

The Single Plan for Student Achievement



School: Santa Clara Unified School District
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District: Santa Clara Unified School District
Principal: Lisa Blanc
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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

Santa Clara Unified School District's Vision and Mission Statements

Our Mission is to educate and empower the Bowers community to become lifelong learners who positively impact the world.

Our Vision for all adults and students is simple:

Achieve. Belong. Contribute.

We believe that:

- *All students deserve equal access to the core curriculum and have the innate desire to learn
- *A safe, secure learning environment fosters independent thinkers, lifelong learners, and content students
- * Kindness, respect, and responsibility are essential as we work, learn, grow and play together
- * Home-school collaboration is essential in order to guarantee student success

We value:

- *Enriched academic, creative, and social-emotional opportunities for all students
- *Differentiated instruction and individualized support to ensure student progress and achievement
- *Open, honest communication where opinions are valued and respected
- *Lifelong learning and ongoing collaboration for all staff members

School Profile

Bowers School is a culturally diverse school of approximately 320 students located in central Santa Clara, next to Bowers Park. Bowers enjoys students who come from many backgrounds and speak nearly thirty languages. Members of our parent community work in local businesses, technology companies, hospitality, and in the trades. Bowers is one of eighteen elementary schools in the Santa Clara Unified School District and was the first school to institute a school uniform policy.

Our staff includes 12 general education classroom teachers and 4 SAI preschool teachers. The school has a part-time library/media center assistant. All K-5 students are instructed in physical education by a certificated and paraprofessional team provided by the school district. We also have a part-time instrumental music teacher for students in grades 3-5, one part-time psychologist, two full time speech and language pathologists, a full time Literacy Intervention/Reading Recovery teacher, one part-time Literacy Intervention Teacher, nine para educators for SAI classrooms and resource students, one clerk, one secretary, one cafeteria manager, three part-time counselors, a part-time garden education teacher, and a day and night custodian. Bowers also has three state preschools, an infant/toddler daycare program, and an after-school YMCA program. The school houses 16 classrooms, a library media center, an art and music room, outdoor garden teaching area, cooking classroom, Reading Recovery 'behind the glass' teaching room, and a teacher professional development room used for many district-wide professional development meetings. During the summer of 2016, all classrooms were modernized with air conditioning, new carpet, floor tile, ceiling tiles, wiring, and lighting.

Bowers School is committed to school-wide differentiated classroom instruction and supplemental interventions to ensure early academic success. We offer small group Kindergarten instruction with an additional credentialed teacher to assist struggling students. Grades 1-5 are also provided literacy support daily by both classroom teachers and our Literacy Intervention Teachers. Reading Recovery is offered to our most at-risk first grade readers to accelerate their learning in 16-20 weeks. We have five Reading Recovery teachers who provide this highly specialized instruction for students. Lessons are provided within the school day, and voluntarily before and after school, 1:1, five days a week for thirty minutes.

Bowers Elementary has an active PTA that supports the educational needs and goals of our school both financially and with volunteer time. PTA sponsors multiple book fairs, community-building evening events for parents and students, and assemblies for the entire student body. They also contribute fund-raising monies to support our Starting Arts vocal music program.

Bowers School is committed to providing instruction and opportunity in the visual and performing arts. We offer choral music instruction for all students with a culmination performance at the end of instruction. All students at Bowers will be on stage performing throughout their time here. Many staff members (classified and certificated) assist in voluntarily directing the annual school play in which nearly 80 students in grades 3-5 participate and perform. Instrumental music students in band and orchestra perform annually. In addition, visual arts is supported by classroom teachers and Starting Arts.

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).

LCAP/SPSA needs assessments are conducted with all groups, including staff, School Site Council, PTA, and the English Learner Advisory Committee. Our fifth graders complete the California Healthy Kids survey annually. During the 2017-18 school year, a parent survey and staff survey were also completed. Our English Learner Advisory Committee completes a needs assessment annually to identify specific needs of our English Learner students and families.

Classroom Observations

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

Classrooms are visited frequently throughout the year by the principal to conduct both formal and informal observations. In addition, the superintendent and principal line support make visits to the school at least annually. Teachers in all grade levels during the 2017-18 school year were involved in peer-observations, or grade level team observations of modeled lessons taught by our ELA TOSAs and SEAL coaches and trainers. This time enables teachers to collaborate, observe, and reflect on lessons as part of our professional development plan to work together to study best practices and increase student achievement.

