

The Single Plan for Student Achievement



School: Bracher Elementary School
CDS Code: 43-69674-6048805
District: Santa Clara Unified School District
Principal: Wayne Leach
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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:

Contact Person: Wayne Leach
Position: Principal
Phone Number: (408) 423-1200
Address: 2700 Chromite Drive
Santa Clara CA, 95051
E-mail Address: wleach@scusd.net

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Bracher Elementary School's Vision and Mission Statements

Our mission statement reads:

Bracher School is a professional learning community. Through high academic and behavioral expectations, Bracher will provide rigorous programs with a focused approach. We believe that all students can and will succeed.

Bracher Elementary School is a place where:

Teaching and learning occurs in an engaging, empowering, collaborative manner where successes are celebrated.

Staff and students are positive, caring, and have high expectations.

All members work with the belief that every child can learn.

School Profile

Bracher Elementary, a Title I school, is located in the city of Santa Clara in an area that serves students from both single family homes and multiple family dwellings. Bracher serves approximately 340 students in kindergarten through fifth grade using both homogeneous and heterogeneous groupings. We have two general education teachers per grade level and 3 self-contained specialized academic instruction (SAI) classes. We are supported with district resources to provide additional reading support to students. Bracher serves a diverse population of students. Our primary subgroups are Low SES student 52%, Hispanic 51%, and English Learners 43%. Bracher's 3 district SAI programs creates a large special education population of approximately 19% of our students. Our entire staff works together as a Professional Learning Community planning lessons, creating assessments and intervening to support all students. We pride ourselves on providing an outstanding education to all the students that attend as our staff works together collaboratively using PLC structures to improve student success.

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).

Parent, Certified and Classified staff surveys were completed and review at SSC. PTA, ELAC and SSC worked on district questions to support development of LCAP. Students were surveyed to get input.

Classroom Observations

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

Principal visits classrooms almost daily. On occasions teachers visit peers classrooms for observation and co-teaching. Classrooms have standards based teaching and daily assessments. School wide PBIS is being implemented in classrooms and common areas.

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 state assessments, district benchmark assessments, as well as 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 meet the guidelines as highly qualified.

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

All Bracher 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 Common Core Standards. Building site funds are used to provide ongoing professional development on site or at conferences or workshops. Site funds are used to pay substitute costs to allow teachers to get trained.

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 Common Core 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, department chairpersons, 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. Most Monday mornings, teachers are given 50 to 60 minutes to collaborate during their contracted hours while the principal leads an all school assembly. This allows for teachers to have PLC collaboration time weekly. Teachers also receive prep. K-2 have 50 minutes a week and 3-5 have 100 minutes a week. This provides additional collaboration time for teachers.

Teaching and Learning

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

The district is responsible for ensuring 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)

Students that are not yet meeting standard 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. As part of our PLC process, teachers review student data regularly to monitor progress and work as a team to provide additional supports.

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, 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, SDAIE, data 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 include support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, 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. 11% of our Bracher student population consists of district special education students in self contained SAI classes. These students have mild to moderate disabilities, most do not have the skills to meet or exceed standards on district or state assessments. The majority are bused to Bracher from other schools. Bracher has a history of working with these students and preparing them to return to their home schools in general education classes with supports.
2. Bracher has over 50% of our student population learning English as a second language. These students need additional support with phonics, vocabulary development and experiences to improve literacy skills.
3. Bracher has over 50% of our students coming from low SES homes. Many of these students begin school with limited reading and mathematical foundation skills.

1. We include a special education goal to meet the needs of our students with disabilities. We are working on different research based pilot programs to meet the academic and social needs of these students.
2. We include an ELD goal in our SPSA to support the needs of our EL population. Teachers are being encouraged to participate in ELD professional development. We have added an ELSAT to support the needs of English Learner families.
3. We target our professional development and provide academic supports for our students coming from poverty. Building foundation skills and providing opportunities to experience outside the classroom in the way of field trips and assemblies.

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	65	61		63	60		63	60		96.9	98.4	
Grade 4	58	64		58	63		58	63		100	98.4	
Grade 5	60	53		57	53		57	53		95	100	
All Grades	183	178		178	176		178	176		97.3	98.9	

* 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	2445.8	2419.2		37	35.00		24	13.33		21	15.00		19	36.67	
Grade 4	2457.2	2470.4		31	28.57		12	20.63		16	25.40		41	25.40	
Grade 5	2512.6	2515.6		33	30.19		23	26.42		23	16.98		21	26.42	
All Grades	N/A	N/A	N/A	34	31.25		20	19.89		20	19.32		27	29.55	

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			
Grade 3	25	23.33		41	31.67		33	45.00				
Grade 4	24	31.75		33	30.16		43	38.10				
Grade 5	23	26.42		42	43.40		35	30.19				
All Grades	24	27.27		39	34.66		37	38.07				

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	40	31.67		43	30.00		17	38.33	
Grade 4	24	28.57		45	46.03		31	25.40	
Grade 5	51	43.40		32	33.96		18	22.64	
All Grades	38	34.09		40	36.93		22	28.98	

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	24	15.00		65	63.33		11	21.67	
Grade 4	17	15.87		60	61.90		22	22.22	
Grade 5	14	24.53		58	47.17		28	28.30	
All Grades	19	18.18		61	57.95		20	23.86	

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	41.67		49	30.00		17	28.33	
Grade 4	34	31.75		33	49.21		33	19.05	
Grade 5	49	41.51		35	32.08		16	26.42	
All Grades	39	38.07		39	37.50		22	24.43	

Conclusions based on this data:

1. The 16-17 data reflects that 3rd grade reading scores declined in most categories.
2. 4th grade reading scores remained level.
3. 5th grade scores reflected a mixed bag.

