

The Single Plan for Student Achievement

School: Otis Butler Whaley Elementary School
CDS Code: 43-69435-6047161
District: Evergreen Elementary School District
Principal: Tonya Trim
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Otis Butler Whaley Elementary School's Vision and Mission Statements

Vision Statement

Excellence shall permeate all aspects of teaching and learning. Our high expectations for student achievement are based on the belief that all students can and will be successful learners. O.B. Whaley students will be prepared to learn and are expected to meet or exceed the grade-level standards established by the state and district. Student success will be measured by student performance.

Mission Statement

The mission of O.B. Whaley is to provide a challenging educational environment that allows all students to develop their ability to communicate effectively, think critically, analyze, problem solve, and apply what is learned in a technical and global world. A meaningful and effective education shall involve students in a planned program filled with active learning. Excellence shall permeate all learning and shall be reflected in all curricular areas. Administration and faculty shall strive for professional excellence by staying current with state guidelines. We shall sustain accountability by continuously measuring our achievement against the district's high standards and our established yearly goals. School leaders shall provide staff access to the best thinking about curriculum and instruction through extensive staff development activities and inspire them through a collaborative environment to analyze and implement strategies that allow all students to reach their maximum physical and intellectual potential. A primary premise shall be that all students can and will be successful learners. By working with educational support services, emphasizing learning styles, and simultaneously involving parents in the process of educating their children, we shall strive for all students to experience success the first time around. Student success shall be measured by student performance. Students not achieving grade level proficiency will be identified early and offered assistance with early intervention and a program of accelerated learning. We shall seek to give children a caring environment that maximizes self-esteem and inspires children's intrinsic desire to learn. We shall use the Discipline with Dignity plan to promote students' ethical behavior, responsibility for self and concern for others. The Whaley staff believes and expects that all students can and will behave in a reasonable manner to assure an optimum learning environment. Children shall feel valued for their unique talents and recognition shall be given when students have achieved academic and civic milestones. Above all, our environment shall be safe. O.B. Whaley shall provide opportunities for parent and community collaboration that allows them involvement in the decision making process. We will provide educational opportunities that promote life-long learning for students and their families. We will welcome and encourage our families and community to embrace the value and responsibility of education to make every child's learning experience a successful one. O.B. Whaley leaders shall inspire staff, parents and students to accomplish our mission through open communication, opportunities for everyone to be heard, their ideas respected, and responsiveness to individual concern. The resulting environment shall be one that celebrates diversity and provides everyone with a sense of satisfaction, well being, academic and social success.

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.

O.B. Whaley Elementary School is located on the western side of the district's borders. In the 2015-16 school year, the school served 514 students in grades TK-6 on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

Our school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

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).

The 2014-2015 survey reflects a summary of the O.B. Whaley community response (parents, staff, and students) in the following areas: School Mission/Vision; Leadership; Curriculum; Instruction; Professional Community; High Expectations, Assessment; Safe School Environment; Parent Involvement; and System Support.

We employ the actions and activities of Project Cornerstone, aimed at giving students the tools to be successful in all aspects of their lives.

We use BEST/PBIS tools in order to understand and improve the safety and climate of our school. We have a robust system of consequences and rewards that aim to teach students to: Show Respect, Make Good Decisions, Solve Problems, Participate, and to Be a Community Member.

We provide parent workshops to build the family's capacity for success in the areas of literacy, science, parenting, English, and health. We partner with Foothill Community Health to bring a variety of health services to our parents. We provide a family Mini-conference with a variety of academic tips for parents.

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 other year 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 O. B. Whaley Elementary 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 Evergreen Elementary School.

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

O. B. Whaley Elementary 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. O.B. Whaley 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)

O.B. Whaley Elementary School 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)

O.B. Whaley's staff understands the importance of professional development and collegial support as the primary means to build on their skills as educators. As a result of their commitment to be knowledgeable and well trained, all O. B. Whaley teachers participate in professional development, both on site and at various other workshop opportunities. Our staff development is focused on aligning teaching practices to the CCSS, implementation of a standards-based, assessment-driven program in designated content areas.