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.

Standards, Assessment, and Accountability

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

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

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

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, grade level leads, teacher leaders, and outside consultants.

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

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

14. Research-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, LIT, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SEAL, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Involvement

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

Programs that support at-risk students across the district include support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, State Preschool, Before and After School Programs, sports, library, summer school, alternative and opportunities programs, and educational options.

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) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

18. Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Description of Barriers and Related School Goals

1. 47% of Bowers' students are English Language Learners, 61% are socioeconomically disadvantaged.
2. Bowers' Hispanic/Latino students struggle the most academically.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	45		49	44		49	44		98	97.8	
Grade 4	56	56		54	56		54	56		96.4	100	
Grade 5	48	52		45	48		45	48		93.8	92.3	
All Grades	154	153		148	148		148	148		96.1	96.7	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2438.2	2419.1		29	13.64		24	27.27		29	38.64		18	20.45	
Grade 4	2438.9	2468.6		19	25.00		11	26.79		31	17.86		39	30.36	
Grade 5	2480.4	2465.0		11	18.75		27	6.25		33	27.08		29	47.92	
All Grades	N/A	N/A	N/A	20	19.59		20	20.27		31	27.03		29	33.11	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	15.91		57	52.27		27	31.82				
Grade 4	13	30.36		39	42.86		48	26.79				
Grade 5	7	12.50		51	37.50		42	50.00				
All Grades	12	20.27		49	43.92		39	35.81				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	13.64		53	56.82		22	29.55	
Grade 4	17	23.21		44	50.00		39	26.79	
Grade 5	20	20.83		51	45.83		29	33.33	
All Grades	20	19.59		49	50.68		30	29.73	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	9.09		65	77.27		16	13.64	
Grade 4	7	19.64		65	64.29		28	16.07	
Grade 5	13	14.58		69	45.83		18	39.58	
All Grades	13	14.86		66	62.16		21	22.97	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	22.73		51	56.82		16	20.45	
Grade 4	22	28.57		48	50.00		30	21.43	
Grade 5	29	18.75		56	47.92		16	33.33	
All Grades	28	23.65		51	51.35		21	25.00	

Conclusions based on this data:

1. The CAASPP data for ELA shows that 40% of students in grades 3-5 met or exceeded standard in 2016 and in 2017.
2. A continued school-wide literacy focus is needed to increase student achievement in the skills associated with CAASPP, as 60% of students were below standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	45		50	44		50	44		100	97.8	
Grade 4	56	56		56	56		56	56		100	100	
Grade 5	48	52		47	52		47	52		97.9	100	
All Grades	154	153		153	152		153	152		99.4	99.3	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2437.7	2444.8		24	20.45		28	31.82		20	38.64		28	9.09	
Grade 4	2441.9	2478.6		14	17.86		13	25.00		30	39.29		43	17.86	
Grade 5	2469.1	2467.1		6	13.46		11	17.31		45	17.31		38	51.92	
All Grades	N/A	N/A	N/A	15	17.11		17	24.34		31	31.58		37	26.97	

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 3	34	31.82		28	45.45		38	22.73				
Grade 4	16	26.79		27	42.86		57	30.36				
Grade 5	13	13.46		23	32.69		64	53.85				
All Grades	21	23.68		26	40.13		53	36.18				

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	29.55		40	52.27		32	18.18	
Grade 4	13	21.43		52	46.43		36	32.14	
Grade 5	9	15.38		49	30.77		43	53.85	
All Grades	16	21.71		47	42.76		37	35.53	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	25.00		44	68.18		20	6.82	
Grade 4	13	21.43		43	51.79		45	26.79	
Grade 5	6	13.46		47	44.23		47	42.31	
All Grades	18	19.74		44	53.95		37	26.32	

Conclusions based on this data:

1. The CAASPP data for Mathematics shows that scores for students meeting and exceeding standard increased by 9% from 2016 to 2017.
2. The CAASPP data for Mathematics shows that 59% of students were below standard.
3. Alignment to our new Math curriculum K-5 needs to continue to be a focus in order to increase student achievement.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					75		***							25	
1	7	18		37	27		37	33		11	21		7		
2	14	7		36	31		32	41		11	10		7	10	
3	5	5		14	37		50	42		9	16		23		
4	5			33	48		43	33		14	5		5	14	
5	12	6		47	44		18	39		12	6		12	6	
Total	9	8		32	37		38	36		11	12		10	6	