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	65	61		63	61		63	61		96.9	100	
Grade 4	58	64		58	63		58	63		100	98.4	
Grade 5	60	53		57	53		57	53		95	100	
All Grades	183	178		178	177		178	177		97.3	99.4	

* 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	2464.2	2434.8		32	22.95		38	31.15		17	19.67		13	26.23	
Grade 4	2477.2	2477.8		24	20.63		21	38.10		29	22.22		26	19.05	
Grade 5	2496.1	2510.8		11	30.19		26	9.43		32	32.08		32	28.30	
All Grades	N/A	N/A	N/A	22	24.29		29	27.12		26	24.29		23	24.29	

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	54	37.70		27	32.79		19	29.51				
Grade 4	31	36.51		36	33.33		33	30.16				
Grade 5	21	32.08		44	30.19		35	37.74				
All Grades	36	35.59		35	32.20		29	32.20				

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	41	26.23		44	40.98		14	32.79	
Grade 4	24	25.40		45	47.62		31	26.98	
Grade 5	11	33.96		53	28.30		37	37.74	
All Grades	26	28.25		47	39.55		27	32.20	

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	43	34.43		43	44.26		14	21.31	
Grade 4	29	28.57		40	50.79		31	20.63	
Grade 5	28	32.08		37	30.19		35	37.74	
All Grades	34	31.64		40	42.37		26	25.99	

Conclusions based on this data:

1. Bracher saw a decrease in math scores in 3rd grade.
2. The percentage of 3rd graders not meeting standards in two times below 16-17 scores..
3. 58% of 4th graders met or exceeded standard.

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					***			***							
1	7			50	50		29	46		11	4		4		
2	5	10		19	52		57	29		19				10	
3	6	5		24	16		53	32		12	37		6	11	
4				35	35		47	35			18		18	12	
5	9	6		36	50		41	25		5			9	19	
Total	6	4		34	42		44	35		10	11		7	9	

Conclusions based on this data:

1. Data shows students are moving up in proficiency levels.
2. Data skews to the 3 and 4 levels on the CELDT assessment.

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	3			7	9		10	25		55	31		24	34	
1	7			50	50		29	46		11	4		4		
2	5	10		19	52		57	29		19				10	
3	6	5		24	15		53	30		12	40		6	10	
4	5			32	35		47	35			18		16	12	
5	9	6		36	50		41	25		5			9	19	
Total	6	3		28	34		37	32		19	16		10	15	

Conclusions based on this data:

1. 50% of 3rd grade EL students scored beginning or early intermediate.
2. 65% of K students scored in the level 1 or 2.

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	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	61	5	8.2
Filipino	25	1	4.0
Hispanic or Latino	194	16	8.2
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	17	0	0.0
White	68	4	5.9
Male	200	15	7.5
Female	183	15	8.2
English Learners	138	13	9.4
Students with Disabilities	65	8	12.3
Socioeconomically Disadvantaged	205	23	11.2
Migrant	1	1	*
Foster	1	1	*
Homeless	1	1	*
Kindergarten	74	4	5.4
Grades 1-3	182	9	4.9
Grades 4-6	127	17	13.4
Grades K-8	383	30	7.8
Total	383	30	7.8

Conclusions based on this data:

1. Attendance looks good.

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, 1C, 1F LCAP Goal: 2, 3 and 5
SCHOOL GOAL #1:
School Goal : Improving ELA Student Success School wide and all significant subgroups will improve to meet or exceed Annual Measurable Objectives (AMOs) in ELA as measured by SBAC, CAA and ELPAC). For the 2019 testing year, the expectation is 100% of all students will participate in the assessments. Bracher has set a goal of 58% of all students Meeting or Exceeding Standards on the 2019 State ELA Assessments.
Data Used to Form this Goal:
Bracher uses data from the SBAC results as well as multiple measures to determine student progress. Assessments include but are not limited to, Fountas-Pinnell reading, ELPAC, Writing PBA and in class curriculum embedded assessments. Teachers also create common assessments to monitor student progress and provide interventions and enrichment.
Findings from the Analysis of this Data:
Bracher needs to improve with the following subgroups. ELA school wide and with all subgroups: Special Education, Hispanic, ELL and SED students. Baselines were established by the SBA State Assessment in 2015. More students at Bracher scored met or exceeded standard on the 2017 SBAC assessment. Teachers are developing lessons and finding materials to teach the CCSS-ELA. We are focusing our initial instruction and interventions around Reading Standard #1 and #2
How the School will Evaluate the Progress of this Goal:
Progress toward meeting this goal will be evaluated by examining the level of student achievement on SBA, ELA, Fountas-Pinnell Reading Assessment, and Writing PBA. Teachers will use the PLC cycle of inquiry method for progress monitoring of target students in their sub groups. Principal will meet with grade level teams three times a year to assess progress. Principal and Guiding Coalition will meet monthly to monitor PLC structures.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 a.Instruct using the district adopted language arts curriculum ; b.Teach CCSS_ELA Common Core Standards with a grade level focus on core	July 1, 2018 to June 30, 2019	Principal; Teachers; Lit Teacher, Para Educators; Computer	Intervention/Enrichment Title I Teachers		25,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
standards c. Develop a guaranteed set of skills at each grade level with student outcomes that teachers will collect d. Daily guided reading instruction lessons for all students K-2 and 3-5 with additional time for intervention and enrichment for at risk students and high performing students; e. Daily independent reading time; f. Provide students access to software programs to supplement district curriculum; g. Hire additional credentialed and classified support staff to work with students to provide interventions and enrichment; h. Provide subs as needed for collaboration time to allow teachers to meet, create flexible groups, review data and plan lessons.		Techs; STLA reading teacher(s); Intervention/enrichment Teacher	Intervention/Enrichment Teachers	Targeted Allocation	27,000
2 a. Implement standards and research based strategies from the district adopted curriculum such as interactive read aloud and reading and writing workshops; within these workshops students will analyze non-fiction literature and character actions in fiction pieces. b. Purchase books and supplies for leveled libraries(book room and classroom); c. Purchase materials and supplies as necessary to implement the CCSS-ELA; d. Classroom rotations and flexible grouping;	July 1, 2018 to June 30, 2019	Principal; Teachers; Educational Assistants;STLA Intervention Teacher; District ELL/ELA TOSA; Intervention Teacher(s)	Books,materials,supplies, and equipment	Title I	7000
			Books,materials,supplies, and equipment	Targeted Allocation	10,000
			Instructional Aid	Title I	17,000
3 a. Purchase Reading software for students to use as additional reading support/interventions, including but not exclusive to Reading A-Z, Frontrow, Footsteps to Brilliance. b. Offer before and/or after school homework Club; SOAR after school program;	July 1, 2018 to June 30, 2019	Principal; Staff; Library Aide; Computer Tech; YMCA Staff; Extended Day Staff;	Software	Targeted Allocation	3000
4 a. Use Intervention/Enrichment Teacher(s) to work with target students b. Instructional aides to work with target students; c. Develop and monitor AAPs and Parent Compacts for all students; d. Computer lab time within the school day for integrating technology into district adopted core curriculum; e. Artist in Residence (ex: Art in Action) f. Author(s) for assemblies to speak to students about reading/writing	July 1, 2018 to June 30, 2019	Principal; Staff; Instructional Aides; Reading Intervention Specialist; Artist-In-Residence; Part time reading intervention/enrichment teacher(s); Published Authors;	Lit Teacher for K-2 reading support provided by district staff	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5 a. Provide time for professional collaboration (grade levels and school wide) Professional Learning Community Work (PLC) (Aaron Hansen); b. Provide additional time for planning and preparation PLC Work; c. Provide opportunities for staff to attend professional development classes, conferences or workshops provided by the district, county or outside sources for example; Solution Tree, ASCD, ACSA d. ELA staff development (focus on strategies and methodologies, common assessments, PLC work) aligned to CCSS-ELA; e. Implement use of essential Common Core Standards for each grade level; f. Use cycle of inquiry to monitor student progress to proficient; g. Provide release time to collaborate with principal and teaching staff to monitor student progress on assessments;	July 1, 2018 to June 30, 2019	Principal; Staff;	Professional Development/Conference	Targeted Allocation	5,000
			Substitutes for Release Time	Targeted Allocation	10,000
			Professional Development/Conference	Targeted Allocation	15,000
			Contracted Services for PLC work from Solution Tree	Title I	16,200
6 a. Hold Parent-Teacher conferences; b. Complete AAPs and Parent Compacts; c. Encourage parents to attend, PTA, SSC, ELAC and all other parent meetings hosted by Bracher; d. Offer parent forums and workshops that provide information and training about programs at Bracher; e. Host Back to School Night and Open House; f. Encourage all parents to volunteer in various capacities at the school and provide training to be in classrooms; g. Publicize and facilitate school and district parent education programs; h. Provide translation for parents and community members at school sponsored events. i. Involve parents and staff via School Site Council (SSC) and ELAC in the decision making process for Bracher; j. Provide materials and resources;. k. Provide extra hours for classified staff to work on newsletters, phone blasts, Open Enrollment, SOAR and other duties that require additional time to complete; l. Extra clerical support/ELSAT for translation, newsletters, communications for our largest sub-group/Latino.	July 1, 2018 to June 30, 2019	Principal; Staff; PTA; SSC; ELAC; District staff;	Secretarial Extra Hours	Title I Part A: Parent Involvement	500
			food for parent meetings	Targeted Allocation	764
			Clerical Support/Translation	Title I Part A: Parent Involvement	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
7 a. Continue our Kindergarten/Pre-School Articulation for transitioning students to Kindergarten; b. Work with and support after school YMCA (Prop 49) Program to improve student academic abilities and social skills; c. Assess incoming kindergarten students prior to the first day of school on CELDT; d. Provide childcare for parent events;	July 1, 2018 to June 30, 2019	Principal; Staff; District Staff; YMCA staff; PTA Executive Board; Counseling intern; MFT Wellness Coordinator	Child care		
8 a. Administer ELA performance based assessments (F & P) and standardized performance based assessments throughout the school year; b. Analyze student ELA achievement data using teacher measures, performance based assessments, and standardized assessments c. PLC data meetings to review student progress;	July 1, 2018 to June 30, 2019	Principal; Staff; Intervention/Enrichment Teacher;	Subs to release teachers to assess, monitor, set goals, etc		
9 a. Maintain library materials based on library and curriculum standards, student demographics, circulation and collection data (Aligned with SCUSD Board Approved Library Plan - June, 2009); b. Replace or acquire library materials necessary to meet Federal, State or District curriculum mandates;	July 1, 2018 to June 30, 2019	District Instructional Media Resource Specialist; Library Media Assistant; Instructional Media Clerk; Administration;	Library Books and hardware/software	Targeted Allocation	2500

