

The Single Plan for Student Achievement



School: SCUSD Student Code of Conduct
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District: Santa Clara Unified School District
Principal: Socorro Olmos
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

SCUSD Student Code of Conduct's Vision and Mission Statements

School Vision and Mission Statement:

Equity and Excellence in Education.

When we do something at Mayne, we are passionate about doing it well and about providing what is needed so that everyone can do well. Students are the center of all we do, so we are thoughtful about what meets the needs of our students and what practices are best for our school. We use data and standards to inform the decisions we make. We are a community of leaders who have high expectations and believe that all students will achieve. We recognize the strength and resilience in our school community. And we respect, appreciate, and celebrate our diversity.

We are Eagles SOARing to success.

We are developing a community of learners who care about each other and their school environment because we see developing character as important as developing academic skills. The acronym SOAR guides our school in this area: Be Safe, Be Organized, Be an Achiever, and Be Respectful.

As a staff, we persevere in our advocacy for our students and school. We are resilient because we are passionate caring colleagues who support each other with respect personally, professionally, and socially.

School Profile

George Mayne Elementary School is a school wide Title I school located in the neighborhood of Alviso in San Jose, CA. The school draws students from three cities: San Jose, Sunnyvale, and Santa Clara. Mayne is a K-5 school in Santa Clara Unified School District with a diverse population of 517 students. The ethnic/racial makeup of the school is approximately 63% Hispanic, 15% Asian/Pacific Islander, 10% White, 4% Filipino, and .2% African American. Approximately 47% speak English as a second language. 63% qualify for the federally funded free and reduced lunch program. Mayne offers an English Only Program as well as a Spanish Bilingual Program. Mayne serves all students with a staff of 21 regular education classroom teachers, two full-time PE personnel, a resource specialist, one special education instructional assistant, a Kinder - 5th grade literacy intervention teacher, a part-time school psychologist, a part-time Speech/Language therapist, a part-time wellness coordinator, a part-time counselor, a part-time primary intervention specialist (PIP), an English Language Support / Assessment Technician, a part-time nurse, a part-time health aide, a part-time instrumental music teacher, and an office staff consisting of a school secretary, one part-time attendance clerk, and a principal. The school provides before and afterschool academic interventions, as well as enrichment opportunities such as African drumming. We also participate in the Digging Deeper Science Collaborative, which offers field trips and science presentations to students K-5. Other programs for students that are housed on the Mayne campus include Children's Center, Boys and Girls Club after school program, and a State Preschool. The school provides opportunities for parent and community involvement through School Site Council, PTA, English Learner Advisory Committee, Family Curriculum Events, and student performances.

Working together, the Mayne community has ensured that student achievement continues on an upward trajectory, from a similar schools rank of 1 to a high of 9/10, and from an API score of 490 to a high of 841. In 2014, the Broken Promises report ranked Mayne in the Top 10 among schools for English Language Learner achievement in Santa Clara and San Mateo County. Mayne was also chosen as an Honor Roll School for 2014 in the category of "Star Schools" by the Campaign for Business & Education coalition for significant increases in grade level achievement with a significant population of socio-economically disadvantaged students. With the change in accountability systems, Mayne continues to be committed to providing a comprehensive education, including English Language Arts, Math, and English Language Development, as well as Social Studies, Science, Arts, PE, and character development.

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).

A survey of parents and teachers was administered in Spring 2015. A volunteer consultant analyzed the results. Analysis of the results are summarized under the relevant goals.

Classroom Observations

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

Regular classroom observations occurred throughout the school year. Kindergarten - 3rd grade have implemented SEAL (Sobrato Early Academic Language) strategies in Social Studies and Science to strengthen academic language development. 12 out of 14 Kindergarten - 3rd grade teachers have completed the six modules training, year 1 and year 2. The culminating unit activity is a Curriculum Celebration / Gallery Walk in which the parents are invited to attend and the student teaches him and or her what he she learned. The Curriculum Celebrations / Gallery Walks are well attended. 4th and 5th grade teachers have implemented integrated and designated English Language Development and are using sentence starters for the different tasks.

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 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, 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.

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, RIS, 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, ALEKS, READ 180, 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 PIP, 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, Healthy Play, 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

Reading/Language Arts, Math, English Language Development:

One of the most important needs we have is for additional instructional time for at-risk students. The time honored way we have for doing that at Mayne is through our intervention groups, whether they are SOAR or not. We need a way to ensure that every at-risk student at every grade level has an intervention group that they can participate in.

Funds that could be used for direct student services must be redirected to provide basic technology needed to implement curriculum such as lap tops, interactive boards, printers, chrome books.

Reading/Language Arts, Math:

Lack of additional Common Core aligned practice material.

Reading/Language Arts:

Difficulty providing adequate additional instructional time for at-risk students due to constraints around job descriptions and how people can get paid (STLA, part-time, before/after school, etc.)

English Language Development:

Lack of additional direct services to EL students specifically Newcomers and stuck 3s.

The difficulty of assessing the impact that SEAL has made given the amount of teacher time and student instruction time required to implement this program.

School Climate:

Chronic unexcused absences and tardies.

Families don't have universal or consistent access to internet service.

Some EO and EL parents don't feel confident helping their children with non-traditional and open-ended homework.

Many families lack the financial resources to offer enrichment outside of school.

Our students from families living in poverty often face a combination of deficits in language and selective attention skills. Inability to offer summer school for all of our at-risk students for 4 years.