Conclusions based on this data:

1. The CELDT results show that 45% of Annual ELs are scoring in the proficient range in 2017 (early advanced or advanced) and may be eligible for RFEP.
2. The next highest group of ELs are in the intermediate range and should be a focus for instruction to improve their achievement.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		4			15		23	27		29	31		49	23	
1	7	17		37	29		33	31		10	20		13	3	
2	13	7		32	30		32	40		10	10		13	13	
3	5	5		14	35		50	45		9	15		23		
4	4			29	48		42	33		13	5		13	14	
5	10	5		40	36		15	36		10	5		25	18	
Total	6	7		24	31		32	35		14	15		23	12	

Conclusions based on this data:

1. The CELDT results (all students) show that 38% of Bowers EL students K-5 are meeting proficiency, an increase of 8% from 2016 to 2017.
2. The majority of students are scoring in the intermediate to early advanced range.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	11	0	0.0
Asian	59	6	10.2
Filipino	19	0	0.0
Hispanic or Latino	184	21	11.4
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	22	3	13.6
White	41	3	7.3
Male	197	21	10.7
Female	141	12	8.5
English Learners	158	11	7.0
Students with Disabilities	39	4	10.3
Socioeconomically Disadvantaged	222	24	10.8
Migrant	1	1	*
Foster	1	1	*
Homeless	1	1	*
Kindergarten	56	12	21.4
Grades 1-3	169	16	9.5
Grades 4-6	113	5	4.4
Grades K-8	338	33	9.8
Total	338	33	9.8

Conclusions based on this data:

1. Kindergarten attendance should be a focus as 21% of kindergarteners are chronically absent.
2. 10% of Bowers students have a problem with absenteeism.

Planned Improvements in Student Performance

School Goal #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 student performance 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
LEA/LCAP GOAL:
LEA Goal: 1A. Proficiency in ELA 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching & Administration 2A. English Learner Achievement LCAP Goal: All students will make measurable progress in mastering California Standards, and in graduating from high school college and career ready. All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well-being. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness.
SCHOOL GOAL #1:
School Goal: Increase student achievement in the area of literacy. <ul style="list-style-type: none">• Increase the number of students meeting standard on F & P scores, Writing PBA, and ELA CAASPP by 5%.• Provide appropriate interventions to at risk students in the area of literacy.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Fountas & Pinnell Reading Assessment• District Writing PBA• Student Work• CAASPP Data• CELDT Data

Findings from the Analysis of this Data:

2014-15 Data Shows:

- 65.4% of students K-5 met or exceeded standard on F & P
- 35.7% of students K-5 met or exceeded standard on Writing PBA
- 35% of students 3-5 met or exceeded standard on ELA CAASPP

2015-16 Data Shows:

- 70.6% of students K-5 met or exceeded standard on F & P
- 26% of students K-5 met or exceeded standard on Writing PBA
- 40% of students 3-5 met or exceeded standard on ELA CAASPP

2016-17 Data Shows:

- 77% of students K-5 met or exceeded standard on F & P
- 31% of students K-5 met or exceeded standard on Writing PBA
- 40% of students 3-5 met or exceeded standard on ELA CAASPP

Two subgroups - Hispanic and English Language Learners - are at greatest risk for not meeting/exceeding standard and will need additional instruction and support.

How the School will Evaluate the Progress of this Goal:

- Target meetings with teachers
- Site Literacy Team Meetings at all grade levels
- Ongoing Data Analysis (F & P, Running Records, Student Work)
- Classroom Observation
- Teacher collaboration meetings and data analysis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Provide teachers with materials and/or release days/time or after school time for target meetings, site literacy team meetings, professional development, analyzing assessment, teacher collaboration, lesson planning, observation cycles to increase teacher effectiveness and content knowledge around literacy.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> • Principal • Teachers • LIT • Reading Recovery • CIM 	Professional development, release/sub time for collaboration and/or professional development. District Support for Professional Development	Targeted Allocation Title III	3,900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 Hire Literacy Intervention Teacher/Math Intervention Teacher for grades 3-5, .7 FTE.	July 1, 2018 to June 30, 2019	- Principal	Provide intervention in small groups or 1:1	Title I	92,000
3 Hire a classified paraprofessional and certificated instructional support to work with small groups to support instructional time.	July 1, 2018 to June 30, 2019	- Principal	Classified and/or certificated hourly salary	Targeted Allocation	15,000
4 Support teachers and families in literacy through the purchase of literacy materials or professional development.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> • Principal • Teachers 	Books and Materials	Title I	5,000
5 Purchase Learning A-Z Kids Licenses for all students and Footsteps to Brilliance (K-3) so they can read leveled books online.	July 1, 2018 to June 30, 2019		Licensing Fees - Funded by District Office	None Specified	

Planned Improvements in Student Performance

School Goal #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 student performance 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
LEA/LCAP GOAL:
LEA Goal: 1B. Proficiency in Mathematics 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching & Administration 2A. English Learner Achievement LCAP Goal: All students will make measurable progress in mastering California Standards, and in graduating from high school college and career ready. All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well-being. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness.
SCHOOL GOAL #2:
School Goal: Increase student achievement in Math. <ul style="list-style-type: none">• Increase the number of students meeting or exceeding standard on quarterly District Math Assessments and CAASPP by 5%.• Increase student achievement on classwork.• Provide appropriate interventions to at risk students in the area of math.
Data Used to Form this Goal:
<ul style="list-style-type: none">• District Quarterly Math Module Assessments• Student Work• CAASPP Data

Findings from the Analysis of this Data:

2014-2015 CAASPP Scores show 28% of students in grades 3-5 met or exceeded standard.
 2015-2016 CAASPP Scores show 32% of students in grades 3-5 met or exceeded standard.
 2016-2017 CAASPP Scores show 42% of students in grades 3-5 met or exceeded standard.

2015-2016 Q2 Math Assessment shows the average score for students in grades K-5 was 68%.
 2015-2016 Q1 Math Assessment shows the average score for students in grades K-5 was 62%.

2016-2017 Q2 Math Assessment shows the average score for students in grades K-5 was 65%
 2016-2017 Q1 Math Assessment shows the average score for students in grades K-5 was 66%

2017-2018 Q2 Math Assessment shows the average score for students in grades K-5 was 68%
 2017-2018 Q1 Math Assessment shows the average score for students in grades K-5 was 71%

How the School will Evaluate the Progress of this Goal:

- Target meetings with teachers
- Quarterly Math Module Assessment Data Analysis
- Classroom Observation
- Teacher collaboration meetings and data analysis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Provide collaboration time to improve teacher skill and knowledge with staff development focused on using assessment to inform instruction.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> • Principal • Teachers 	District provided professional development time for Math Module Quarterly assessment analysis	None Specified	
2 Provide teachers with materials and/or release days/time or after school time for target meetings, site literacy team meetings, professional development, analyzing assessment, teacher collaboration, lesson planning, observation cycles to increase teacher effectiveness and content knowledge around math.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> • Principal 	Professional development, release/sub time for collaboration and/or professional development. District Support for Professional Development	Targeted Allocation Title III	5,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3 Provide additional opportunities for students to increase their math skills through online/computer based programs both within and outside of the school day. Programs can include but are not limited to: Dreambox (site license provided by District Office), SUM Dog, and Kahn Academy.	July 1, 2018 to June 30, 2019	- Teachers	Online Math Support funded by District Office	None Specified	
4 Support teachers and families in math through the purchase of math materials or professional development.	July 1, 2018 to June 30, 2019		Books and Materials	Title I	1,000

Planned Improvements in Student Performance

School Goal #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 student performance 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
LEA/LCAP GOAL:
LEA Goal: 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching & Administration 2A. English Learner Achievement LCAP Goal: All students will make measurable progress in mastering California Standards, and in graduating from high school college and career ready. All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well-being. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness.
SCHOOL GOAL #3:
School Goal: Increase student achievement for English Learners <ul style="list-style-type: none">Identified English Learners (ELs) at Bowers will demonstrate continued growth in acquiring English (listening, speaking, reading, writing) as measured by CELDT and AMAOs.
Data Used to Form this Goal:
<ul style="list-style-type: none">CELDTFountas & Pinnell Benchmark AssessmentDistrict Writing PBAQuarterly Math Module AssessmentsCAASPP for EL subgroup

