, OT, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	500
				2000-2999: Classified Personnel Salaries		
			Materials	4000-4999: Books And Supplies	Supplemental Fund	500
				4000-4999: Books And Supplies		
Complete and analyze climate survey to monitor elements such as engagement, connection to school, fairness of rules, and leadership opportunities.	8/15/2015-12/31/2017	Principal, Project Specialist, Teachers and staff	release, OT, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	500
			release, OT, training, planning, and collaboration	2000-2999: Classified Personnel Salaries		
			Youth Truth Survey	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1,000
Explore systematic behavior approaches, for example PBIS.	8/15/2015-12/31/2017	Principal, Project Specialist, Specialist, and Teacher leaves	release, OT, training, planning, and collaboration certificated	1000-1999: Certificated Personnel Salaries	Supplemental Fund	500
Provide additional noon aide support to increase the number of adults on the playgroup during breaks and out-of-classroom times.	8/15/2015-12/31/2017	Principal and Project Specialist	noon aides	2000-2999: Classified Personnel Salaries	Supplemental Fund	7000

## Planned Improvements in Student Performance

### Indirect, School Goal #6, District LCAP #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Other</b>
<b>LCAP GOAL:</b>
LCAP Goal 2: Improve fiscal health.
<b>LCAP SCHOOL GOAL:</b>
Indirect Costs District applies indirect costs to support Katherine Smith's growth targets.
<b>Data Used to Form this Goal:</b>
CAASPP, local assessment data, and CELDT
<b>Findings from the Analysis of this Data:</b>
Refer to data listed in previous goals.
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The District will use indirect costs funds to support school goals.	8/15/2015-6/29/2017	District Office Personnel				

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts</b>
<b>SCHOOL GOAL #1:</b>
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>8/14-6/17</li> </ul>	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Support teachers with needed instructional materials to enhance instructional practices.</li> </ul>	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> <li>Provide PBL Professional Development to support students and also address the needs of ELs.</li> </ul>	<ul style="list-style-type: none"> <li>9/14- 6/17</li> </ul>	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified  3000-3999: Employee Benefits	Supplemental Fund	185,000
<ul style="list-style-type: none"> <li>Provide intervention for targeted students.</li> <li>Provide intervention for English learners and specifically for LTELs based on the need of the school.</li> </ul>	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits	Title I  Title III  None Specified	143,000  135,000
<ul style="list-style-type: none"> <li>* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.</li> </ul>	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund  Title I	42,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics</b>
<b>SCHOOL GOAL #2:</b>
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
				3000-3999: Employee Benefits	Title II Teacher Quality and Lottery	3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	6/17 11/14-	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. <ul style="list-style-type: none"> <li>Targeted ELs and LTELS</li> </ul>	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				2000-2999: Classified Personnel Salaries	Title III  General Fund	135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality  Supplemental Fund  Title II Teacher Quality	63,500  50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagement		Supplemental Fund  None Specified	42,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency</b>
<b>SCHOOL GOAL #3:</b>
By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students.  Instructional assistants are pushing into the classroom	2000-2999: Classified Personnel Salaries  1000-1999: Certificated Personnel Salaries	Supplemental Fund  General Fund	312,539
<ul style="list-style-type: none"> <li>Targeted students will be involved in specific intervention strategies and/or programs. (PI schools)</li> <li>Targeted Intervention for ELs and LTELs(all schools)</li> </ul>	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I  Title III	286,000  135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund  General Fund	150,000
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction  Within the school day	1000-1999: Certificated Personnel Salaries	Supplemental Fund  None Specified	1,118,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University Site parent Activities/Nights			42,000