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	87	92		83	91		83	91		95.4	98.9	
Grade 4	93	84		91	83		91	83		97.8	98.8	
Grade 5	90	96		90	93		90	93		100	96.9	
All Grades	270	272		264	267		264	267		97.8	98.2	

* 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	2407.3	2410.1		20	18.68		14	20.88		36	27.47		29	32.97	
Grade 4	2444.7	2448.9		20	18.07		22	22.89		20	24.10		38	34.94	
Grade 5	2490.0	2490.4		20	22.58		26	21.51		26	19.35		29	36.56	
All Grades	N/A	N/A	N/A	20	19.85		21	21.72		27	23.60		32	34.83	

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	15.38		48	46.15		36	38.46				
Grade 4	19	21.69		37	44.58		44	33.73				
Grade 5	21	21.51		43	39.78		36	38.71				
All Grades	19	19.48		43	43.45		39	37.08				

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	16	22.22		48	48.89		36	28.89	
Grade 4	24	18.07		42	51.81		34	30.12	
Grade 5	28	35.48		46	36.56		26	27.96	
All Grades	23	25.56		45	45.49		32	28.95	

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	16	10.99		64	62.64		20	26.37	
Grade 4	15	16.87		66	59.04		19	24.10	
Grade 5	14	19.35		60	53.76		26	26.88	
All Grades	15	15.73		63	58.43		22	25.84	

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	29	24.18		46	45.05		25	30.77	
Grade 4	16	19.28		52	50.60		32	30.12	
Grade 5	23	25.81		59	45.16		18	29.03	
All Grades	23	23.22		52	46.82		25	29.96	

Conclusions based on this data:

1. -41% of all students, grades 3-5, met or exceeded standard on CAASPP ELA/Literacy, representing a 6% drop
2.
 - Across 3rd -5th grade levels, the most growth is still needed in the area of Reading – Demonstrating understanding of literary and non-fictional texts
 - Across 3rd – 5th grade levels, the next highest area of need continues to be in the area of Writing – Producing clear and purposeful writing

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	87	92		83	92		83	91		95.4	100	
Grade 4	93	84		91	84		91	84		97.8	100	
Grade 5	90	96		90	96		90	96		100	100	
All Grades	270	272		264	272		264	271		97.8	100	

* 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	2418.5	2422.4		11	13.19		28	29.67		33	24.18		29	32.97	
Grade 4	2458.1	2455.8		15	11.90		18	23.81		40	39.29		27	25.00	
Grade 5	2484.2	2483.8		16	18.75		18	11.46		24	30.21		42	39.58	
All Grades	N/A	N/A	N/A	14	14.76		21	21.40		32	31.00		33	32.84	

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	23	26.37		35	36.26		42	37.36				
Grade 4	22	19.05		31	35.71		47	45.24				
Grade 5	18	21.88		32	28.13		50	50.00				
All Grades	21	22.51		33	33.21		47	44.28				

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	16	20.88		52	52.75		33	26.37	
Grade 4	16	15.48		53	50.00		31	34.52	
Grade 5	19	17.71		34	44.79		47	37.50	
All Grades	17	18.08		46	49.08		37	32.84	

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	20	15.38		60	52.75		19	31.87	
Grade 4	19	19.05		41	39.29		41	41.67	
Grade 5	17	16.67		44	48.96		39	34.38	
All Grades	19	16.97		48	47.23		33	35.79	

Conclusions based on this data:

- 35% of all students met or exceeded standard on CAASPP Mathematics, representing neither a gain or a loss
 - Strongest overall performance was in 5th grade.
 - 5th grade had an increase of 3% and 4th grade had an increase of 1%.
 - 3rd grade had more than a 6% increase in students that nearly met whereas 4th and 5th grade had little to zero percent change of students that nearly met the standard
 - Overall, there was little significant change in the percent of students not meeting standards.
- In 4th and 5th grade, most growth needed in Concepts & Procedures – applying mathematical concepts and procedures and in Communicating Reasoning
 - In 5th grade, Problem Solving & Modeling/Data Analysis is an area of highest need

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	13	8		41	24		28	39		10	18		8	11	
2	2	8		20	19		41	35		34	30		2	8	
3	7	2		10	17		54	41		22	22		7	17	
4	5	12		33	19		44	55		8	7		10	7	
5	12	9		42	31		31	40		8	20		8		
Total	7	8		28	22		40	43		17	19		8	9	

Conclusions based on this data:

- 92% of 1st - 5th grade students scored proficient in Early Intermediate, Intermediate, Early Advanced, and Advanced EL levels.
- 40% of students are at the intermediate level. Again, we have the largest number of students in that level.

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				10	5		39	20		27	34		24	41	
1	12	10		38	23		29	38		10	18		12	13	
2	2	10		19	20		38	35		32	28		9	8	
3	7	2		9	16		53	40		21	23		9	19	
4	5	12		33	19		44	53		8	7		10	9	
5	11	8		41	29		33	39		7	18		7	5	
Total	6	7		23	18		40	38		19	21		13	16	

Conclusions based on this data:

1. 87% of 1st - 5th grade students scored proficient in the Early Intermediate, Intermediate, Early Advanced, and Advanced EL levels.
2. 40% are at the intermediate level; we have the largest number of students in that level, again.

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	74	3	4.1
Filipino	25	0	0.0
Hispanic or Latino	347	27	7.8
Pacific Islander	1	1	*
Two or More Races	35	1	2.9
White	55	2	3.6
Male	265	15	5.7
Female	280	18	6.4
English Learners	252	16	6.3
Students with Disabilities	52	3	5.8
Socioeconomically Disadvantaged	361	24	6.6
Migrant	1	1	*
Foster	1	1	*
Homeless	1	1	*
Kindergarten	80	7	8.8
Grades 1-3	275	16	5.8
Grades 4-6	190	10	5.3
Grades K-8	545	33	6.1
Total	545	33	6.1

Conclusions based on this data:

1.