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 LCAP GOAL: 2, 3 and 5
SCHOOL GOAL #2:
Mathematics School wide and all significant subgroups will meet Annual Measurable Objectives (AMOs) in Mathematics as measured by SBAC plus CMA,CAPA. Our 2018 SBAC goal is for 58% of students to meet or exceed standards.
Data Used to Form this Goal:
Bracher uses data from multiple measures to determine student progress. Assessments include but are not limited to, SBAC, CAA, teacher created common assessment, district benchmark assessments, and curriculum embedded assessments.
Findings from the Analysis of this Data:
Math SBA scores showed no improvement in that we held at 51% of our students meeting or exceeding standard on the 2017assessment
How the School will Evaluate the Progress of this Goal:
Principal and teacher data meetings will be the primary tool used to monitor progress. Teachers will use PLC structures to monitor student progress on standards. Teachers began to focus on student math discourse January of 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 a. Teachers will use district adopted math materials to assist students in meeting CCSS-M standards; b. Grade level teams identified essential focus skills each student must learn at each grade level; c. acquire supplemental materials to support the math curriculum	July 1, 2018 to June 30, 2019	Principal; Staff; District TOSA; Intervention/Enrichment teacher	Math Focus Collaboration		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 a. Replace materials and supplies as needed to implement the district adopted curriculum; b. Classroom rotations and flexible grouping; c. Use computer programs to supplement instruction e. Use district created benchmark assessments to analyze student progress.	July 1, 2018 to June 30, 2019	Principal; Staff; Computer Tech; District Staff	Books,materials,supplies, and equipment. See ELA Goal -Improvement of Instruction	Targeted Allocation	
			Books,materials,supplies, and equipment. See ELA Goal -Improvement of Instruction	Title I	2500
3 a. Offer before and/or after school tutoring; b. Homework club and SOAR; c. Migrant summer school and Saturday school; d. Work with YMCA leaders to provide access to computer lab for students to work on web based programs;	July 1, 2018 to June 30, 2019	Principal; Staff; YMCA Staff; SES Staff;	Staff stipends for after additional student support-See ELA Goal-Extended learning time		0
4 a. Provide time for professional collaboration (grade levels and school wide); b. Provide additional time for planning and preparation; c. Math staff professional development provided by district for implementation of CCSS; d. PLC structured teams to monitor students progress e. Allow teachers to attend conferences and/or workshops to gain and increase their knowledge of collaboration and working with CCSS-M tasks. f. Provide on site training on collaboration or creating and monitoring common assessments;	July 1, 2018 to June 30, 2019	Principal; Staff; District Office	Additional planning and preparation time- see ELA Goal-Staff development		
5 a. Encourage parents to attend classes offered by the district or on the school site; b. Work with and support after-school YMCA Program and Extended care to improve student academic abilities and social skills; c. Provide childcare for parent events; d. Provide translation to parents at school sponsored events	July 1, 2018 to June 30, 2019	Principal; Staff; District Staff; YMCA staff; Extended Day staff;	Staff stipends to assess incoming Kindergarten students-see ELA Goal-Auxillary services Child care-See ELA Goal-Auxillary services		
6 a. Administer Math performance based assessments and standardized assessments throughout the school year; b. Analyze math achievement using teacher measures, performance based assessments, and standardized assessments; c. Review student progress after tutoring and Homework Club	July 1, 2018 to June 30, 2019	Principal; Staff;	Subs to release teachers to assess,monitor,set goals, etc. see ELA-Goal-Monitor		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>sessions have ended; d. Maintain, increase, or discontinue programs as results indicate; e. Target/goal setting/monitoring meetings throughout the school year;</p>					

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: 1D, 2A, 2B, 2D, 2F LCAP GOAL: 2, 3 and 5
SCHOOL GOAL #3:
School Goal : English Language Learners Identified English Learners will demonstrate continued, consistent growth each year in English language acquisition and skills (listening, speaking, reading, writing) to meet the English Language Development standards, as measured by the ELPAC and SBAC tests.
Data Used to Form this Goal:
Bracher staff reviews ELPAC scores, writing PBA, Reading PBA (F & P) results to determine best instructional strategies for EL students.
Findings from the Analysis of this Data:
Bracher did not met AMAO 3 goals this past year from CELDT scores. EL students need support with phonics, vocabulary and writing.
How the School will Evaluate the Progress of this Goal:
Data is collected from CAASPP, ELPAC and teacher designed assessments. This data is used for intervention and instruction. Teachers use PLC cycle of inquiry to monitor student progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 a. ELL students grouped together by ELPAC levels for instruction in grade levels or across grade levels; b. Differentiate instruction to meet the individual needs of ELL students; c. Provide language development instruction for IFEP, RFEP and EO students during ELD instructional time. d. Provide opportunities for staff to attend professional development on EL standards;	July 1, 2018 to June 30, 2019	Principal; Staff; Instructional support staff;	Supplies and Materials		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 a. Use research based strategies to support EL students in designated and embedded setting; b. Purchase materials and supplies as necessary to meet the needs of ELs; c. Group students across classes/grade levels to provide focused EL instruction; d. Identify potential articles, people or programs that can enhance instructional practices for our Hispanic students;	July 1, 2018 to June 30, 2019	Principal; Staff; district staff,	Books,materials and supplies and equipment- see ELA Goal-Improvement Other Books,materials,supplies, and equipment	Title I None Specified	4,933
3 a. Provide intervention instructor(s) to lower class sizes during ELD instruction, and to support teachers with ELD strategies; b. Additional reading support teacher(s) will be hired to work with lowest performing students to increase reading levels; c. Additional EL instruction will be provided to newcomers needing additional support; d. Materials will be provided for all levels of ELD instruction; e. Pull-out and and push-in instruction during the regular day;	July 1, 2018 to June 30, 2019	ELSAT, staff	ELSAT to work with new comers and beginning EL students	Title I	7500
4 a. Provide time for professional collaboration (grade levels and school wide); b. Provide additional time for planning and preparation; c. Staff will have oppourtunities to receive professional development provided by the district, county office or outside organizations; d. When teachers receive professional development appropriate instructional materials will be provided/purchased to support student learning;	July 1, 2018 to June 30, 2019	Principal;Intervention Teacher(s): Reading Support Instructor; District Office; para educators	ELL Support Staff	Targeted Allocation	
5 a. Offer parent nights and forums to explain and/or train parents on how Bracher is attempting to meet the needs of our EL population; b. ELAC meetings will present information to parents on programs, understanding ELPAC scores, and any additional information parents need to better work in partnership between school and home. c. Provide food at meetings to encourage attendance; d. Provide child care for parent events if needed to encourage attendance; e. Provide translations at all meetings in Spanish as needed; f. Provide all school newsletters and notes to parents in	July 1, 2017 to June 30, 2018	Principal; Staff; intervention teacher(s); District Office;	Conferences/PD/PLC Work with EL Students -- See ELA Goal #1 Additional planning and preparation time and or training-see ELA Goal-Staff development		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Spanish;					
6 a. Monitor achievement of EL students using SBAC, ELPAC and teacher created assessment data; b. Monitor re-designation rates of EL students; c. Provide staff and parents re-designation information; d. Continue to monitor student progress after reclassification;	July 1, 2018 to June 30, 2019	Principal; Staff; Child Care Providers; ELSAT, Adult education staff;	Child care-see ELA Goal-Auxillary services		
7 a. Oral and written translation of material to parents at school sponsored events and parent teacher conferences; b. Encourage EL parents to attend school functions; c. Encourage EL parents to participate on PTA, ELAC and SSC; d. Hold ELAC meetings a minimum of four times a year; e. Provide food for meetings and coffee and water for parent forums; f. Offer informational meetings to include more EL parents on committees, at school functions and events; g. Keep headsets on hand, ready and charged for use at meetings.	July 1, 2018 to June 30, 2019	Principal; Staff; EL Support Staff; Intervention/enrichment teacher(s);	Translation		500