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	142113	0.00
Supplemental Fund	66838	0.00
General Fund	22100	0.00
Title III	7500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	22,100.00
Supplemental Fund	66,838.00
Title I	142,113.00
Title III	7,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	102,631.00
2000-2999: Classified Personnel Salaries	11,000.00
3000-3999: Employee Benefits	2,000.00
4000-4999: Books And Supplies	118,582.00
5000-5999: Services And Other Operating Expenditures	3,338.00
5800: Professional/Consulting Services And Operating	1,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	7,600.00
2000-2999: Classified Personnel Salaries	General Fund	2,000.00
4000-4999: Books And Supplies	General Fund	12,500.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	31,000.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	9,000.00
4000-4999: Books And Supplies	Supplemental Fund	23,500.00
5000-5999: Services And Other Operating	Supplemental Fund	2,338.00
5800: Professional/Consulting Services And	Supplemental Fund	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	57,031.00
3000-3999: Employee Benefits	Title I	2,000.00
4000-4999: Books And Supplies	Title I	82,082.00
5000-5999: Services And Other Operating	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	7,000.00
4000-4999: Books And Supplies	Title III	500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	87,000.00
<b>Goal 2</b>	42,100.00
<b>Goal 3</b>	68,951.00
<b>Goal 4</b>	17,000.00
<b>Goal 5</b>	23,500.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Aaron Brengard	X				
Mandy Stracke		X			
Kim Weaver		X			
Lina Sar		X			
Christina Ramos			X		
Estela Canela				X	
Reynalda Morfin				X	
Norma Garcia				X	
Claudia Gutierrez				X	
Georgette Narvaes				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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



## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X 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 11/03/2015.

Attested:

Aaron Brengard

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

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

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date

# Katherine Smith Elementary School

2015-2016 Monitoring and Compliance Calendar

Description	Date	Procedures & Comments	Completed
<b>ACCESS TO CORE CURRICULUM/MODIFICATION</b>			
Monitoring	Monthly	Grade level planing meetings	ongoing
Discussions	Weekly	Staff meeting (at least once a month)	ongoing
<b>COMMUNICATION WITH SPECIALISTS</b>			
List of students in programs to teachers	September	List given in Sept, Jan, March (at each trimester)	Yes
	January	Review updates	
	March	Review updates	
	September	SST Coaches Planning Meeting	Yes
	September	SST process training for teachers	Yes
Scheduled communication (specialist/teacher)	October	Specialist progress report to teacher	Yes
		Ongoing communication between SST Coach and teachers	ongoing
Scheduled communication (specialist/specialist)	ongoing	Weekly discussion at end of SST Meetings with written specifics	ongoing
	ongoing	Coordination meeting notes	ongoing
<b>UNIFORM COMPLAINT POLICY</b>			
Student Orientation	September	Parents and students signed orientation packet when they registered. Throughout the year new students and parents read and sign at the time of registration.	Yes
Rules Assembly	August	Policy is reviewed at assembly twice a year	Yes
	January	Reviewed in class by assistant principal	
Staff Training	August	Staff was given written notification	Yes
Written Notification	September	Parent and student signed orientation packet when they registered.	Yes
<b>NONDISCRIMINATION POLICY</b>			
Student Orientation	August	Parent and student signed orientation packet when they registered	Yes
Written Notification	August	Parent and students signed orientation packet when they registered	Yes
Staff Training	September	Staff was given written notification	Yes

# Katherine Smith Elementary School

2015-2016 Monitoring and Compliance Calendar

<b>Description</b>	<b>Date</b>	<b>Procedures &amp; Comments</b>	<b>Completed</b>
Rules Assembly	August	Policy is reviewed at assembly twice a year	Yes
	January	Reviewed in class by assistant principal	
Schoolwide Assembly	Weekly	Panther Pride	Ongoing
<b>SEXUAL HARASSMENT POLICY</b>			
Staff training and notification	August	Staff was given written notification	Yes
Student Notification	September	Parents and students receive with orientation packet which they acknowledge with a signature receipt	Yes
Rules Assembly	August	Policy is reviewed at assembly twice a year	Yes
	January	Reviewed in class by assistant principal	
Schoolwide Assembly	Weekly	Panther Pride	Ongoing
<b>SAFE SCHOOL ACTIVITIES</b>			
Character education/conflict resolution	Ongoing	Monthly focus	ongoing
Cornerstone	October	Mediator Expect Respect Training	Yes
	September - June	Leaders for Success anti-bullying and activities	ongoing
<b>DISTRICT PARENT INVOLVEMENT POLICY</b>			
Site parent involvement activities	August	Back to School Night	Yes
(Other than Home and School Club)	Monthly	Title 1 Information Meeting	Yes
(Other than Home and School Club)	May	Title 1 parent Mini Conference and Exhibition	
	Jan./Feb.	Family Curricular Night	yes
	Feb./Mar.	Family Curricular Night	
	April/ May	Family Curricular Night	Yes
Review Home-School Compacts	November	Conferences	Yes
Exhibition Night	5/18/16	Project Exhibition Open House	
<b>ADVISORY COMMITTEES MEMBERSHIP SELECTION</b>			
ELAC	October	Election of Committee members	Yes
DELAC Rep	October	ELAC Meeting	Yes