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: Reading/Language Arts

LEA/LCAP GOAL:

LEA Goal:
Goal #2: Provide professional development to strengthen the capacity of teachers and classified staff in the continued transition and successful implementation of the Common Core State Standards
Goal #3: Increase student and teacher access to standards-aligned instructional materials
Goal #7: All students will master the ELA Common Core Standards as measured by the SBAC assessments established in 2014 -2015
Goal #16: Provide additional supports and services to accelerate student achievement and school connectedness

LCAP Goal:
#1: Basic
#2: Implementation of State Standards
#4: Pupil Achievement

SCHOOL GOAL #1:

All students and all significant subgroups (English Language Learners, and Socio-Economic Disadvantaged Students, Hispanic, Asian) will demonstrate either grade level performance or growth toward grade level achievement in English Language Arts (ELA) as measured by CAASPP and/or F&P for the 2017 - 2018 school year.

61% of all students, grades 3-5, will meet or exceed standard on CAASPP ELA/Literacy, representing an overall increase of 20% since 2015-16.

Grades K - 1 will maintain a percentage of 85% or higher, meeting or exceeding F&P Text Level benchmarks.

80% of all students, grade 2-3, will meet or exceed F&P Text Level benchmarks, representing an increase of 4 - 8% since 2016-17.

70% of all students, grades 4-5, will meet or exceed F&P Text Level benchmarks, representing an increase of 5 - 19% since 2016-17.

100% of all students who have not met F&P Text Level benchmarks will demonstrate more than a year of growth in one year.

Data Used to Form this Goal:

DATA used to form this goal:
2015-16 CAASPP
2016-17 F & P text level data
5/2015 Mayne Community Survey

Findings from the Analysis of this Data:

FINDINGS from the Analysis of this data:

CAASPP

- 41% of all students, grades 3-5, met or exceeded standard on CAASPP ELA/Literacy
- Across 3rd -5th grade levels, the most growth is needed in the area of Reading – Demonstrating understanding of literary and non-fictional texts
- Across 3rd – 5th grade levels, the next highest area of need is in the area of Writing – Producing clear and purposeful writing

F&P

- 84.9% (Kinder), 86.2% (first), 71.8% (second), 75.9% (third), 64.7% (fourth), and 51% (fifth), met the F&P text level benchmark
- Kindergarten matched the District percentage meeting or exceeding the F&P text level benchmark.
- 1st grade surpassed the District percentage meeting or exceeding the F&P text level benchmark by 9.1%. All other grade levels fell below the district percent by 6.6% (2nd), 3% (3rd), 6% (4th), and 17.7% (5th).
- The grade levels of highest need in 2016-17 is 5th grade. Also needing support are 2nd, 3rd, and 4th grade.
- K - 3rd grade data does not include the Bilingual program students.

Mayne Community Survey

- Parents want instructional support/tutoring that does not pull students out of class, including extra instruction before/after school and additional staff in the classroom.
- Planning/collaboration time and additional materials were most important to staff.
- Parent workshops on “the basics” – math, reading, writing, behavior, and study habits are of highest interest.

How the School will Evaluate the Progress of this Goal:

How the school will EVALUATE the progress of this goal:

- CAASPP data 2017-18
- F&P text level data (initial, November, March, and end-of-year data)
- Program monitoring sheets, including dates, attendance, outcomes, student progress, etc.
- Purchasing logs
- Surveys & anecdotal feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Provide K-2 and 3-5 Literacy Intervention through targeted small group instruction	Aug 2017 to June 2018	1 FTE K-5 LIT .5 FTE K-2 LIT	1 FTE K - 5 LIT .5 FTE K - 2 LIT (District)	Title I	108,005 0
2 Provide K-5 Before/Afterschool Literacy assessment and intervention to increase instructional time beyond the school day	Oct 2017 - May 2018	Classroom and non-classroom teachers, and classified staff to provide outside of school day literacy instruction and assessment	SOAR (District Funded) Intervention Providers	Title I	0 8,775
3 Use data to inform classroom instruction through a. Grade level PLCs b. Teacher goal setting conferences with Principal c. Grade level target meetings with Principal d. Cross grade level alignment	Aug 2017 - June 2018	Teachers, Principal	Release Time Collaboration/planning	Title I Targeted Allocation	1,085 2,760
4 Purchase materials needed for literacy instruction, including classroom magazines, leveled books, trade books, and intervention kits	Aug 2017 to June 30, 2018	Teachers, Principal	Instructional Materials	Title I Targeted Allocation	100,000 4,500
5 Provide Summer, Saturday, and/or Intercession Academies, including staffing, child nutrition, materials, supplies, field trips, and transportation.	July 1, 2017 to June 30, 2018	Certificated and classified staff Child nutrition Principal	Certificated and classified staff Child nutrition	Title I	43,000 0
6 Offer Professional Development and training including California Reading Association Conference, CABE, PLC, workshops, observations, and published material	July 1, 2017 to June 30, 2018	Teachers, principal	Conference/workshop Published PD material Professional Development	Title I Targeted Allocation Title I	20,000 300 4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
7 Increase student engagement in literacy related activities through RAZ access, parent workshops on supporting students with reading and writing, and literacy related assemblies	July 1, 2017 to June 30, 2018	Teachers, principal	RAZ licenses	Targeted Allocation 16-17	1,500
			Parent Workshops	Title I	575
			Literacy-related assemblies		0
8 Support administration of 1:1 assessments by providing additional personnel in the classroom.	July 1, 2017 to June 30, 2018	Teachers, principal	Substitute teachers	Title I	930
9 Maintain and update the school library	July 1, 2017 to June 30, 2018	Librarian	Library books and materials	Title I	10,000