Findings from the Analysis of this Data:

2014-2015

CELDT - 45% of ELs tested met early advanced or advanced status.
 CAASPP ELA - 2% of Grade 3-5 ELs tested met or exceeded standard.
 CAASPP Math - 5% of Grade 3-5 ELs tested met or exceeded standard.
 F & P - 54.9% of ELs met text level grade level standard.
 AMAO 1 - 61.7% of ELs made one year's growth on CELDT.
 District Writing PBA - 19% of ELs tested met or exceeded standard.

2015-2016

CELDT - 40% of ELs tested met early advanced or advanced status.
 CAASPP ELA - 12% of Grade 3-5 ELs tested met or exceeded standard.
 CAASPP Math - 11% of Grade 3-5 ELs tested met or exceeded standard.
 F & P - 55.2% of ELs met text level grade level standard.
 AMAO 1 - 63.2% of ELs made one year's growth on CELDT.
 District Writing PBA - 7% of ELs tested met or exceeded standard.

2016-2017

CELDT - 45% of ELs tested met early advanced or advanced status.
 CAASPP ELA - 17% of Grade 3-5 ELs tested met or exceeded standard.
 CAASPP Math - 19% of Grade 3-5 ELs tested met or exceeded standard.
 F & P - 55% of ELs met text level grade level standard.
 District Writing PBA -

How the School will Evaluate the Progress of this Goal:

- ELPAC Scores (summer or fall of 2018)
- Target Meetings
- SEAL Implementation Grades K-3 and Classroom Observation
- Parent/teacher conferences (conducted with translators as needed)
- District Benchmark Assessments (Math, F & P, Writing)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Provide release days for module training, unit design days, and Summer Bridge training through Sobrato Early Academic Language (SEAL) high quality professional development model.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> • K-3 Teachers • Principal • SEAL Coach 	6 release days for unit design planning for K-1 teachers and 2-3 teachers - Funding Provided by District Office	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			6 release days for module training for 2-3 teachers - Funding Provided by District Office	None Specified	
			1 release day for summer bridge training for participating K-3 teachers - Funding Provided by District Office	None Specified	
			Hourly pay as needed for teachers to complete Module training and/or UDD.	Title III	
2 Provide funding classroom materials and books necessary for SEAL module design, Summer Bridge, and additional classroom opportunities promoting English Language Development in SAI PS - Gr. 5.	July 1, 2018 to June 30, 2019	- Principal	Classroom materials, books and supplies	Title I	8,000
3 Implement integrated and designated ELD in all grades K-5	July 1, 2018 to June 30, 2019	- Teachers	Teachers collaborate to differentiate instruction for all EL students	None Specified	
4 Provide roving substitutes for target meetings focused on EL student progress.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> Principal K-5 Teachers 	Roving Subs for target meetings	None Specified	
5 Provide translation/interpretation services for parent conferences and increased EL parent communication.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> Principal District Office ELSAT 	Translations or Translating Expenses Roving Subs for parent conferences	Targeted Allocation	1,100
6 Provide extra hours for Spanish speaking EL Support Assistant Technician II (ELSAT). Duties would include: <ul style="list-style-type: none"> working with principal, teachers, staff to coordinate district and state assessments 	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> Principal District Office 	Classified ELSAT - Funded by District Office Classified ELSAT - Supplemental Hours	None Specified Targeted Allocation	4,444

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
(CELDT, CAASPP, F & P) <ul style="list-style-type: none"> • increase EL family home/school communication • monitoring EL students for progress towards fluency in English • community outreach (See District job description.)					
7 Provide educational opportunities for parents, EL parents, students, and families.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> • Principal • Teachers • Support Staff 	Parent Education classes & child care Food for meetings	Title I	660