# Katherine Smith Elementary School

## 2015-2016 Monitoring and Compliance Calendar

<b>Description</b>	<b>Date</b>	<b>Procedures &amp; Comments</b>	<b>Completed</b>
ELAC/DELAC Training	October		Yes
ELAC Meeting	October		Yes
	January		
	February		
	March		
School Site Council	September	Election Of Committee members	Yes
SSC Training	September	District	Yes
SSC Meetings	September	SSC Meeting	Yes
	October	SSC Meeting	Yes
	December	SSC Meeting	
	February	SSC Meeting	
	May	SSC Meeting	
Review By Law	September	Review laws, elect chairperson, set calendar	Yes
DSLTL (District School Leadership team)	November	DSLTL Meeting	Yes
	February	DSLTL Meeting	
	April	DSLTL Meeting	
	May	DSLTL Meeting	
<b>SINGLE SCHOOL PLAN</b>			
Create School plan and budget	September	Review needs, analyze data, develop goals/ objectives/ activities,	Yes
Adjust budget	May	School Plan revision (Faculty, SSC)	
<b>ELL PROGRAM</b>			
EL Master Plan	October	Review EL Master Plan with parents	Yes
Administer CELDT	Ongoing	Administer CELDT for new students within 30 days of enrollment	Yes
Records of EL students	Ongoing	Keep records of EL students	Yes
Teacher discussion	Monthly	Allow grade levels to discuss EL data/ progress	ongoing
Categorical Newsletter	Monthly	Share new Categorical Newsletter with parents and faculty	ongoing

**Supplemental Site Budget (1590)  
2015-16**

School: \_\_\_\_\_

Principal: \_\_\_\_\_

**SUPPLEMENTAL (1590)**

	<b>FND-RESC-Y-</b>	<b>OBJECT</b>	<b>SO-GOAL-FUNC</b>	<b>AMOUNT</b>
Summer/Hourly Teacher	010-0000-0	1120	00-1590-1000	<b>13,000</b>
Substitute Teachers	010-0000-0	1150	00-1590-1000	\$15,000.00
Consultant/District Employee	010-0000-0	1910	00-1590-2110	
Project Specialist	010-0000-0	1940	00-1590-2110	
Other Consult/Resource Teacher/Not in Classrm.	010-0000-0	1950	00-1590-2110	
Instructional Aides	010-0000-0	2110	00-1590-1000	
Non-Reg. Main./Oper.Staff	010-0000-0	2224	00-1590-8200	
Regular Clerical	010-0000-0	2410	00-1590-2110	
Clerical Assistant	010-0000-0	2430	00-1590-2110	
Sub Clerical	010-0000-0	2460	00-1590-2110	
Noon Duty & Health Aide	010-0000-0	2910	00-1590-1000	7000
Consultant Employee	010-0000-0	2920	00-1590-1000	
Benefits	010-0000-0	3000	00-1590-XXXX	
Instructional Supplies	010-0000-0	4310	00-1590-1000	\$22,000.00
Computer Software	010-0000-0	4312	00-1590-1000	
General Supplies	010-0000-0	4351	00-1590-1000	\$6,500.00
Periodicals & Publications	010-0000-0	4360	00-1590-1000	
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-1590-1000	
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-1590-1000	\$3,338.00
Travel/Conference	010-0000-0	5210	00-1590-1000	
Conference Registration Fees	010-0000-0	5220	00-1590-1000	
Mileage Reimbursement	010-0000-0	5299	00-1590-1000	
Dues and Membership	010-0000-0	5310	00-1590-1000	
Contracted Maintenance Repair	010-0000-0	5610	00-1590-1000	
Contracted Computer Repair	010-0000-0	5611	00-1590-1000	
Field Trips (District Buses)	010-0000-0	5720	00-1590-1000	
Consultant/Contractors	010-0000-0	5815	00-1590-1000	
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1590-1000	
Field Trip (Outside Buses)	010-0000-0	5841	00-1590-1000	
<b>TOTAL SUPPLEMENTAL BUDGET (1590)</b>				<b>\$66,838.00</b>