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: Goal #2: Provide professional development to strengthen the capacity of teachers and classified staff in the continued transition and successful implementation of the Common Core State Standards Goal #3: Increase student and teacher access to standards-aligned instructional materials Goal #4: Increase student access to and use of technology to promote academic achievement and the acquisition of 21st Century skills Goal #8: All students will master the Math Common Core Standards as measured by the SBAC assessments established in 2014 - 2015 Goal #16: Provide additional supports and services to accelerate student achievement and school connectedness LCAP Goal: #1: Basic #2: Implementation of State Standards #4: Pupil Achievement SCUSD Local Priority
SCHOOL GOAL #2:
All students and all subgroups (English Language Learners, Socio-Economic Disadvantaged, Hispanic, Asian) will demonstrate either grade level performance or growth toward grade level achievement in mathematics as measured by CAASPP and/or District Quarterly Assessments for the 2017-2018 school year. 40% of all students will meet or exceed standard on CAASPP math, representing an increase of 5% since 2015 - 16. (District benchmarks not yet established for Quarterly Assessments. When they are established, measurable goals will be set.)
Data Used to Form this Goal:
DATA used to form this goal: 2015-16 CAASPP 5/2015 Mayne Community Survey

Findings from the Analysis of this Data:

FINDINGS from the Analysis of this data:

- CAASPP
- 35% of all students met or exceeded standard on CAASPP Mathematics
 - Strongest overall performance in 5th grade
 - In 4th and 5th grade, most growth needed in Concepts & Procedures – applying mathematical concepts and procedures and in Communicating Reasoning
 - In 5th grade, Problem Solving & Modeling/Data Analysis is an area of highest need

- Survey
- Parents want instructional support/tutoring that does not pull students out of class, including extra instruction before/after school and additional staff in the classroom.
 - Planning/collaboration time and additional materials were most important to staff.
 - Parent workshops on “the basics” – math, reading, writing, behavior, and study habits are of highest interest.

How the School will Evaluate the Progress of this Goal:

How the school will EVALUATE the progress of this goal:

- 2017-18 CAASPP
 2017-18 District Quarterly Assessments (when benchmarks are set.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Before and after school math intervention to extend instruction beyond the school day.	July 1, 2017 to June 30, 2018	Classroom and non-classroom teachers, and classified staff to provide outside of school day math instruction	Intervention Providers (SOAR)		0
			Intervention Providers	Targeted Allocation 16-17	8,750
2 Ongoing use of data to inform instruction through a. Grade level PLCs b. Teacher goal setting with Principal c. Grade level target meetings with Principal d. Cross grade level alignment	July 1, 2017 to June 30, 2018	Teachers, Principal	Release time	Title I	1,085
			collaboration/planning	Targeted Allocation 16-17	2,760
3 Materials needed for math instruction	July 1, 2017 to June 30, 2018	Teachers	Instructional materials	Targeted Allocation 16-17	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4 Summer, Saturday, and/or Intercession Academies (See Goal 1)	July 1, 2017 to June 30, 2018	Teachers, Principal	Certificated and classified staff		0
5 Increase student engagement in math related activities through ALEKS, K - 3 on-line activities, and parent workshops on supporting students with math and math related assemblies	July 1, 2017 to June 30, 2018	Teachers, Principal.	On-line math resources	Title I	7,000
			Parent Workshop	Title I	575
			Math related Assemblies		0
6 Offer Professional Development including conference attendance, workshops, observations, and other published materials	July 1, 2017 to June 30, 2018	Teachers, Principal	Conference/Workshop	Title I	3,533
			Published PD Materials	Title I	210

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: Goal #2: Provide professional development to strengthen capacity of teachers and classified staff in the continued transition and successful implementation of the Common Core State Standards Goal #9: Title III Plan Goals @A - @B: Meet or exceed the Title III Annual Measurable Achievement Objectives (AMAO 1 for CELDT Growth & AMAO 2 for achieving levels 4 & 5 in CELDT for English Learners as established by State and Federal growth targets Goal # 16: Provide additional supports and services to accelerate student achievement and school connectedness Goal #17: English Learners will be provided with additional support in language acquisition and academic areas Goal #20: All redesignated students will continue to be academically proficient LCAP Goal: #2: Implementation of State Standards #4: Pupil Achievement SCUSD Local Priority (Goal #17)

SCHOOL GOAL #3:

School Goal #3

Identified English Learners will demonstrate continued, consistent growth each year in English Language Acquisition (listening, speaking, reading, and writing) as measured by CELDT. EL students will close the achievement gap with their English only counterparts, as measured by CAASPP and F&P.

CELDT (K-5)

75% will make expected annual growth, representing an increase of 6% since 2014-15.

Reverse the drop in the percent of EL students (5 or more years of EL instruction) attaining English Proficiency (overall Level 4.)

Continue the growth in the percent of EL students (less than 5 years of EL instruction) attaining English Proficiency (overall Level 4.)

F&P (K-5)

66.8% of EL students will meet standard, representing an increase of 10% and narrowing the achievement gap with EO students.

CAASPP (3-5)

35% of English Learners here 12 months or more will meet or exceed standard on ELA/Literacy assessment, representing an increase of 15% since 2014-15 and narrowing the achievement gap with EO students.

37% of English Learners here 12 months or more will meet or exceed standard on Mathematics assessment, representing an increase of 15% since the previous year and narrowing the achievement gap with EO students.

Data Used to Form this Goal:

DATA used to form this goal:

CELDT 2013-2014, 2014 - 2015, 2015 - 2016

F&P 2015 – 2016, 2016 - 2017

CAASPP 2014-2015, 2015 - 2016

Mayne Community Survey 5/2015

Findings from the Analysis of this Data:

FINDINGS from the Analysis of this data:

CELDT

- 92% made expected annual growth, representing an increase of 14.3% since previous year
- Drop from 31.2 to 25.2 in percent of EL students (less than 5 years of EL instruction) attaining English Proficiency (overall Level 4) since previous year
- Growth from 41.2 to 44.4 in percent of EL students (5 or more years of EL instruction) attaining English Proficiency (overall Level 4) since previous year
- Only 50% of students met the annual growth target representing a drop of 19% from 2014 - 2015 to 2015 -2016. Because the data is not grade level specific, it is unclear what the cause of this drop might be.