Staff development practices at O.B. Whaley are developed and implemented based on the Common Core Standards, professional needs of staff, teacher observation, and formal and informal assessment. Each year staff members review assessment information that helps them analyze and interpret student data to develop individualized professional development plans. This data allows teachers to monitor their teaching practice and discover areas of strength and challenge. During the 2015-2016 school year, staff development will focus on building 21st century curriculum in classroom teaching practices as we continue to implement the Common Core State Standards. Additionally, teachers will continue to actively participate in Professional Learning Communities around identified school-wide areas of need.

New teachers receive additional support and training to acquaint them with cutting edge professional teaching practices. The training is standards-based and focuses on sound teaching practices aligned with district goals and areas of focus. New teachers regularly meet with their site-based support providers for weekly discussions, lesson planning, model lessons, peer observations, and feedback. The new teacher program is based on the Standards for Quality and Effectiveness of Beginning Teacher Support and Assessment (BTSA).

The Administration works closely with teacher leads to elicit input on staff needs. This information is coupled with research-based, proven effective programs and strategies that help schools build proficiency to meet proficiency targets on the CAASPP (Smarter Balanced Assessment).

Collaborative teams reflect on the previous year's test scores to help create new goals that are aligned to the CCSS. The administration, instructional coach, and grade level leads help facilitate on-going conversations with staff members regarding student assessment. This leads to data-driven instruction. 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. This can be supported through staff development that is directly aligned to the Common Core standards, assessments, 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
- Have a shared vision of expectations and implementation
- Plan and schedule training in advance
- Ensure follow-through/accountability with implementation
- Provide incentives for staff who commit to on-going, long-term professional development
- Make sure all staff are involved in appropriate professional development; implement and sustain PLCs

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 administrator discuss professional goals as well as student performance data. It is our belief that data drives our instruction; therefore, in addition to established professional development goals; goals and objectives to meet the needs of underachieving students are also created. Monitoring of these goals is evaluated formally three times per year and informally throughout the year. 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. Step Up to Writing and/or Writer's Workshop are taught school-wide as effective strategies for writing achievement. Writer's Workshop is being implemented by a core group of teachers to propel student writing to the next level. Our professional staff developer, as well as our Instructional Coach models and assists teachers with the successful implementation of the CCSS in their daily lessons. 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, DELCCo (District English Language Learner Coordinating Council), and Culturally Responsive Teaching and Learning teams. Teacher facilitators bring their training back to the staff, and colleagues implement the strategies to ensure that all students achieve the Common Core Standards. Additionally, teachers meet twice per month in collaborative learning teams to share expertise, analyze student assessments, and plan interventions.

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 the 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 O.B. Whaley, grade level and cross grade level collaboration occurs at least twice monthly. During the first collaboration weeks of the school year, teachers work together to identify grade level goals using information from the CCSS and local assessments as well as other formative and summative data. At subsequent regularly scheduled collaboration meetings, teachers work and meet together to review and analyze progress toward 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 data. During their work together, teachers use data to support standards-based achievement and refine and adjust goals and/or instruction to ensure growth in student achievement. This is part of the professional learning community established at O.B. Whaley. In addition to our site-based teamwork together at each grade level and across grade levels, teachers spend five district days working in PLC teams involved in the inquiry process. Teachers identify an area for growth based on formal and informal data, develop an inquiry question, vet their question, develop an action plan and subsequent lessons, teach lessons, gather data, and discuss their findings with their team. Because of the instilled belief that we work together, teachers at O.B. Whaley 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 Evergreen Elementary School are aligned to content and performance standards. All teachers at Evergreen 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 Evergreen School 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 thus allowing us to monitor student progress toward proficiency. 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. Each grade level team meets twice monthly to monitor pacing. This fosters on-going dialogue and collaboration surrounding instruction and assessment. Additionally, the school offers extended day classes for students who are at-risk of retention, migrant students, and LTELs (Long Term English Language Learners). Teacher-led intensive reading/language arts intervention is offered either before school, during the day, or after school to students in grades K through 6.

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. Evergreen 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.

Evergreen 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 Pogram (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 Evergreen 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 O. B. Whaley Elementary 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. Evergreen Elementary 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 Evergreen Elementary 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.
- Evergreen's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- O. B. Whaley Elementary 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). Evergreen Elementary 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.