## Title I Site Budget (1510 & 1511) 2015-16

School: Katherine Smith

Principal: Aaron Brengard

TITLE I (1510)	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-3010-0	1120	00-1510-1000	
Substitute Teachers	010-3010-0	1150	00-1510-1000	3,000.00
Directors/Instructional	010-3010-0	1330	00-1510-1000	
Consultant/District Employee	010-3010-0	1910	00-1510-2110	
Project Specialist	010-3010-0	1940	00-1510-2110	48,531.00
Other Consult./Resource Teacher/Not in Classrm.	010-3010-0	1950	00-1510-2110	
Instructional Aides	010-3010-0	2110	00-1510-1000	
Non-Reg. Main./Oper.Staff	010-3010-0	2224	00-1510-8200	
Regular Clerical	010-3010-0	2410	00-1510-2110	
Clerical Assistant	010-3010-0	2430	00-1510-2110	
Sub Clerical	010-3010-0	2460	00-1510-2110	
Noon Duty & Health Aide	010-3010-0	2910	00-1510-1000	
Consultant Employee	010-3010-0	2920	00-1510-1000	
Benefits	010-3010-0	3000	00-1510-XXXX	16,520.00
Instructional Supplies	010-3010-0	4310	00-1510-1000	562.00
Computer Software	010-3010-0	4312	00-1510-1000	500.00
General Supplies	010-3010-0	4351	00-1510-1000	
Periodicals & Publications	010-3010-0	4360	00-1510-1000	
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-3010-0	4400	00-1510-1000	
Computer Equipment (Valued at \$500-\$4,999)	010-3010-0	4401	00-1510-1000	70,000.00
Travel/Conference	010-3010-0	5210	00-1510-1000	
Conference Registration Fees	010-3010-0	5220	00-1510-1000	
Mileage Reimbursement	010-3010-0	5299	00-1510-1000	
Dues And Membership	010-3010-0	5310	00-1510-1000	
Contracted Maintenance Repair	010-3010-0	5610	00-1510-1000	
Contracted Computer Repair	010-3010-0	5611	00-1510-1000	
Equipment/Rental/Materials	010-3010-0	5635	00-1510-1000	
Field Trips (District Buses)	010-3010-0	5720	00-1510-1000	
Consultant/Contractors	010-3010-0	5815	00-1510-1000	
Other Services (Field Trips/Entrance Fees)	010-3010-0	5840	00-1510-1000	
Field Trips (Outside Buses)	010-3010-0	5841	00-1510-1000	
Audit Expenses	010-3010-0	5894	00-1510-1000	
Inter Program Support Cost	010-3010-0	7310	00-1510-1000	
<b>TITLE I BUDGET</b>				<b>\$139,113.00</b>
<b>PARENT INVOLVEMENT (1511)</b>				
Noon Duty & Health Aide	010-3010-0	2910	00-1511-1000	
Benefits	010-3010-0	3000	00-1511-1000	
General Supplies	010-3010-0	4351	00-1511-1000	\$3,000.00
<b>TITLE I PARENT INVOLVEMENT</b>				<b>\$3,000.00</b>
<b>TOTAL TITLE I &amp; PARENT INVOLVEMENT</b>				<b>\$142,113.00</b>