F&P

- Growth from 51.7% to 54.0% to 56.8% in number of EL students meeting text level standard over the past 3 years
- Achievement gap exists between EL students meeting standard (56.8%) and all students (66.3%)

CAASPP

- 20% of English Learners here 12 months or more (compared with 47% of all students) met or exceeded standard on ELA/Literacy assessment, indicating a large achievement gap
- 22% of English Learners here 12 months or more (compared with 38% of all students) met or exceeded standard on Mathematics assessment, indicating an achievement gap

Survey

- Parents want instructional support/tutoring that does not pull students out of class, including extra instruction before/after school and additional staff in the classroom.
- Planning/collaboration time and additional materials were most important to staff.

How the School will Evaluate the Progress of this Goal:

- CELDT
- 2017 2018 CAASPP data
- F&P text level data (initial, November, March, and end-of-year data)
- Program monitoring sheets, including dates, attendance, outcomes, student progress, etc.
- Surveys & anecdotal feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Continue K-3 SEAL implementation, including science & social studies theme related instruction which includes integrated and designated ELD instruction, and professional development for newer teachers	July 1, 2017 to June 30, 2018	EL Site Support Teacher (SEAL), Teachers, Principal	Paid collaboration, Curriculum planning time	Targeted Allocation 16-17	3,600
			Professional Development (District Provided)		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 EL Site Support Teacher to provide designated language development instruction to identified K-5 students.	July 1, 2017 to June 30, 2018	EL Site Support Teacher			
3 Before school/after school EL intervention	July 1, 2017 to June 30, 2018	SOAR Teachers	SOAR (District Funded)		0
4 Instructional materials, including Science and Social Studies curriculum materials needed for SEAL unit creation and FOSS implementation. SDAIE materials, Rosetta Stone License	July 1, 2017 to June 30, 2018	EL Site Support Teacher, Teachers, Principal.	Materials	Title I	2,400
5 ELSAT to provide support during CELDT and CAASPP testing, to communicate with parents, and with an emphasis on providing direct instruction to EL students	July 1, 2017 to June 30, 2018	ELSAT	ELSAT	Title I	23,980
6 EL Site Support Teacher to coordinate CELDT, reclassification, Bilingual Program Coordination, SEAL facilitation/coaching, EL intervention, and specific projects	July 1, 2017 to June 30, 2018	EL Site Support Teacher	1.0 EL Site Support Teacher (Centralized Title 1 District Office Funding)		0
7 Professional development sessions on integrated and designated ELD instruction	July 1, 2017 to June 30, 2018	Teachers, Principal	Conference/Workshop Published PD material	Targeted Allocation 16-17 Targeted Allocation 16-17	2,355 210
8 Summer/Saturday/intersession math and ELA academies with integrated ELD	July 1, 2017 to June 30, 2018	El Site Support, Teachers, Principal	(Funded in Goal 1 & 2)		0
9 Use data to inform classroom instruction through a. Grade level PLCs b. Teacher goal setting conferences with Principal c. Grade level target meetings with Principal d. Cross grade level alignment	July 1, 2017 to June 30, 2018	Teachers, Principal	Release Time Collaboration/Planning	Targeted Allocation 16-17 Targeted Allocation 16-17	1,085 2,760

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

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: Goal #1: Maintain clean and safe learning environments Goal #4: Increase student access to and use of technology to promote academic achievement and the acquisition of 21st Century skills Goal #13: Increase parent engagement preschool through Adult Ed for our diverse student populations Goal #14: Provide an environment where students feel safe by reducing the number of students who report being bullied at school Goal #15: Partner with community-based organizations and businesses to collaboratively prepare students for college and career success Goal #16: Provide additional supports and services to accelerate student achievement and school connectedness LCAP Goal: #1: Basic #2: Implementation of State Standards #3: Parent Involvement #4: Pupil Achievement #5: Pupil Engagement #6: School Climate SCUSD Local Priority (Goal #4: Technology) SCUSD Local Priority (Community Partnerships)
SCHOOL GOAL #4:
School Goal #4 All stakeholders, including students, parents, larger community, and staff, will demonstrate improved engagement with the school community. All students and staff will work in an environment that supports physical and emotional health and safety. Support services that students receive will be monitored and tracked.

Data Used to Form this Goal:

DATA used to form this goal:

Records of attendance and feedback at family events and parent/community meetings (including PTA, ELAC, and SSC.)
Walker-McConnell ratings.
Student attendance and tardies data.
Student discipline records – office referrals, suspension rates.
Mayne Community Survey 5/2015

Findings from the Analysis of this Data:

FINDINGS from the Analysis of this data:

- Family events are very well attended and appreciated.
- Parent workshops on “the basics” – math, reading, writing, behavior, and study habits are of highest interest.
- Limited participation of parents in school organizations, such as PTA, ELAC, and SSC.
- Parents want more opportunities to give input that is used in decision making about school programs.
- Communication between school and parents/community needs improvement.
- Parents want enrichment programs outside of the school day for students, with arts and sports focused programs ranked highest after academic support.
- 66% of parents and 75% of staff rank counseling as “high importance.”
- 4/5 parents say their child feels safe and feels a sense of belonging at school.
- Evening time slots are by far the most preferred by parents for programs and meetings.