Description of Barriers and Related School Goals

Although not barriers, there are features of our community that demand extra attention and expertise. Our large EL/SED population means that our school and teachers provide the majority of the academic fundamentals and enrichment. Lacking an extensive English vocabulary and varied experiences, many of our students need to be given the background knowledge normally assumed to be part of their lives. The extra practice in reading, writing, and speaking is challenging for some parents who do not have full command of English. We offer many family learning opportunities through district programs such as Family Authorship and Parent University courses in which students and their parents are exposed to high quality literature. Our families rely on and trust school staff to provide the foundation for successful learning. Many of our students perform quite well despite these challenges. Our teachers do an excellent job in building background knowledge, thus allowing students equal access to the curriculum. Our struggling learners are provided with after school academic support. In some cases, teachers make adjustments to homework expectations as another means to support the struggling learner. We provide structure, a safe environment, nutrition, positive discipline, and motivation to foster successful outcomes for our students.

An additional goal is to build and maintain the trust and respect amongst the families and neighbors in the community. We partner with the neighborhood advocacy group, WENA, to provide the meeting facility, and to connect the school with the greater community. This group provides information and family activities that also meet the mission and vision of our school. The neighbors and families come to understand that the school is part of the greater community.

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	91	86	94.5	85	2381.4	7	16	33	43
Grade 4	89	89	100.0	88	2426.7	12	19	19	48
Grade 5	70	69	98.6	68	2448.3	10	17	14	57
Grade 6	99	99	100.0	98	2506.7	9	30	35	24
All Grades	349	343	98.3	339		10	21	26	42

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	9	36	54	8	51	41	12	60	28	8	46	46
Grade 4	9	42	49	10	52	38	3	75	22	15	33	35
Grade 5	10	35	54	10	47	43	7	56	37	18	50	32
Grade 6	9	51	40	20	49	31	7	73	19	20	63	16
All Grades	9	42	49	13	50	37	7	67	26	15	48	32

Conclusions based on this data:

1. The overall number of students nearly meeting and/or not meeting the standards in English/Language Arts Literacy exceeds the number of students who exceeded and/or met the standard.
2. Based on the data, students generally performed better on the listening component of the assessment. The number of students below standard in this area is the lowest overall.
3. The reading and writing components of the assessment continue to be an area of need and focus. In most cases, the number of students below standard exceeds the number of students above, at, or near standard.

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	91	87	95.6	87	2394.5	9	21	31	39
Grade 4	89	89	100.0	89	2436.1	4	15	47	34
Grade 5	70	69	98.6	69	2430.1	4	6	28	62
Grade 6	99	99	100.0	99	2497.4	10	25	27	37
All Grades	349	344	98.6	344		7	17	33	42

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	13	48	39	13	44	44	16	54	30
Grade 4	7	36	57	7	54	39	7	45	48
Grade 5	9	22	70	6	23	71	4	29	67
Grade 6	16	38	45	12	46	41	15	59	26
All Grades	11	37	52	10	43	47	11	48	41

Conclusions based on this data:

1. The overall number of students nearly meeting and/or not meeting the standards in mathematics exceeds the number of students who exceeded and/or met the standard.
2. Based on the above standard data, students generally performed better on the Communicating Reasoning portion of the assessment. The number of students below standard in this area is the lowest overall.
3. Continued areas of focus include Concepts & Procedures and Problem Solving & Modeling/Data Analysis. The number of students below standard in these areas are the greatest.

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
	#	%	#	%	#	%	#	%	#	%	#
K			2	20	4	40	4	40			10
1	1	2	4	8	21	44	17	35	5	10	48
2			6	12	28	56	15	30	1	2	50
3			6	12	25	50	12	24	7	14	50
4			15	34	20	45	7	16	2	5	44
5	4	11	13	37	14	40	2	6	2	6	35
6	1	4	13	50	8	31	1	4	3	12	26
Total	6	2	59	22	120	46	58	22	20	8	263

Conclusions based on this data:

1. Over half of the second and third grade students were Intermediate or less. This area of student need is significant in that students are typically stuck at the Intermediate level. Generally, the reading and writing component of the assessment are the areas most students have difficulty obtaining proficient scores. This challenge can lead to lack of success in other academic areas.
2. We are still concerned about LTELs (Long Term English Language Learners), students who remain at the Intermediate level for multiple years. We will continue to focus on these students through targeted instruction.
3. An increasing number of students scoring Advanced or Early Advanced on the assessment demonstrates success in the number of student redesignations.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			4	5	25	31	26	32	26	32	81
1	1	2	4	8	23	45	18	35	5	10	51
2	1	2	6	11	30	54	15	27	4	7	56
3			6	11	25	47	12	23	10	19	53
4			15	33	20	44	7	16	3	7	45
5	4	11	13	35	14	38	2	5	4	11	37
6	1	3	13	45	10	34	1	3	4	14	29
Total	7	2	61	17	147	42	81	23	56	16	352