Planned Improvements in Student Performance

School Goal #4

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 student performance 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
LEA/LCAP GOAL:
LEA Goal: 1A. Proficiency in ELA 1B. Proficiency in Mathematics 1C. Proficiency for high priority students in ELA and Mathematics 1D. Effective Teaching & Administration 2A. English Learner Achievement LCAP Goal: All students will make measurable progress in mastering California Standards, and in graduating from high school college and career ready. All students will participate in engaging 21st Century learning environments that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well-being. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness.
SCHOOL GOAL #4:
School Goal: Increase student achievement, social-emotional well-being, and school connectedness by focusing on creating a positive school climate. <ul style="list-style-type: none">• Collect and monitor student and family attendance both at school, and at school related events.• Increase the percent of students who feel there are opportunities for meaningful participation at school and percentage of students who feel highly connected to school by 5% on the CHKS.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Student Attendance/Family Attendance at events• California Healthy Kids Survey• LCAP Data Collection• Classroom observation of social skill charts

Findings from the Analysis of this Data:

LCAP Data Collection Shows:

- Staff would like to increase parent involvement and support.
- PTA would like to see an increase in parent involvement.
- SSC would like to see an increase in parent volunteering, especially for EL parents; social skill instruction/monitoring/recognition for students..

Office referrals primarily have to do with students using mean language or being too physical.

2016-2017 California Healthy Kids Survey (5th Grade Only)

To be increased:

- 46% of students feel highly connected to school
- 37% of students have high academic motivation
- 47% of students feel they have adults who care about them at school
- 41% of students feel that there are high expectations at school
- 13% of students feel that there are opportunities for meaningful participation for them at school
- 78% of students feel safe at school
- 47% of students feel that students are well behaved at school
- 82% of students feel that students are treated with respect at school
- 37% of students feel that they are treated fairly when they break school rules

To be decreased

- 50% of students have been hit or pushed
- 36% of students have had mean rumors spread about them
- 27% of students have seen a weapon at school

How the School will Evaluate the Progress of this Goal:

- Parent, staff and student input
- Californial Healthy Kids Survey
- Student Attendance
- Family Attendance at school events
- Classroom Observation of Sanford Harmony

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Secure vocal music instruction for all grade levels through Starting Arts.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> • Principal • Classroom Teachers 	Music Teacher Pay	Parent-Teacher Association (PTA)	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 Implement Project Cornerstone and possibly Los Dichos to improve parent involvement and support positive student behavior.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> Entire Staff Parent Volunteers Principal 	Cost of participation, books and materials necessary for implementation	None Specified	
3 Systemic implementation of Sanford Harmony Social Emotional Learning Curriculum K-5 including signature practices	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> Entire Staff Principal 	Monitor progress of Sanford Harmony curriculum	None Specified	
4 Provide and communicate opportunities for during and after school activities including but not limited to vocal music, arts, school play, Google CS Club, makerspace, sports, garden, recess activities etc.	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> Principal Entire Staff 	Hourly pay, contracted services, and/or materials	Title I	8,000
				Targeted Allocation	13,200
5 Increase and expand outside learning opportunities for students through, field trips, assemblies, garden education, and science camp.	July 1, 2018 to June 30, 2019	- Entire Staff	Field trip entrance fees and transportation 5th Grade Science Camp	Targeted Allocation	1,900
				None Specified	
6 Hire additional counseling services for students	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> Principal Counseling Intern 	Provide 1 day counseling in addition to 3 days funded by District Office	Title I	6,680
7 Increase parent communication, involvement in school, and access to school activities (including but not limited to parent support with registration, education, and volunteer opportunities)	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> Principal PTA Entire staff 	Materials, classified and/or certificated hourly support	Targeted Allocation	1,000
8 Hire Garden Education Teacher to provide garden education to students in PS-Gr. 5 weekly. .2 FTE	July 1, 2018 to June 30, 2019	<ul style="list-style-type: none"> Principal Teacher 	Certificated Salary	Targeted Allocation	36,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Targeted Allocation	81,744	0.00
Title I	121,340	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Parent-Teacher Association (PTA)	5,000.00
Targeted Allocation	81,744.00
Title I	121,340.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: English-Language Arts	115,900.00
Goal 2: Mathematics	6,200.00
Goal 3: English Language Development	14,204.00
Goal 4: School Climate	71,780.00

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
Deanna Niemann				X	
Joan Webb				X	
Lisa Blanc	X				
Diana Volta		X			
Traci Lopez		X			
Susan Foster			X		
Krista Browne				X	
Lorena Chavez				X	
Numbers of members of each category:	1	3	1	4	

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 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on 5/8/18.
6. This SPSA was revised on May 2018.