## General Site Budget 2015-16

School: Katherine Smith School

Principal: Aaron Brengard

CLASSROOM	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170-1000	<b>12000</b>
Substitute Teachers	010-0000-0	1150	00-1170-1000	\$5,000.00
Consultant/District Employees (Non-Instruc.)	010-0000-0	1910	00-1170-2110	
Project Specialist	010-0000-0	1940	00-1170-2110	
Instructional Aides	010-0000-0	2110	00-1170-1000	\$1,000.00
Reg. Maintenance Operations	010-0000-0	2210	00-1170-8110	
Regular Clerical	010-0000-0	2410	00-1170-2110	\$1,000.00
Office Aides	010-0000-0	2430	00-1170-2110	\$1,000.00
Benefits	010-0000-0	3000	00-1170-1000	
Instructional Supplies	010-0000-0	4310	00-1170-1000	\$12,000.00
Computer Software	010-0000-0	4312	00-1170-1000	
General Supplies	010-0000-0	4351	00-1170-1000	\$8,000.00
Periodicals & Publications	010-0000-0	4360	00-1170-1000	
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170-1000	
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-1170-1000	
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-1170-1000	
Travel/Conference	010-0000-0	5210	00-1170-1000	\$1,500.00
Conference Registration Fees	010-0000-0	5220	00-1170-1000	
Mileage Reimbursement	010-0000-0	5299	00-1170-1000	
Contracted Maintenance Repair	010-0000-0	5610	00-1170-1000	
Contracted Computer Repairs	010-0000-0	5611	00-1170-1000	
Copier Maintenance	010-0000-0	5615	00-1170-1000	
Field Trips (District Buses)	010-0000-0	5720	00-1170-1000	
Consultant/Contractors	010-0000-0	5815	00-1170-1000	
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1170-1000	
Field Trips (Outside Buses)	010-0000-0	5841	00-1170-1000	
<b>CLASSROOM TOTAL</b>				<b>\$41,500.00</b>
<b>AUDIO VISUAL (9451)</b>				
General Supplies	010-0000-0	4351	00-9451-2420	
Contracted Maintenance Repair	010-0000-0	5610	00-9451-2420	
<b>AUDIO VISUAL TOTAL</b>				<b>\$0.00</b>
<b>NON CLASSROOM EXPENSES (9485)</b>		<b>(OFFICE SUPPLIES)</b>		
General Supplies	010-0000-0	4351	00-9485-2700	\$1,000.00
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-9485-2700	
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-9485-2700	
Telephone Lines	010-0000-0	5930	00-9485-2700	
<b>NON CLASSROOM TOTAL</b>				<b>\$1,000.00</b>
<b>CUSTODIAL (9855)</b>				
Parts and Supplies M.O.T.	010-0000-0	4365	00-9855-8200	\$6,000.00
Contracted Maintenance Repair	010-0000-0	5610	00-9855-8200	\$1,000.00
<b>CUSTODIAL TOTAL</b>				<b>\$7,000.00</b>
<b>COPIER MAINTENANCE (1175)</b>				
Copier Maintenance	010-0000-0	5615	00-1175-1000	
<b>COPIER MAINTENANCE TOTAL</b>				<b>\$5,569.00</b>
<b>TOTAL GENERAL SITE BUDGET</b>				<b>\$55,069.00</b>

**Katherine R. Smith  
2015 - 2016  
Parent Involvement Policy**

**The Schoolwide Program at Katherine Smith shall involve parents, community, and staff in collaborative activities that assist parents in acquiring a clear understanding of Katherine Smith's academic expectations, provide opportunities for parents to sharpen their skills in assisting their child to achieve academic success, and involve parents in pertinent decisions crucial to their child's academic growth and development.**