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	276	259	263
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	276	259	263
Number Met	160	153	125
Percent Met	58.0%	59.1%	47.5%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	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	288	45	279	39	284	56
Number Met	59	17	66	23	35	28
Percent Met	20.5%	37.8%	23.7%	59.0%	12.3%	50.0%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	Yes	Yes	No	No

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

Conclusions based on this data:

1. While LTELs did not meet AMAO 2 in 2014-2015, they came within .9% of meeting the NCLB Target. LTELs will continue to receive focused, targeted instruction as a means to ensure continued growth.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	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	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. This is the first year that we have not made AMAO 1...and we are literally .2% below the target.
2. The less than five year cohort still has been able to meet the target.
3. Our greater than 5% does have a 4.4% increase.

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---	21.6	19.3	9.1

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	24.1	13.3	21.7

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	21.5	24.7	23.7

Planned Improvements in Student Performance

English Language Arts 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:

SUBJECT: English Language Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
O. B. Whaley's planned improvement program is a three year goal beginning in 2014 and continuing through 2017. By June 2016, all O. B. Whaley 3rd - 6th grade students including significant subgroups will demonstrate adequate growth as measured by diagnostic assessments, as well as an increase in the percentage of Kindergarten through 2nd grade students scoring proficient on fluency assessments. Most importantly, we will help students succeed in reading and writing.
Data Used to Form this Goal:
CST Data 2012-2015 CAASPP Data AR goals Fluency tests School Site Assessments Site-based and SES (Knowledge Quest and Tutorworks) intervention results
Findings from the Analysis of this Data:
Student subgroups of Hispanic students, English Learners, and Socioeconomically Disadvantaged students are performing below the expectation of the AYP guidelines.
How the School will Evaluate the Progress of this Goal:
Lesson plans Progress reports Report cards CAASPP results School-wide writing and reading assessments District Fluency Assessments Intervention program pre and post data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and support staff will implement a rigorous ELA program that is aligned to the Common Core State Standards and differentiated to support the needs of all (ELL, SWD, SED) students.	8/18/2014-6/9/2017	Teachers, Support Staff, Instructional Coach, Consultant, and Principal	Instructional Supplies	4000-4999: Books And Supplies	Title I	7,000.00
			Consultant Certificated	1000-1999: Certificated Personnel Salaries	Title I	800.00
			Consultants outside agencies	5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
Implement comprehensive, before, after, and during school intervention programs for identified students in grades K-6, including EL students. Summer school may be available for identified "at-risk" students. A summer program for pre-K students will be accessible.	8/18/2014-6/9/2017	Principal, Intervention Services Coordinator, Project Specialist, Special Projects Assistant, Teachers, Instructional Aides, Parents	Instructional Supplies	4000-4999: Books And Supplies	Supplemental Fund	3000
			Extended Day Teachers	1000-1999: Certificated Personnel Salaries	Title I	3,000
The Renaissance Place program, formerly called Accelerated Reader (AR), will be comprehensively implemented to support access by K-6 students to books within their Zone of Proximal Development (ZPD). Student incentives will be provided to enhance the program.	8/18/2014-6/9/2017	Consultant Librarian, Teachers, Principal, Media Clerk	Instructional Supplies	4000-4999: Books And Supplies	Supplemental Fund	500