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: Science
LEA/LCAP GOAL:
LEA Goal: 1C, 1A LCAP Goal: 2, 3
SCHOOL GOAL #4:
School Goal : Science Increase the percentage of 5th grade students scoring proficient or advanced on the CST Science test.
Data Used to Form this Goal:
CAASPP 5th grade science assessment.
Findings from the Analysis of this Data:
New Science Test was given in April of 2018. Awaiting baseline scores.
How the School will Evaluate the Progress of this Goal:
Use information from new assessment to assist with K-5 science instructional goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 a. Continue implementation of the district adopted FOSS hands-on science curriculum; b. Replace refurbish consumable materials; c. Provide resources and planning for staff to begin using Science Technology Engineering Math (STEM) activities in classrooms;	July 1, 2018 to June 30, 2019	Principal; Staff; District staff; Organism acquisition;			
2 a. Provide hands-on science experiences, experiments, etc. using FOSS and outside vendors for all grade levels; b. Classroom rotations and flexible grouping including SAI self-contained classes; c. Purchase materials and supplies as	July 1, 2018 to June 30, 2019	Staff & Principal district science staff	FOSS Kit refurbishment -- District Paid Books,materials,supplies, and equipment	Targeted Allocation	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
necessary to instruct with the district adopted curriculum;					
3 a. Provide science-based assemblies and family nights in conjunction with the PTA; b. Integrate science into other curricular areas as appropriate; c. Students attend science based field trips aligned to NGSS; d. Hire teacher to teach STEM after school classes and support staff with in class hands on experiences; e. Provide After School Science program to allow students to participate in Bracher STEM Expo(Spectacular Science). f. Provide materials for ongoing STEM after school classes; g. Hire support staff to set up labs or provide STEAM activities in K-5 classrooms.	July 1, 2018 to June 30, 2019	Staff & Principal; Library Aide; Parent and Community volunteers; STEM teacher	Supplies and Materials STEM/Tinker Club Instructor	Title I Title I	6000 14000
4 a. Provide professional collaboration (grade level and school wide); b. Provide additional time for planning and preparation; c. Participate in science staff development with district staff and outside organization including but not limited to BaySci, Intel, Tech Museum etc; d. Provide time for teachers to inventory and share materials; e. Investigate and provide more engineering lessons to staff and students;	July 1, 2018 to June 30, 2019	Staff & Principal; District Staff	Release time for teachers to attend science staff development (substitute teacher cost)		
5 a. Maintain Bracher garden with parent and community support, use garden as a teaching resource; b. Collaborate with PTA to involve parents in science family nights and other science events. c. Identify parent(s) willing to oversee our STEM Expo and provide materials for students to use to complete projects;	July 1, 2018 to June 30, 2019	Principal; Staff; PTA; Parents; Community Members;			

Planned Improvements in Student Performance

School Goal #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 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: Technology
LEA/LCAP GOAL:
LEA Goal: 1A, 1B, 1C, Focus resources on meeting the needs of specific subgroups of students including English learners, special education students, high priority students and students at risk of not graduating. LCAP Goal: 1, 3 and 5
SCHOOL GOAL #5:
School Goal : Technology Students in grades K-5 will have access to the most up to date technology in order to increase academic achievement in all content areas. All teachers will have the opportunity to use the most up to date technology to enhance instruction. Teachers will have training on how to use all site technology and district software. Students will have access to intervention software programs and software to advance their learning with tools such as Odyssey/Compass Learning, RAZ Kids and other web based programs.
Data Used to Form this Goal:
A review of site inventory and classroom observations.
Findings from the Analysis of this Data:
Based on current inventory all teachers have an up to date laptop or desk top to work with for instructional purposes. Additional student computers were added to our SAI self-contained classrooms. We added an updated computer lab and now have SMART Boards in every classroom 1-5 grade and SAI self-contained.
How the School will Evaluate the Progress of this Goal:
Progress toward meeting this goal will be evaluated by examining the level of student achievement on Science, Fountas-Pinnell Reading Assessment, Writing PBA,

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 a. Teachers will have access to current technology, including but not limited to Chromebooks, document cameras, sound systems and interactive white boards; b.	July 1, 2018 to June 30, 2019	Principal; Staff; ITG staff; Computer Lab Aide	Books,materials,supplies, and equipment-see ELA Goal-Improvement of instruction		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Equipment (such as AV, computers, printers, document cameras, auxiliary equipment) will be purchased, repaired, and replaced as needed; c. Technology licensing; d. Provide software and upgrades to stay compatible with new programs; e. Maintain office reproduction equipment, and all office work room technology;			Computer Supplies		
2 a. Maintain a computer lab; b. Work with district as SCUSD provides 1:1 devices for students; c. Provide computer lab aide to assist with integration of technology into all content areas, maintain the web page and support with computer based assessments;	July 1, 2018 to June 30, 2019	Principal; Staff; ITG staff; Computer Lab Aide(s);	Computer Lab Aide -- See ELA Goal #1	Targeted Allocation	12,000
3 a. Provide ongoing professional development to increase technology use in the classroom. b. Provide time for teachers to collaborate for learning the use of software and hardware, preparation of lessons using and monitoring student progress on different programs;	July 1, 2018 to June 30, 2019	Principal; Staff; Computer Lab Aides; District ITG staff;	Release teachers to attend prof. dev.; stipends for Lab Aides; etc.		