1. By December of each school year, a parent informational meeting will be held to explain the Title I school wide program, its objectives, and student support strategies.
2. The parents of the participating students will elect a parent representative to the Title 1/SCE District Advisory Committee (DAC). All DAC representatives will receive written notification regarding the time and location of the meetings.
3. The K. Smith School Site Council will review the Title I Program each spring and provide input on categorical program needs and assessment data.
4. Title 1/SCE program will include parent workshops that will enable parents to help their children in the learning process. Workshops will include core curricular subjects, such as literacy, math, and science. Other conferences will address parent/teacher conferences, report cards, standardized testing, authentic assessment, and the parent school contract.
5. A parent-school contract is in use at K. Smith which is reviewed during the conferences. This contract specifies the means by which the school, the parent, and the student will build and sustain a partnership to help the students achieve high standards. The contract will outline the responsibilities of the school staff, the parent and the student for achieving improved student academic performance. Staff, parents and students will review this contract annually.
6. Notices and newsletters will be offered in English, Spanish, and Vietnamese whenever possible. All workshops will offer translation into Spanish and Vietnamese, when possible. Additional languages will be accommodated as needed.
7. An ongoing process of assessing student progress during the school year and communicating with parents will occur through parent conferences, letters, and year-end assessment reports.


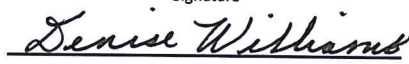


8. A Parent Resource Room is located in the school. Consumable pamphlets and materials, as well as copies of the district policies are located in the center and are available for parents to take. Additional materials such as books on tape, instructional videos, and various learning games are available for check out through the Media Center.
9. K. Smith English Learners Advisory Committee (ELAC) will be formed with the majority of its parent representatives elected by parents of participating students in the ELD program. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the EL students. New members will be recruited and trained regularly to help in the decision-making process. The committee will meet a minimum of four times annually.
10. ELAC members will elect a parent representative to the District English Learners Advisory Committee (DELAC). All DELAC parent representatives will receive written notification regarding the time and location of the DELAC meetings.
11. Parents will continue to be a major part of the decision-making process during the monthly Student Study Team meetings. Parents will be requested to attend and provide input regarding their child's progress and will help in planning strategies and activities to assure their child's success in school.
12. An annual Needs Assessment will be conducted in May of each year that includes feedback from the staff, parents, and students about the effectiveness of the Title 1/SCE program.

**Recommendations and Assurances**

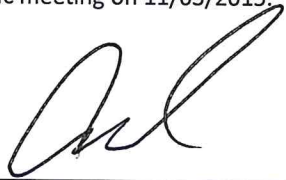

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	 _____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
X	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 11/03/2015.

Attested:

Aaron Brengard		11/3/15
Typed Name of School Principal	Signature of School Principal	Date
Reyna Morfin		11/3/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

# Evergreen School District

## Katherine R. Smith Elementary Comprehensive School Safety Plan

Effective Dates: 2015 - 2016

Principal/Administrator: Aaron Brengard

<b>Plan Developed By</b>	<b>Title</b>
Aaron Brengard	Principal
Nanette Donohue	Assistant Principal
Reynalda Morfin	Parent
Georgette Narvaes	Parent
Maria Caro	Parent
Norma Garcia	Parent
Christina Ramos	Secretary
Kimberly Weaver	Teacher
Alma Peralta	Teacher

Public Meeting Date: March 3, 2015

Date Adopted by School Site Council: March 24, 2015

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## Committee Members

Name of Members	Principal	Classified Employee	Teacher Re. of Cert. Employees	Parent or Community Member	Law Enforcement	Secondary Students	Other
Aaron Brengard	X						
Nanette Donohue	X		X				
Christina Ramos		X					
Georgette Narvaes				X			
Maria Caro				X			
Reynalda Morfin				X			
Norma Garcia				X			
Alma Peralta			X				
Kimberly Weaver			X				
Officer Joseph Perez					X		

## **Vision/Mission Statement**

Katherine Smith School will be the model of excellence for 21st century learning and community service. Excellence begins with a safe and nurturing environment.