			Instructional Supplies	4000-4999: Books And Supplies	Title I	500
Purchase supplemental supplies and instructional materials to support the language arts instructional program. Materials may include updated computers, iPads, and other classroom technology, leveled library books to support the content areas of science and social studies, software, and/or resources that allow appropriate integration of the other content areas.	8/18/2014-6/9/2017	Principal, Teachers, Librarian	Instructional Supplies and Materials	4000-4999: Books And Supplies	Title I	800
			Instructional Supplies	4000-4999: Books And Supplies	Supplemental Fund	1500
			Hardware/ Supplemental Technology	4000-4999: Books And Supplies	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 teams to monitor student performance, analyze student data, and discuss strategies and best practices for improving student achievement. Use of School City, AR/STAR, on demand writing, and grade level agreed upon assessments will help identify growth and areas of concern for programs and students.	8/18/2014-6/9/2017	All Teachers, Principal, Project Specialist		4000-4999: Books And Supplies	Supplemental Fund	500
Implement a daily explicit and systematic ELD instructional plan in all classrooms. Provide ELD best practices training to teachers. Encourage teachers to attend District trainings. Purchase needed supplementary materials to enhance the ELD instructional program. Purchase classroom technology, such as SmartBoards, document readers, and computer projectors, in order to enhance classroom ELD instructional practices.	8/18/2014-6/9/2017	All K-6 teachers, specialists, and principal		4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Supplemental Fund Title I	500 500
Support student literacy through the systematic integration of ELA, social studies, and science.	8/18/2014-6/9/2017	Principal, Teachers, Project Specialist		4000-4999: Books And Supplies	Supplemental Fund	500
Art and music will be used to enrich the academic program and to support literacy in the classroom. Supplies and materials needed to support literacy and the arts will be purchased.	8/18/2014-6/9/2017	Classroom teachers and administrators	Instructional 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
Students, K-6, not meeting expected grade level standards will attend academic intervention. This literacy intervention will use small group instruction and may use designated computer assisted intervention programs. The teacher will focus on target standards during instruction. An instructional aide will assist the teacher, and help maintain the school's technology.	8/18/2014-6/9/2017	Reading Intervention Teacher, Principal, Assistant Principal, Classroom teachers.		1000-1999: Certificated Personnel Salaries	Supplemental Fund	5000
A Project Specialist will oversee the implementation of all improvement programs	8/18/2014-6/9/2017	Project Specialist		1000-1999: Certificated Personnel Salaries	Title I	36000
				3000-3999: Employee Benefits	Title I	12000
				1000-1999: Certificated Personnel Salaries	Supplemental Fund	9500
				3000-3999: Employee Benefits	Supplemental Fund	3000
A Project Clerk will assist with the parent communication, program implementation, and all aspects of monitoring and implementation.	8/18/2014-6/9/2017	Project Clerk		2000-2999: Classified Personnel Salaries	Title I	24000
				3000-3999: Employee Benefits	Title I	2400
An instructional aide will assist Intervention teachers in meeting the needs of selected students.	8/18/2014-6/9/2017	Instructional Assistant		2000-2999: Classified Personnel Salaries	Supplemental Fund	17000
				3000-3999: Employee Benefits	Supplemental Fund	2000
Students will participate in Summer School Programs. Selected Pre-K students will participate in a special summer readiness program.	8/18/2014-6/9/2017	Teacher		1000-1999: Certificated Personnel Salaries	Title I	8945
				3000-3999: Employee Benefits	Title I	2332