Planned Improvements in Student Performance

School Goal #6

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: Special Education
LEA/LCAP GOAL:
LEA Goal: 1C Focus resources on meeting the needs of specific subgroups of students including English learners, special education students, high priority students and students at risk of not graduating. LCAP Goal: 2, 3, and 5
SCHOOL GOAL #6:
School Goal : Special Education Increase the number of SPED students scoring not yet meeting and above on CASSP.
Data Used to Form this Goal:
CAASP data, Reading and Writing PBL data and teachers created assessment data is being used to monitor student progress.
Findings from the Analysis of this Data:
Our current SAI-Self Contained students are all scoring Does Not Meet standards. We need to move students up at least one level. While we are seeing student improvement, most of our SPED students are 2 or more years below grade level.
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 a. Provide professional development opportunities for SAI Staff and allow them to attend (SWD conferences or other P D opportunities, Including PLC Work); b. Provide opportunities and subs for all SAI staff to meet and collaborate together; c. Provide time for SAI staff to review assessment data; d. Add additional time for para educators as needed to support SAI programs.	July 1, 2018 to June 30, 2019	Principal; SAI staff; District Special Education Staff; General Education Teachers; Classified Staff; Wellness Committee	Professional Development for SAI Staff	Targeted Allocation	1300
			Additional Hours for para educators	Targeted Allocation	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 a. Research and purchase curriculum materials specifically designed and created to educate SWD in ELA and Math; b. Provide professional development for any materials purchased; c. Work with district staff to acquire additional assessment tools to support our SAI staff and students;d. Provide training to use assessment tools to improve usage for creating reports;	July 1, 2018 to June 30, 2019	SAI Staff, Principal; District Staff;			

Planned Improvements in Student Performance

School Goal #7

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: 1E, 1F LCAP GOAL: 1, 5
SCHOOL GOAL #7:
Increase positive behavior recognition and support for all students in the classroom and common areas.
Data Used to Form this Goal:
SWIS/CALPADS information
Findings from the Analysis of this Data:
This is the third year of implementation of MTSS-B/PBIS at Bracher. We continue to see a decrease of office referrals, suspensions. We are tracking the data more specifically and adding positive behavior supports in place we can better monitor results.
How the School will Evaluate the Progress of this Goal:
Monthly the Sight Leadership Team (SLT) will review data from SWIS and make recommendations to staff

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 a. Continue working on MTSS-B practices; b. Create a SLT to review data and facilitate meetings that encourage ROAR; c. Provide positive behavior incentives to students; d. Use ROAR tickets to reinforce positive behavior; e. Continue using check in check out system to support students struggling with behavior and fine more adults to check in check out. f. Provide subs for PBIS training and conferences related to behavior and positive school climate.	July 1, 2018 to June 30, 2019		Positive Behavior Support Incentives	Targeted Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 Pay for additional day of counseling intern to support GE and SPED students	July 1, 2018 to June 30, 2019			Title I	10,000

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	91,892	78.00
Title I	110,431	298.00
Title I Part A: Parent Involvement	1,104	104.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Targeted Allocation	91,814.00
Title I	110,133.00
Title I Part A: Parent Involvement	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: English-Language Arts	139,464.00
Goal 2: Mathematics	2,500.00
Goal 3: English Language Development	12,933.00
Goal 4: Science	23,500.00
Goal 5: Technology	12,000.00
Goal 6: Special Education	2,050.00
Goal 7: School Climate	11,000.00

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
Kevin Heller				X	
Angela Sempek		X			
Wayne Leach	X				
Mousam Adcock				X	
Chelsea O'Carroll		X			
Sharon Goodson				X	
Thea Copeland				X	
Carol Allegretti		X			
David Gish				X	
			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 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 05/04/2016.
6. This SPSA was revised on May 3, 2018.

Attested:

<u>Wayne Leach</u> Typed Name of School Principal	 Signature of School Principal	<u>5/4/2018</u> Date
<u>Mousam Adcock</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>6/6/2018</u> Date

Budget By Expenditures

Bracher Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Translation		\$500.00	English Language Development	a. Oral and written translation of material to parents at school sponsored events and parent teacher conferences; b. Encourage EL parents to attend school functions; c. Encourage EL parents to participate on PTA, ELAC and SSC; d. Hold ELAC meetings a minimum of four times a year; e. Provide food for meetings and coffee and water for parent forums; f. Offer informational meetings to include more EL parents on committees, at school functions and events; g. Keep headsets on hand, ready and charged for use at meetings.
Staff stipends for after additional student support-See ELA Goal-Extended learning time		\$0.00	Mathematics	a. Offer before and/or after school tutoring; b. Homework club and SOAR; c. Migrant summer school and Saturday school; d. Work with YMCA leaders to provide access to computer lab for students to work on web based programs;
Total Expenditures:		\$500.00		
Allocation Balance:		\$0.00		

Funding Source: Targeted Allocation **\$91,892.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Computer Lab Aide -- See ELA Goal #1		\$12,000.00	Technology	a. Maintain a computer lab; b. Work with district as SCUSD provides 1:1 devices for students; c. Provide computer lab aide to assist with integration of technology into all content areas, maintain the web page and support with computer based assessments;

Bracher Elementary School

Professional Development for SAI Staff	\$1,300.00	Special Education	a. Provide professional development opportunities for SAI Staff and allow them to attend (SWD conferences or other P D opportunities, Including PLC Work); b. Provide opportunities and subs for all SAI staff to meet and collaborate together; c. Provide time for SAI staff to review assessment data; d. Add additional time for para educators as needed to support SAI programs.
Additional Hours for para educators	\$750.00	Special Education	a. Provide professional development opportunities for SAI Staff and allow them to attend (SWD conferences or other P D opportunities, Including PLC Work); b. Provide opportunities and subs for all SAI staff to meet and collaborate together; c. Provide time for SAI staff to review assessment data; d. Add additional time for para educators as needed to support SAI programs.
Positive Behavior Support Incentives	\$1,000.00	School Climate	a. Continue working on MTSS-B practices; b. Create a SLT to review data and facilitate meetings that encourage ROAR; c. Provide positive behavior incentives to students; d. Use ROAR tickets to reinforce positive behavior; e. Continue using check in check out system to support students struggling with behavior and fine more adults to check in check out. f. Provide subs for PBIS training and conferences related to behavior and positive school climate.
Books,materials,supplies, and equipment	\$3,500.00	Science	a. Provide hands-on science experiences, experiments, etc. using FOSS and outside vendors for all grade levels; b. Classroom rotations and flexible grouping including SAI self-contained classes; c. Purchase materials and supplies as necessary to instruct with the district adopted curriculum;