## Data Analysis

Data Source	2013-2014	2014-15	2015-16
California Health Kids Survey		X	
Suspensions	X	X	
Expulsions	X	X	
Local Crime data	X	X	
Other Community data	X	X	
UMIRS/Other			

### Conclusions from Data:

- Prior to the 2012-13 school year, suspensions were on the rise.
- Suspensions doubled from the 2010-11 to 2011-12 school years
- 50% of suspensions were related to violence
- 79% of suspended students were listed as Hispanic
- 71% of suspended students were listed as male
- 2013-14 suspensions dropped by 90%
- 100% of suspensions were related to violence and take place outside of the classroom (recess or lunch)
- 20% of students report they witness or are victims of bullying at our school
- 18% of students report they have seen or heard teasing related to race, religion, or sexuality.
- 62% of local crime is disorder/disturbances and property related
- In November 2014, third to sixth graders students participated in the YouthTruth's Overall School Experience Survey.
- The degree to which students have strong, supportive relationships with their teachers measured 2.79 out of 3
- The degree to which students experience an orderly, respectful classroom environment measured 2.31 out of 3
- The degree to which students perceive themselves as engaged with their school and their education measured 2.81 to of 3.

### Conclusions from Parent, Teacher and Student Input:

- Students feel happy and safe at school
- Parents feel happy about school safety and culture
- School staff is accessible to parents and open to new ideas
- Crime in the neighborhood is mostly disorder, theft, and disturbances, not violence
- Prior to 2013-14, disproportionately Hispanic male students are suspended from school
- Incidents of bullying are relatively low, however, we strive to have none
- Student engagement and relationships with adults is extremely high based on student survey data.
- Arrival and dismissal need strong procedures and adult supervision
- More structured activities are needed for recess and lunch to engage students
- Adult supervision at lunch has been revised and the adults in charge focus on building relationships and ensuring students are engaging safety on the equipment and with one another.

### Other:

### List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

- Katherine Smith School Climate Survey (Aug 2012)
- Myneighborhoodupdate.net local crime data

- Search Institute Healthy Kids Survey
- PowerSchool suspensions and expulsion data
- Community safety meetings (Sept. 2013 , Nov. 2013, Jan 2014, Feb. 2014 )
- YouthTruth's Overall School Experience Survey (Nov. 2014)

**Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).**

- College Bound culture
- Habits of Mind social emotional focus
- Tier discipline approach
- Purposeful, hands-on curricular focus (PBL)
- Focus on 21st Century Skills (Communication, Collaboration, Critical Thinking, and Creativity)
- Expect Respect student leadership
- Student clubs and after school programs: Future Arts Now, Kids Club, Showcase Yearbook Club, Ambassadors, Panther Activity Leaders, YMCA, Boys and Girls Club, and Strive!, Leaders for Success

**Areas we wish to Change:**

- I. Social Emotional Safety- Develop student resiliency, self respect, and connection with school and the greater community.
- II. Physical Safety - Improve campus arrival and dismissal procedures to ensure students go from home to school and school to home safely.



## Goals Strategies and Activities

### Component I – People and Programs

#### Goal

Develop student resiliency, self respect, and connection with school and the greater community. Treat self and others well.

#### Measurable Objective:

By Feb 2016, less than 5% of students surveyed will report being teased in relation to race, religion, and gender.

#### Action Steps:

1.0 Maintain Tiered discipline approach

1.1 Establish redirection and reflective strategies to encourage self management and peer conflict resolution strategies

1.2 Train teachers, noon aides, and classified staff.

1.3 Institute a cohesive problem solving approach school-wide including classrooms, playground, and cafeteria.

1.4 Create and utilize a school wide pledge, Panther Pledge.

1.5 Increase the number of organized activities for recess and lunch

2.0 Maintain daily Morning Meetings to improve school culture

2.1 Maintain a weekly school-wide assembly to focus on school culture

2.2 Train staff and provide observation protocol to support structures for daily classroom meetings.

2.3 Create a space where current events from the neighborhood can be discussed.

3.0 Develop K. Smith Habits of Mind, characteristics of successful people

3.1 Continue supporting the 6 K. Smith habits with posters, weekly focus, and discussions with students

3.2 Infuse Habits of Mind in projects, morning meetings, and student discipline.

3.3 Maintain a school-wide focus calendar to move through the 6 K. Smith habits

3.4 Establish teacher and student recognition protocols to encourage and praise students for using strong habits.

4.0 Utilize tools and resources from Project Cornerstone

4.1 Train fifth and sixth grade leaders with Expect Respect Training

4.2 Create student design anti-bullying assemblies and marketing

4.3 Institute Los Dichos parent led bilingual literacy program

4.4 Complete asset survey

4.5 Institute "Fun Zones" using parent volunteers and PAL (Panther Activity Leaders)

Who will take the lead?