Planned Improvements in Student Performance

Mathematics 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:

SUBJECT: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Improve Math Achievement All students, inclusive of Hispanic, EL, SED, and SWD, will demonstrate growth in Mathematics as evidenced by the Smarter Balanced Assessment, CPM, and unit module assessments.
Data Used to Form this Goal:
CAASPP, CPM, and mathematics program module assessments
Findings from the Analysis of this Data:
CAASPP data shows significant numbers of students are performing below proficiency levels. CAASPP and unit assessment data are used to identify students needing intervention and differentiated instruction to move students to proficient levels.
How the School will Evaluate the Progress of this Goal:
We will follow a process of instruction, progress monitoring, reflection, goal-setting, and monitoring and evaluating data. All staff, grade levels, coaches, teachers, and administrators will analyze CAASPP as well as formative and summative classroom assessments. Lesson plans, progress reports, and report cards will also be evaluated.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement comprehensive before and after school intervention programs for identified students, including EL students.	8/18/2014-6/9/2017	Principal, Intervention Services Coordinator, Special Projects Assistant, Teachers, Parents, Project Specialist		1000-1999: Certificated Personnel Salaries	Supplemental Fund	2,000
				3000-3999: Employee Benefits	Supplemental Fund	848

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 teams to monitor student performance, analyze student data, and discuss strategies and best practices for improving student achievement. Grade levels will evaluate unit assessment scores, adjust, reteach, or plan interventions that are appropriate for the age level. Pacing guides, targeted technology, and small groups may be used to achieve our goals.	8/18/2014-6/9/2017	All Teachers, Principal, Project Specialist		4000-4999: Books And Supplies	Supplemental Fund	200
All teachers and support staff will implement the district adopted, standards-based mathematics program.	8/18/2014-6/9/2017	Teachers, Principal, Project Specialist, Specialists				
Purchase supplemental supplies and instructional materials, including leveled software, to support the mathematics instructional program. Access to technology will be increased in order to help students succeed. Before and after school technology time may be available to students.	8/18/2014-6/9/2017	Teachers, Principal	books, materials	4000-4999: Books And Supplies	Supplemental Fund	3,000
			Hardware/ Supplemental Technology	4000-4999: Books And Supplies	Supplemental Fund	1500
Provide staff development opportunities in the areas of identified needs; utilizing the expertise of the Instructional Coach and consultant to align teaching and learning to the Common Core State Standards.	8/18/2014-6/9/2017	Principal, Teachers, Support Staff, Special Projects Assistant		1000-1999: Certificated Personnel Salaries	Title I	5000
				3000-3999: Employee Benefits	Title I	500
			Independent Contractors	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	2200

Planned Improvements in Student Performance

Science, 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:

SUBJECT: Science
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Students at O.B. Whaley will have access to a rigorous science program in which literacy and math are supported. All students, including those in each significant subgroup will demonstrate academic progress by scoring proficient or advanced on the CST.
Data Used to Form this Goal:
CST Data
Findings from the Analysis of this Data:
The Hispanic, English Learner, and Socioeconomically Disadvantaged subgroups are performing below the expectations of the federal AYP guidelines.
How the School will Evaluate the Progress of this Goal:
Lesson plans Report cards Master calendar Student performance on CST

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental materials will be purchased to support the schools science program. Content area publications and books that support literacy will be purchased. STEM materials, resources, and trainings may be purchased to supplement the curriculum. Computer software and other technology will be purchased as needed.	8/18/2014-6/9/2017	Administration and classroom teachers		4000-4999: Books And Supplies	Supplemental Fund	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will have the opportunity to attend the four-day Science School overnight program. Scholarships will be offered to students not able to pay the tuition or transportation costs in order to provide equal access. During the time period before and after Science School, teacher lesson plans will reflect the learnings from this outdoor education program.	5/14/2015-6/9/2017	5th Grade Teachers, Principal, Assistant Principal, Students		1000-1999: Certificated Personnel Salaries	Supplemental Fund	1,000
Using GLAD and ELD strategies, grade level science vocabulary will be enhanced through listening, speaking, and oral presentations such as Science Fair and PBL projects.	8/18/2014-6/9/2017	Classroom teachers and support staff				

Planned Improvements in Student Performance

ELD, School Goal #4, 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:

SUBJECT: English Language Development
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All O.B. Whaley EL students will make annual growth on the CELDT in order to reach proficiency levels on the ELA portion of the CAASPP in 2016.
Data Used to Form this Goal:
CAASPP data CELDT data
Findings from the Analysis of this Data:
The English Learner subgroup has historically performed below the expectation of the federal AYP guidelines. Students are not making the necessary one year's growth on the CELDT test.
How the School will Evaluate the Progress of this Goal:
CELDT exam reports CAASPP performance reports School-wide assessments Report cards SOLOM rubrics

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD resources are provided by the Evergreen School District in the form of direct services to students. EL support and oversight will be provided to all EL students, grades 1-6, by a credentialed teacher and ELD TOSA. Instructional support will be provided to EL level 1 and 2 students by a highly qualified instructional aide working under the supervision of classroom teachers and the ELD TOSA. The software program Rosetta Stone is available for EL students.	8/18/2014-6/9/2017	Maribeth Rodriguez, ELD instructional aides				
Professional Development opportunities will be offered to all ELD TOSAs, para-professionals, classroom teachers, and administrators	8/18/2014-6/9/2017	Denise Williams, Teachers on Special Assignment, Instruction Department Staff				
Instructional support materials, aligned with ELA and ELD standards, will be purchased to provide targeted instruction to LTELs. These materials will support intervention activities and provide direct classroom support. Future purchases will be aligned to the Common Core standards.	8/18/2014-6/9/2017	Denise Williams, Principal, Project Specialist, Teachers	Student resources for ELL, LTELs Resources/ Instructional materials for LTELs	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Supplemental Fund Title III	500 7500