Bracher Elementary School

food for parent meetings	\$764.00	English-Language Arts	a. Hold Parent-Teacher conferences; b. Complete AAPs and Parent Compacts; c. Encourage parents to attend, PTA, SSC, ELAC and all other parent meetings hosted by Bracher; d. Offer parent forums and workshops that provide information and training about programs at Bracher; e. Host Back to School Night and Open House; f. Encourage all parents to volunteer in various capacities at the school and provide training to be in classrooms; g. Publicize and facilitate school and district parent education programs; h. Provide translation for parents and community members at school sponsored events. i. Involve parents and staff via School Site Council (SSC) and ELAC in the decision making process for Bracher; j. Provide materials and resources; k. Provide extra hours for classified staff to work on newsletters, phone blasts, Open Enrollment, SOAR and other duties that require additional time to complete; l. Extra clerical support/ELSAT for translation, newsletters, communications for our largest sub-group/Latino.
Library Books and hardware/software	\$2,500.00	English-Language Arts	a. Maintain library materials based on library and curriculum standards, student demographics, circulation and collection data (Aligned with SCUSD Board Approved Library Plan - June, 2009); b. Replace or acquire library materials necessary to meet Federal, State or District curriculum mandates;
Intervention/Enrichment Teachers	\$27,000.00	English-Language Arts	a. Instruct using the district adopted language arts curriculum ; b. Teach CCSS_ELA Common Core Standards with a grade level focus on core standards c. Develop a guaranteed set of skills at each grade level with student outcomes that teachers will collect d. Daily guided reading instruction lessons for all students K-2 and 3-5 with additional time for intervention and enrichment for at risk students and high performing students; e. Daily independent reading time; f. Provide students access to software programs to supplement district curriculum; g. Hire additional credentialed and classified support staff to work with students to provide interventions and enrichment; h. Provide subs as needed for collaboration time to allow teachers to meet, create flexible groups, review data and plan lessons.
Books, materials, supplies, and equipment	\$10,000.00	English-Language Arts	a. Implement standards and research based strategies from the district adopted curriculum such as interactive read aloud and reading and writing workshops; within these workshops students will analyze non-fiction literature and character actions in fiction pieces. b. Purchase books and supplies for leveled libraries (book room and classroom); c. Purchase materials and supplies as necessary to implement the CCSS-ELA; d. Classroom rotations and flexible grouping;

Bracher Elementary School

Software	\$3,000.00	English-Language Arts	a. Purchase Reading software for students to use as additional reading support/interventions, including but not exclusive to Reading A-Z, Frontrow, Footsteps to Brilliance. b. Offer before and/or after school homework Club; SOAR after school program;
Professional Development/Conference	\$5,000.00	English-Language Arts	a. Provide time for professional collaboration (grade levels and school wide) Professional Learning Community Work (PLC) (Aaron Hansen); b. Provide additional time for planning and preparation PLC Work; c. Provide opportunities for staff to attend professional development classes, conferences or workshops provided by the district, county or outside sources for example; Solution Tree, ASCD, ACSA d. ELA staff development (focus on strategies and methodologies, common assessments, PLC work) aligned to CCSS-ELA; e. Implement use of essential Common Core Standards for each grade level; f. Use cycle of inquiry to monitor student progress to proficient; g. Provide release time to collaborate with principal and teaching staff to monitor student progress on assessments;
Substitutes for Release Time	\$10,000.00	English-Language Arts	a. Provide time for professional collaboration (grade levels and school wide) Professional Learning Community Work (PLC) (Aaron Hansen); b. Provide additional time for planning and preparation PLC Work; c. Provide opportunities for staff to attend professional development classes, conferences or workshops provided by the district, county or outside sources for example; Solution Tree, ASCD, ACSA d. ELA staff development (focus on strategies and methodologies, common assessments, PLC work) aligned to CCSS-ELA; e. Implement use of essential Common Core Standards for each grade level; f. Use cycle of inquiry to monitor student progress to proficient; g. Provide release time to collaborate with principal and teaching staff to monitor student progress on assessments;

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Professional Development/Conference	\$15,000.00	English-Language Arts	a. Provide time for professional collaboration (grade levels and school wide) Professional Learning Community Work (PLC) (Aaron Hansen); b. Provide additional time for planning and preparation PLC Work; c. Provide opportunities for staff to attend professional development classes, conferences or workshops provided by the district, county or outside sources for example; Solution Tree, ASCD, ACSA d. ELA staff development (focus on strategies and methodologies, common assessments, PLC work) aligned to CCSS-ELA; e. Implement use of essential Common Core Standards for each grade level; f. Use cycle of inquiry to monitor student progress to proficient; g. Provide release time to collaborate with principal and teaching staff to monitor student progress on assessments;
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Targeted Allocation Total Expenditures: \$91,814.00

Targeted Allocation Allocation Balance: \$78.00

Funding Source: Title I

\$110,431.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Contracted Services for PLC work from Solution Tree		\$16,200.00	English-Language Arts	a. Provide time for professional collaboration (grade levels and school wide) Professional Learning Community Work (PLC) (Aaron Hansen); b. Provide additional time for planning and preparation PLC Work; c. Provide opportunities for staff to attend professional development classes, conferences or workshops provided by the district, county or outside sources for example; Solution Tree, ASCD, ACSA d. ELA staff development (focus on strategies and methodologies, common assessments, PLC work) aligned to CCSS-ELA; e. Implement use of essential Common Core Standards for each grade level; f. Use cycle of inquiry to monitor student progress to proficient; g. Provide release time to collaborate with principal and teaching staff to monitor student progress on assessments;