- Principal
- Assistant Principal
- School Culture Leadership Team

Completion Date and Budget

- Feb 2016

Resources Needed

- Use existing resources and online materials

How we will Monitor and evaluate?

- Principal and Assistant Principal will lead the development of an implementation rubric for success.
- Students survey data will be collected

## Component II – Place

### Goal

Ensure students' safe arrival and dismissal to and from school everyday.

### Measurable Objective:

By February 2016, 100% of staff and group of select parents will understand and maintain systems and protocols to manage safe arrival and dismissal.

### Action Steps:

- |   |
|---|
| 1.0 Create consistent procedures for arrival and dismissal<br>1.1 Create regular systems for teacher supervision<br>1.2 Establish protocols for front parking lot, side parking lot, and crossing guard<br>1.3 Communicate policies through the website, newsletters, and parent meetings<br>1.4 Explore parking lot changes with new drop-off and pick-up procedures |
| 2.0 Establish parent safety committee<br>2.1 Regularly meet to collect feedback from parents<br>2.2 Create schedule for parent volunteers at arrival and dismissal<br>2.3 Train parent volunteers on safety protocols   |

Who will take the lead?

- Principal
- Assistant Principal
- Office Staff

Completion Date and Budget

- Feb 2016

Resources Needed

- NA

How we will Monitor and evaluate?

- Principal and Assistant Principal will lead the training and monitoring of school safety procedures
- Staff survey data will be collected

## Communication

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p><b>Date of Public Meeting:</b> March 3, 2015  <b>Site of Public Meeting:</b> Katherine Smith Think Lab</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>• Local Mayor</li> <li>• Representative of the local school employee organization</li> <li>• A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs</li> <li>• A representative of each teacher organization at the school site</li> <li>• A representative of the student body government</li> </ul> <p>All persons who have indicated they want to be notified</p> <p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>• A representative of the local churches</li> <li>• Local civic leaders</li> <li>• Local business organizations</li> </ul> <p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Ed Code 32281</p>
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	Name	Date
<b>Review of Progress for Last Year</b>	Aaron Brengard	3/15/2015
<b>Law Enforcement Review</b>	Officer Joe Perez	3/3/2015
<b>Site Council Approval</b>	Reynalda Morphin	3/24/2015
<b>School Board Approval</b>		

## Evaluation

### How was the previous plan monitored?

The principal, assistant principal, and School Site Council will monitor the progress of the plan using sign-in sheets, agendas, school calendar, and survey data.

### What progress was made on Component 1 (People and Programs)?

As of February 2015, creating a nurturing environment progress includes:

- A tiered discipline approach has been developed and is being implemented in the upper grades with a focus of redirection and reflection before administrative action.
- Training has begun for teachers, noon aides, and classified staff.
- Panther Pledge has been updated and utilized daily in morning meetings school-wide.
- Observation protocols have been introduced and used at some grade levels.
- Habits of Mind has been updated to K. Smith Habits with the help of staff, students and parents.
- K. Smith Habits posters have been created to support the marketing of this approach to build student resiliency, self reliance, and connection to the greater community.
- Expect Respect training is in place and students meet biweekly to create anti-bullying campaign
- Weekly recognitions have begun for use of strong Habits of Mind.

### What progress was made on Component 2? (Place / Physical Environment)

As of February 2015, creating a safe arrival and dismissal progress includes:

- Improved arrival and dismissal for front parking lot have been created.
- Parent safety committee has been established and regular monthly meetings take place.
- Staff and parent volunteer roles have been established with arrival and dismissal.
- Procedures have been communicated through weekly parent meetings, newsletter, and website

ANNUAL REPORT ON THE STATUS OF THE PLAN (See Attached SARC)