Planned Improvements in Student Performance

Health, 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:

SUBJECT: Health
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Reduce the incidence of student conflicts on campus. Increase the positive behavior school-wide. Increase the number of 5th grade students who achieve at least 5 of 6 fitness standards as measured by the 5th grade Physical Fitness Test.
Data Used to Form this Goal:
School climate survey Youth Truth survey Cornerstone survey Mental Health survey Physical Fitness test data Behavior referrals Suspension and truancy data
Findings from the Analysis of this Data:
See data chart and CST physical fitness results.
How the School will Evaluate the Progress of this Goal:
P.O's Master Calendar Newsletters SWISS data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule two character development assemblies during the school year. Follow up with character development lessons in class. Purchase necessary materials to complete these lessons. Align goals and activities with BEST/PBIS program.	8/18/2014-6/9/2017	Administrators, Teachers, BEST/PBIS representatives, Staff		5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1103
Implement anti-bullying program for all students. Recruit, train, and monitor lunchtime recess "Funvisor" parent volunteers as needed. Seek out more organized sports and activities. Plan parent education workshops throughout the school year. Use the ABC Cornerstone books as monthly read-alouds in classrooms. Coordinate efforts with BEST/PBIS.	8/18/2014-6/9/2017	Cornerstone Teacher coordinator/ Assistant Principal		4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Supplemental Fund Title I	2,000 500
Implement Red Ribbon Week activities.	8/18/2014-6/9/2017	Principal, Assistant Principal, Project Specialist, Teachers, Project WISE Resource Teacher.		4000-4999: Books And Supplies	Title I	200
All students participate in a Safety/Career Day forum that highlights safe practices and related careers (e.g., firefighters, highway patrol, etc.). Breakfast will be provided for all presenters. Participate in the county-wide College Day which focuses on college and careers.	1/7/2015-6/9/2017	All staff, community participants, parents		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
Review 'Fit for Learning' curriculum, evaluate PE program, and recommend resources for improving PE program. Use community resources like those offered by the San Jose Earthquakes and SJSU.	8/18/2014-6/9/2017	All K-6 teachers, administrators, health office aide		4000-4999: Books And Supplies	Supplemental Fund	500
O.B. Whaley will continue the BEST/PBIS positive behavior program through the SELPA office. This program will include the following expenses to reinforce the program: <ul style="list-style-type: none"> classroom resources professional development incentives for students non-instructional supplies (such as t-shirts, posters, etc. as needed) 	8/18/2014-6/9/2017	Principal, Assistant Principal, Director of Pupil Services, Teachers, Classified Staff, Students		4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Supplemental Fund Supplemental Fund	500 1000

Planned Improvements in Student Performance

School Climate, School Goal #6, 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:

SUBJECT: School Climate
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
Parental Involvement Increase the number of parents who attend school events (SSC, ELAC, PTA, Cafecitos, and Family Nights). Promote a welcoming environment in which parents are listened to and feel valued. Provide enrichment activities for students, increase student involvement, and promote equity in voice for all stakeholders.
Data Used to Form this Goal:
School climate and perception surveys
Findings from the Analysis of this Data:
Anecdotal evidence gathered through parent interactions, School Site Council meetings, and PTA meetings
How the School will Evaluate the Progress of this Goal:
Sign in sheets Newsletters Survey Master Calendar

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Offer at least three interactive parent educational events. These events will be published in the weekly newsletter, School Loop, and the marquee.</p> <p>Translators and babysitters will be provided if needed. The Title 1 Project Specialist will oversee these programs with the help of the Title 1 clerk.</p> <p>Examples are: Mini Conference, Family Learning Series, field trips, Game Night, Flea Market, and Family Picnics.</p>	8/18/2014-6/9/2017	Principal, Intervention Services Coordinator, Project Specialist, Special Projects Assistant, Teachers, Classified Support Staff		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	2000 900
Survey parents on an annual basis to obtain input on effectiveness of our school programs.	8/18/2014-6/9/2017	Special Projects Assistant, Principal, Teachers, Parents				
Parents will have the opportunity to participate in a district series called Family Literacy Project. In this series, parents will learn strategies to implement at home when reading with their children. Literacy Alive English classes will be offered on site to parents. Babysitting will be provided at all meetings.	8/18/2014-6/9/2017	Project Specialist, Parents, Principal, Assistant Principal			Title I	500
Teachers will conduct School Enrichment Activities to enhance the culture and climate of the school as well as increase student activities. Students will have opportunities to become increasingly involved in promoting a healthy school climate through Student Council and Project Cornerstone activities.	8/18/15- 6/9/16	Teachers		1000-1999: Certificated Personnel Salaries	General Fund	5882