How the School will Evaluate the Progress of this Goal:

How the school will EVALUATE the progress of this goal:

Records of attendance and feedback at family events and parent/community meetings (including PTA, ELAC, and SSC.)
California Healthy Kids Survey, Walker-McConnell ratings.
Student attendance and tardies data.
Student discipline records – office referrals, suspension rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Family Nights, Performances, and Curriculum Celebrations, including EEC Science Night, STEM Night, Fine Arts Night, Literacy Night, Grade Level Science and Social Studies Curriculum Celebrations.	July 1, 2017 to June 30, 2018	Teachers, Principal	Materials & incentives for students	Title I	200
			Materials for Curriculum Celebrations	Title I	900
			Outside Providers	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			Materials for family nights	Donations	1,000
2 Increase publicity and access to Parent Meetings and school information (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) by providing childcare, translation (flyers, newsletters, phone blasts), interpreters, refreshments, more effective outreach, and meeting times that accommodate parent needs.	July 1, 2017 to June 30, 2018	Teachers, Principal, Office Staff	Childcare	Targeted Allocation	700
			Translation/Interpreters	Targeted Allocation	1,100
			Refreshments	Targeted Allocation	500
			Refreshments	Targeted Allocation	500
			Webmaster for school website	Title I	1,200
3 Wellness Coordinator services, including coordination of counseling, referrals to outside resources, work with families, address chronic truancy with families	July 1, 2017 to June 30, 2018	Teachers, Wellness Coordinator, Principal.	Wellness Coordinator (2 days/week)	Title I	10,900
			Subs for all day Counseling SSTs (2 days)	Targeted Allocation	444
4 Counseling services	July 1, 2017 to June 30, 2018	Teachers, Wellness Coordinator, Counselors, Principal	Counseling intern(s)	Title I	8,175
5 PIP Services	July 1, 2017 to June 30, 2018	Teachers, Wellness Coordinator, PIP, Principal.	PIP Provider	Title I	5,450
6 Parent Education and Community Involvement programs, examples: PIQE, Project Cornerstone, ESL instruction for parents, Regular Parent Education meetings	July 1, 2017 to June 30, 2018	Teachers, Program Contact Person, Principal,	Program cost and supplies	Title I	14,000
7 Play Program during recesses facilitated by coach	July 1, 2017 to June 30, 2018	Administrative Staff of all intervention/auxiliary programs Instructional Staff, Principal.	Program Fee		0
			Play Coach	Targeted Allocation	15,200
			Training	Targeted Allocation	2,500
			Equipment and Supplies		0
8 Extracurricular Enrichment Programs, including art, music, computer, math, science , and other special interest clubs as funding permits with additional grants/resources.	July 1, 2017 to June 30, 2018	Teachers, Program Contact Person, Principal	Program Cost	Title I	24,000
			Personnel (required supervision)		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			Materials		0
9 Develop, implement and reinforce common language and unifying message about conflict resolution, behavior expectations, social skills, and school culture, including content from PBIS, Olweus, Healthy Play, Project Cornerstone and Playworks.	July 1, 2017 to June 30, 2018	Wellness Coordinator, Teachers, Program Contact Person, Yard Duty, Principal	Collaboration		0
			Professional Development/Training for Staff and Yard Duty		0
			Materials (posters, incentives, etc)	Targeted Allocation	200
			Program costs		10,000
10 Safety and Emergency Preparedness	July 1, 2017 to June 30, 2018	Teachers, Yard Duty, Office Staff, Custodians, Principal	CPR/First Aid/Emergency Response Training for Staff and Yard Duty	Targeted Allocation	500
			O/T if outside contract hours	Targeted Allocation	500
			Materials (communication equipment, replenish consumables, ID's/tags)	Targeted Allocation	890
			Professional Development		0
11 Implement tracking and monitoring system for all interventions (academic and behavior,) including SST documentation folders, placement cards, program monitoring sheets, AERIES, & SWIS.	July 1, 2017 to June 30, 2018	Teachers, Principal	Materials		0
12 Curriculum related field trips and programs, including Digging Deeper Collaborative K-5 and 5th grade Science Camp.	July 1, 2017 to June 30, 2018	Teachers, Principal	Science Camp	Targeted Allocation	5,500
			Science Programs	Donations	16,500
13 Maintain and update technology used in classrooms and computer labs, examples: teacher laptops, classroom computers/notebooks/tablets, document cameras, projectors, and audio equipment.	July 1, 2017 to June 30, 2018	Teachers, Principal	Technology	Targeted Allocation	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
14 SST and IEP Release Time	July 1, 2017 to June 30, 2018	Teachers, Principal	Substitutes	Targeted Allocation	1,000

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:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
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

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:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
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

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:
LEA/LCAP GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
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

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 15-16	130,661	130,661.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	17,500.00
Targeted Allocation	39,594.00
Targeted Allocation 16-17	23,770.00
Title I	401,978.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: Reading/Language Arts	305,430.00
Goal 2: Mathematics	24,663.00
Goal 3: English Language Development	36,390.00
Goal 4: School Climate	116,359.00

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
Socorro Olmos	X				
Mona Mitchell			X		
Teresa Hernandez		X			
Stacie Dyrdaahl		X			
Kiki Korakis		X			
Elia. Roche				X	
Liliana Villalvazo				X	
Ana Rodriguez				X	
Rachel Notario				X	
Beverly Hamel				X	
Peng Peng Saw				X	
Numbers of members of each category:	1	3	1	6	

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 3/21/2017.
6. This SPSA was revised on May 2018.