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Instructional Aid	\$17,000.00	English-Language Arts	a. Implement standards and research based strategies from the district adopted curriculum such as interactive read aloud and reading and writing workshops; within these workshops students will analyze non-fiction literature and character actions in fiction pieces. b. Purchase books and supplies for leveled libraries(book room and classroom); c. Purchase materials and supplies as necessary to implement the CCSS-ELA; d. Classroom rotations and flexible grouping;
Books,materials,supplies, and equipment	\$7,000.00	English-Language Arts	a. Implement standards and research based strategies from the district adopted curriculum such as interactive read aloud and reading and writing workshops; within these workshops students will analyze non-fiction literature and character actions in fiction pieces. b. Purchase books and supplies for leveled libraries(book room and classroom); c. Purchase materials and supplies as necessary to implement the CCSS-ELA; d. Classroom rotations and flexible grouping;
Books,materials,supplies, and equipment. See ELA Goal -Improvement of Instruction	\$2,500.00	Mathematics	a. Replace materials and supplies as needed to implement the district adopted curriculum; b. Classroom rotations and flexible grouping; c. Use computer programs to supplement instruction e. Use district created benchmark assessments to analyze student progress.
Supplies and Materials	\$6,000.00	Science	a. Provide science-based assemblies and family nights in conjunction with the PTA; b. Integrate science into other curricular areas as appropriate; c. Students attend science based field trips aligned to NGSS; d. Hire teacher to teach STEM after school classes and support staff with in class hands on experiences; e. Provide After School Science program to allow students to participate in Bracher STEM Expo(Spectacular Science). f. Provide materials for ongoing STEM after school classes; g. Hire support staff to set up labs or provide STEAM activities in K-5 classrooms.
STEM/Tinker Club Instructor	\$14,000.00	Science	a. Provide science-based assemblies and family nights in conjunction with the PTA; b. Integrate science into other curricular areas as appropriate; c. Students attend science based field trips aligned to NGSS; d. Hire teacher to teach STEM after school classes and support staff with in class hands on experiences; e. Provide After School Science program to allow students to participate in Bracher STEM Expo(Spectacular Science). f. Provide materials for ongoing STEM after school classes; g. Hire support staff to set up labs or provide STEAM activities in K-5 classrooms.

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	\$10,000.00	School Climate	Pay for additional day of counseling intern to support GE and SPED students
Books,materials and supplies and equipment-see ELA Goal-Improvement	\$4,933.00	English Language Development	a. Use research based strategies to support EL students in designated and embedded setting; b. Purchase materials and supplies as necessary to meet the needs of ELs; c. Group students across classes/grade levels to provide focused EL instruction; d. Identify potential articles, people or programs that can enhance instructional practices for our Hispanic students;
ELSAT to work with new comers and beginning EL students	\$7,500.00	English Language Development	a. Provide intervention instructor(s) to lower class sizes during ELD instruction, and to support teachers with ELD strategies; b. Additional reading support teacher(s) will be hired to work with lowest performing students to increase reading levels; c. Additional EL instruction will be provided to newcomers needing additional support; d. Materials will be provided for all levels of ELD instruction; e. Pull-out and and push-in instruction during the regular day;
Intervention/Enrichment Teachers	\$25,000.00	English-Language Arts	a.Instruct using the district adopted language arts curriculum ; b.Teach CCSS_ELA Common Core Standards with a grade level focus on core standards c. Develop a guaranteed set of skills at each grade level with student outcomes that teachers will collect d. Daily guided reading instruction lessons for all students K-2 and 3-5 with additional time for intervention and enrichment for at risk students and high performing students; e. Daily independent reading time; f. Provide students access to software programs to supplement district curriculum; g. Hire additional credentialed and classified support staff to work with students to provide interventions and enrichment; h. Provide subs as needed for collaboration time to allow teachers to meet, create flexible groups, review data and plan lessons.

Title I Total Expenditures: \$110,133.00

Title I Allocation Balance: \$298.00

Funding Source: Title I Part A: Parent Involvement \$1,104.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Bracher Elementary School

Clerical Support/Translation	\$500.00	English-Language Arts	a. Hold Parent-Teacher conferences; b. Complete AAPs and Parent Compacts; c. Encourage parents to attend, PTA, SSC, ELAC and all other parent meetings hosted by Bracher; d. Offer parent forums and workshops that provide information and training about programs at Bracher; e. Host Back to School Night and Open House; f. Encourage all parents to volunteer in various capacities at the school and provide training to be in classrooms; g. Publicize and facilitate school and district parent education programs; h. Provide translation for parents and community members at school sponsored events. i. Involve parents and staff via School Site Council (SSC) and ELAC in the decision making process for Bracher; j. Provide materials and resources; k. Provide extra hours for classified staff to work on newsletters, phone blasts, Open Enrollment, SOAR and other duties that require additional time to complete; l. Extra clerical support/ELSAT for translation, newsletters, communications for our largest sub-group/Latino.
Secretarial Extra Hours	\$500.00	English-Language Arts	a. Hold Parent-Teacher conferences; b. Complete AAPs and Parent Compacts; c. Encourage parents to attend, PTA, SSC, ELAC and all other parent meetings hosted by Bracher; d. Offer parent forums and workshops that provide information and training about programs at Bracher; e. Host Back to School Night and Open House; f. Encourage all parents to volunteer in various capacities at the school and provide training to be in classrooms; g. Publicize and facilitate school and district parent education programs; h. Provide translation for parents and community members at school sponsored events. i. Involve parents and staff via School Site Council (SSC) and ELAC in the decision making process for Bracher; j. Provide materials and resources; k. Provide extra hours for classified staff to work on newsletters, phone blasts, Open Enrollment, SOAR and other duties that require additional time to complete; l. Extra clerical support/ELSAT for translation, newsletters, communications for our largest sub-group/Latino.
Title I Part A: Parent Involvement Total Expenditures:			\$1,000.00
Title I Part A: Parent Involvement Allocation Balance:			\$104.00
Bracher Elementary School Total Expenditures:			\$203,447.00