Planned Improvements in Student Performance

Technology, School Goal #7, 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:

SUBJECT: Technology
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Increase the amount of technology devices by a ratio of 2:1 (students to devices) and the use of technology in teaching and learning by using 21st Century learning tools to share information and communicate ideas to others.
Data Used to Form this Goal:
Technology Inventory - Staff and student input
Findings from the Analysis of this Data:
At O.B. Whaley, we are increasing the tech device to student enrollment ratio.
How the School will Evaluate the Progress of this Goal:
Budget Details and Accounting Reports Lists of Apps per grade level Update equipment in computer labs Increase current ratio of 3:1 (students to devices) to 2:1 Systematically install ceiling mounted projectors in classrooms

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Acquire technology as needed. Items may include Chromebook carts, creation of a primary Chromebook lab, computers, ceiling mounted projectors, headphones, adapters, power cords, portable external DVD drives, back up drives, USB's, updated apps, etc.	8/18/2014-6/9/2017	All school staff	Hardware/ Supplemental Technology	4000-4999: Books And Supplies	Supplemental Fund	10470

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate time and resources for Staff Development; grade level specific training to better meet staff needs.	8/18/2014-6/9/2017	All school staff/ Instructional Coach		5000-5999: Services And Other Operating Expenditures	Supplemental Fund	500
An instructional aide will assist teachers with technology problems and maintain all current and newly acquired technology.	8/18/2014-6/9/2017	Instructional aide		2000-2999: Classified Personnel Salaries	Title I	2000
				3000-3999: Employee Benefits	Title I	750
Add code writing to the 4 Cs		Seek volunteer community members				

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts
SCHOOL GOAL #1:
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"> 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. 	<ul style="list-style-type: none"> 8/14-6/17 	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"> Support teachers with needed instructional materials to enhance instructional practices. 	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> Provide PBL Professional Development to support students and also address the needs of ELs. 	<ul style="list-style-type: none"> 9/14- 6/17 	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"> Provide intervention for targeted students. Provide intervention for English learners and specifically for LTELs based on the need of the school. 	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"> * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. 	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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
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"> Targeted ELs and LTELS 	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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency
SCHOOL GOAL #3:
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"> Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) Targeted Intervention for ELs and LTELs(all schools) 	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)
Supplemental Fund	73321	0.00
Title I	115627	0.00
Title III	7500	0.00
General Fund	5882	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	5,882.00
Supplemental Fund	73,321.00
Title I	115,627.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	81,127.00
2000-2999: Classified Personnel Salaries	43,900.00
3000-3999: Employee Benefits	23,830.00
4000-4999: Books And Supplies	44,170.00
5000-5999: Services And Other Operating Expenditures	8,803.00

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	5,882.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	18,500.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	17,000.00
3000-3999: Employee Benefits	Supplemental Fund	5,848.00
4000-4999: Books And Supplies	Supplemental Fund	28,170.00
5000-5999: Services And Other Operating	Supplemental Fund	3,803.00
	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title I	56,745.00
2000-2999: Classified Personnel Salaries	Title I	26,900.00
3000-3999: Employee Benefits	Title I	17,982.00
4000-4999: Books And Supplies	Title I	8,500.00
5000-5999: Services And Other Operating	Title I	5,000.00
4000-4999: Books And Supplies	Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	147,777.00
Goal 2	15,248.00
Goal 3	2,000.00
Goal 4	8,000.00
Goal 5	6,303.00
Goal 6	9,282.00
Goal 7	13,720.00

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
Kim Beckwell			X		
Andrea Cornejo				X	
Frances Finlayson		X			
Isabel Gonzalez				X	
Maria Kettmann		X			
Cathe D'Arcy		X			
Paulina Parga				X	
Nestor Rodriguez				X	
Amanda Rojas				X	
Tonya Trim	X				
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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 11/2/2015.

Attested:

Tonya Trim

Typed Name of School Principal

Signature of School Principal

Date

Cathe D'Arcy

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date