Attested:

<u>Socorro Olmos</u> Typed Name of School Principal	 Signature of School Principal	<u>4/10/18</u> Date
<u>Elia M. Rotch</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>4/10/18</u> Date

Budget By Expenditures

George Mayne Elementary School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
.5 FTE K - 2 LIT (District)		\$0.00	Reading/Language Arts	Provide K-2 and 3-5 Literacy Intervention through targeted small group instruction
SOAR (District Funded)		\$0.00	Reading/Language Arts	Provide K-5 Before/Afterschool Literacy assessment and intervention to increase instructional time beyond the school day
Child nutrition		\$0.00	Reading/Language Arts	Provide Summer, Saturday, and/or Intercession Academies, including staffing, child nutrition, materials, supplies, field trips, and transportation.
Literacy-related assemblies		\$0.00	Reading/Language Arts	Increase student engagement in literacy related activities through RAZ access, parent workshops on supporting students with reading and writing, and literacy related assemblies
Certificated and classified staff		\$0.00	Mathematics	Summer, Saturday, and/or Intercession Academies (See Goal 1)
.5 FTE		\$0.00	English Language Development	EL Site Support Teacher to provide designated language development instruction to identified K-5 students.
SOAR (District Funded)		\$0.00	English Language Development	Before school/after school EL intervention
1.0 EL Site Support Teacher (Centralized Title 1 District Office Funding)		\$0.00	English Language Development	EL Site Support Teacher to coordinate CELDT, reclassification, Bilingual Program Coordination, SEAL facilitation/coaching, EL intervention, and specific projects
(Funded in Goal 1 & 2)		\$0.00	English Language Development	Summer/Saturday/intersession math and ELA academies with integrated ELD
Materials		\$0.00	School Climate	Implement tracking and monitoring system for all interventions (academic and behavior,) including SST documentation folders, placement cards, program monitoring sheets, AERIES, & SWIS.

George Mayne Elementary School

Total Expenditures: \$0.00

Allocation Balance: \$0.00

Funding Source: Donations

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Science Programs		\$16,500.00	School Climate	Curriculum related field trips and programs, including Digging Deeper Collaborative K-5 and 5th grade Science Camp.
Materials for family nights		\$1,000.00	School Climate	Family Nights, Performances, and Curriculum Celebrations, including EEC Science Night, STEM Night, Fine Arts Night, Literacy Night, Grade Level Science and Social Studies Curriculum Celebrations.

Donations Total Expenditures: \$17,500.00

Donations Allocation Balance: \$0.00

Funding Source: Targeted Allocation

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Childcare		\$700.00	School Climate	Increase publicity and access to Parent Meetings and school information (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) by providing childcare, translation (flyers, newsletters, phone blasts), interpreters, refreshments, more effective outreach, and meeting times that accommodate parent needs.
Translation/Interpreters		\$1,100.00	School Climate	Increase publicity and access to Parent Meetings and school information (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) by providing childcare, translation (flyers, newsletters, phone blasts), interpreters, refreshments, more effective outreach, and meeting times that accommodate parent needs.

George Mayne Elementary School

Refreshments	\$500.00	School Climate	Increase publicity and access to Parent Meetings and school information (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) by providing childcare, translation (flyers, newsletters, phone blasts), interpreters, refreshments, more effective outreach, and meeting times that accommodate parent needs.
Refreshments	\$500.00	School Climate	Increase publicity and access to Parent Meetings and school information (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) by providing childcare, translation (flyers, newsletters, phone blasts), interpreters, refreshments, more effective outreach, and meeting times that accommodate parent needs.
Subs for all day Counseling SSTs (2 days)	\$444.00	School Climate	Wellness Coordinator services, including coordination of counseling, referrals to outside resources, work with families, address chronic truancy with families
Materials (posters, incentives, etc)	\$200.00	School Climate	Develop, implement and reinforce common language and unifying message about conflict resolution, behavior expectations, social skills, and school culture, including content from PBIS, Olweus, Healthy Play, Project Cornerstone and Playworks.
CPR/First Aid/Emergency Response Training for Staff and Yard Duty	\$500.00	School Climate	Safety and Emergency Preparedness
O/T if outside contract hours	\$500.00	School Climate	Safety and Emergency Preparedness
Materials (communication equipment, replenish consumables, ID's/tags)	\$890.00	School Climate	Safety and Emergency Preparedness
Technology	\$2,500.00	School Climate	Maintain and update technology used in classrooms and computer labs, examples: teacher laptops, classroom computers/notebooks/tablets, document cameras, projectors, and audio equipment.
Substitutes	\$1,000.00	School Climate	SST and IEP Release Time
Science Camp	\$5,500.00	School Climate	Curriculum related field trips and programs, including Digging Deeper Collaborative K-5 and 5th grade Science Camp.
Play Coach	\$15,200.00	School Climate	Play Program during recesses facilitated by coach

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Training	\$2,500.00	School Climate	Play Program during recesses facilitated by coach
Published PD material	\$300.00	Reading/Language Arts	Offer Professional Development and training including California Reading Association Conference, CAFE, PLC, workshops, observations, and published material
Collaboration/planning	\$2,760.00	Reading/Language Arts	Use data to inform classroom instruction through a. Grade level PLCs b. Teacher goal setting conferences with Principal c. Grade level target meetings with Principal d. Cross grade level alignment
	\$4,500.00	Reading/Language Arts	Purchase materials needed for literacy instruction, including classroom magazines, leveled books, trade books, and intervention kits
Targeted Allocation Total Expenditures:		\$39,594.00	
Targeted Allocation Allocation Balance:		\$0.00	

Funding Source: Targeted Allocation 16-17

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
RAZ licenses		\$1,500.00	Reading/Language Arts	Increase student engagement in literacy related activities through RAZ access, parent workshops on supporting students with reading and writing, and literacy related assemblies
Conference/Workshop		\$2,355.00	English Language Development	Professional development sessions on integrated and designated ELD instruction
Published PD material		\$210.00	English Language Development	Professional development sessions on integrated and designated ELD instruction
Paid collaboration, Curriculum planning time		\$3,600.00	English Language Development	Continue K-3 SEAL implementation, including science & social studies theme related instruction which includes integrated and designated ELD instruction, and professional development for newer teachers
Intervention Providers		\$8,750.00	Mathematics	Before and after school math intervention to extend instruction beyond the school day.