Attested:

<u>Lisa Blanc</u> Typed Name of School Principal	 Signature of School Principal	<u>5/30/2018</u> Date
<u>Krista Browne</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>5/30/2018</u> Date

Budget By Expenditures

Bowers Elementary School

Funding Source: Parent-Teacher Association (PTA) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Music Teacher Pay		\$5,000.00	School Climate	Secure vocal music instruction for all grade levels through Starting Arts.

Parent-Teacher Association (PTA) Total Expenditures: \$5,000.00

Parent-Teacher Association (PTA) Allocation Balance: \$0.00

Funding Source: Targeted Allocation \$81,744.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$13,200.00	School Climate	Provide and communicate opportunities for during and after school activities including but not limited to vocal music, arts, school play, Google CS Club, makerspace, sports, garden, recess activities etc.
Field trip entrance fees and transportation		\$1,900.00	School Climate	Increase and expand outside learning opportunities for students through, field trips, assemblies, garden education, and science camp.
Materials, classified and/or certificated hourly support		\$1,000.00	School Climate	Increase parent communication, involvement in school, and access to school activities (including but not limited to parent support with registration, education, and volunteer opportunities)
Certificated Salary		\$36,000.00	School Climate	Hire Garden Education Teacher to provide garden education to students in PS-Gr. 5 weekly. .2 FTE
Professional development, release/sub time for collaboration and/or professional development.		\$3,900.00	English-Language Arts	Provide teachers with materials and/or release days/time or after school time for target meetings, site literacy team meetings, professional development, analyzing assessment, teacher collaboration, lesson planning, observation cycles to increase teacher effectiveness and content knowledge around literacy.

Bowers Elementary School

Classified and/or certificated hourly salary	\$15,000.00	English-Language Arts	Hire a classified paraprofessional and certificated instructional support to work with small groups to support instructional time.
Professional development, release/sub time for collaboration and/or professional development.	\$5,200.00	Mathematics	Provide teachers with materials and/or release days/time or after school time for target meetings, site literacy team meetings, professional development, analyzing assessment, teacher collaboration, lesson planning, observation cycles to increase teacher effectiveness and content knowledge around math.
Translations or Translating Expenses	\$1,100.00	English Language Development	Provide translation/interpretation services for parent conferences and increased EL parent communication.
Classified ELSAT - Supplemental Hours	\$4,444.00	English Language Development	Provide extra hours for Spanish speaking EL Support Assistant Technician II (ELSAT). Duties would include: -working with principal, teachers, staff to coordinate district and state assessments (CELDT, CAASPP, F & P) -increase EL family home/school communication -monitoring EL students for progress towards fluency in English -community outreach (See District job description.)

Targeted Allocation Total Expenditures: \$81,744.00

Targeted Allocation Allocation Balance: \$0.00

Funding Source: Title I

\$121,340.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Food for meetings		\$660.00	English Language Development	Provide educational opportunities for parents, EL parents, students, and families.
Books and Materials		\$1,000.00	Mathematics	Support teachers and families in math through the purchase of math materials or professional development.
Classroom materials, books and supplies		\$8,000.00	English Language Development	Provide funding classroom materials and books necessary for SEAL module design, Summer Bridge, and additional classroom opportunities promoting English Language Development in SAI PS - Gr. 5.

Bowers Elementary School

Books and Materials	\$5,000.00	English-Language Arts	Support teachers and families in literacy through the purchase of literacy materials or professional development.
Provide intervention in small groups or 1:1	\$92,000.00	English-Language Arts	Hire Literacy Intervention Teacher/Math Intervention Teacher for grades 3-5, .7 FTE.
Provide 1 day counseling in addition to 3 days funded by District Office	\$6,680.00	School Climate	Hire additional counseling services for students
Hourly pay, contracted services, and/or materials	\$8,000.00	School Climate	Provide and communicate opportunities for during and after school activities including but not limited to vocal music, arts, school play, Google CS Club, makerspace, sports, garden, recess activities etc.

Title I Total Expenditures: \$121,340.00

Title I Allocation Balance: \$0.00

Bowers Elementary School Total Expenditures: \$208,084.00