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collaboration/planning	\$2,760.00	Mathematics	Ongoing use of data to inform instruction through a. Grade level PLCs b. Teacher goal setting with Principal c. Grade level target meetings with Principal d. Cross grade level alignment
Instructional materials	\$750.00	Mathematics	Materials needed for math instruction
Release Time	\$1,085.00	English Language Development	Use data to inform classroom instruction through a. Grade level PLCs b. Teacher goal setting conferences with Principal c. Grade level target meetings with Principal d. Cross grade level alignment
Collaboration/Planning	\$2,760.00	English Language Development	Use data to inform classroom instruction through a. Grade level PLCs b. Teacher goal setting conferences with Principal c. Grade level target meetings with Principal d. Cross grade level alignment

Targeted Allocation 16-17 Total Expenditures: \$23,770.00

Targeted Allocation 16-17 Allocation Balance: \$0.00

Funding Source: Title I

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials & incentives for students		\$200.00	School Climate	Family Nights, Performances, and Curriculum Celebrations, including EEC Science Night, STEM Night, Fine Arts Night, Literacy Night, Grade Level Science and Social Studies Curriculum Celebrations.
Materials for Curriculum Celebrations		\$900.00	School Climate	Family Nights, Performances, and Curriculum Celebrations, including EEC Science Night, STEM Night, Fine Arts Night, Literacy Night, Grade Level Science and Social Studies Curriculum Celebrations.
Outside Providers		\$2,000.00	School Climate	Family Nights, Performances, and Curriculum Celebrations, including EEC Science Night, STEM Night, Fine Arts Night, Literacy Night, Grade Level Science and Social Studies Curriculum Celebrations.

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Webmaster for school website	\$1,200.00	School Climate	Increase publicity and access to Parent Meetings and school information (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) by providing childcare, translation (flyers, newsletters, phone blasts), interpreters, refreshments, more effective outreach, and meeting times that accommodate parent needs.
Wellness Coordinator (2 days/week)	\$10,900.00	School Climate	Wellness Coordinator services, including coordination of counseling, referrals to outside resources, work with families, address chronic truancy with families
Counseling intern(s)	\$8,175.00	School Climate	Counseling services
PIP Provider	\$5,450.00	School Climate	PIP Services
Program cost and supplies	\$14,000.00	School Climate	Parent Education and Community Involvement programs, examples: PIQE, Project Cornerstone, ESL instruction for parents, Regular Parent Education meetings
Program Cost	\$24,000.00	School Climate	Extracurricular Enrichment Programs, including art, music, computer, math, science , and other special interest clubs as funding permits with additional grants/resources.
Release time	\$1,085.00	Mathematics	Ongoing use of data to inform instruction through a. Grade level PLCs b. Teacher goal setting with Principal c. Grade level target meetings with Principal d. Cross grade level alignment
On-line math resources	\$7,000.00	Mathematics	Increase student engagement in math related activities through ALEKS, K - 3 on-line activities, and parent workshops on supporting students with math and math related assemblies
Parent Workshop	\$575.00	Mathematics	Increase student engagement in math related activities through ALEKS, K - 3 on-line activities, and parent workshops on supporting students with math and math related assemblies
Conference/Workshop	\$3,533.00	Mathematics	Offer Professional Development including conference attendance, workshops, observations, and other published materials
Published PD Materials	\$210.00	Mathematics	Offer Professional Development including conference attendance, workshops, observations, and other published materials
1 FTE K - 5 LIT	\$108,005.00	Reading/Language Arts	Provide K-2 and 3-5 Literacy Intervention through targeted small group instruction

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Materials	\$2,400.00	English Language Development	Instructional materials, including Science and Social Studies curriculum materials needed for SEAL unit creation and FOSS implementation. SDAIE materials, Rosetta Stone License
ELSAT	\$23,980.00	English Language Development	ELSAT to provide support during CELDT and CAASPP testing, to communicate with parents, and with an emphasis on providing direct instruction to EL students
Parent Workshops	\$575.00	Reading/Language Arts	Increase student engagement in literacy related activities through RAZ access, parent workshops on supporting students with reading and writing, and literacy related assemblies
Substitute teachers	\$930.00	Reading/Language Arts	Support administration of 1:1 assessments by providing additional personnel in the classroom.
Library books and materials	\$10,000.00	Reading/Language Arts	Maintain and update the school library
Professional Development	\$4,000.00	Reading/Language Arts	Offer Professional Development and training including California Reading Association Conference, CAFE, PLC, workshops, observations, and published material
Conference/workshop	\$20,000.00	Reading/Language Arts	Offer Professional Development and training including California Reading Association Conference, CAFE, PLC, workshops, observations, and published material
Certificated and classified staff	\$43,000.00	Reading/Language Arts	Provide Summer, Saturday, and/or Intercession Academies, including staffing, child nutrition, materials, supplies, field trips, and transportation.
Instructional Materials	\$100,000.00	Reading/Language Arts	Purchase materials needed for literacy instruction, including classroom magazines, leveled books, trade books, and intervention kits
Intervention Providers	\$8,775.00	Reading/Language Arts	Provide K-5 Before/Afterschool Literacy assessment and intervention to increase instructional time beyond the school day
Release Time	\$1,085.00	Reading/Language Arts	Use data to inform classroom instruction through a. Grade level PLCs b. Teacher goal setting conferences with Principal c. Grade level target meetings with Principal d. Cross grade level alignment

Title I Total Expenditures: \$401,978.00

Title I Allocation Balance: \$0.00

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George Mayne Elementary School Total Expenditures: \$482,842.00