

The Single Plan for Student Achievement



School: Santa Clara Unified School District
CDS Code: 43-69674-6049019
District: Santa Clara Unified School District
Principal: Priscilla Reza
Revision Date: 6/5/18 and 6/12/18

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 6/14/2016.

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School Vision and Mission

Santa Clara Unified School District's Vision and Mission Statements

Mission

Our mission is to ensure the success and safety of every scholar. We will accomplish this goal by ensuring that scholars cultivate the knowledge, skills, and strength of character needed to succeed in college, career and life.

Vision

Scholars, families and staff at Scott Lane work together as a community to create a culture in which all members enthusiastically and continuously strive for academic and social excellence. In this joyful and rigorous environment, scholars develop a deep understanding of subject matter, establish pride in themselves, their culture and the languages they speak, and acquire global citizenship skills that prepare them for success in further schooling, career and life.

School Profile

Scott Lane Elementary School opened its doors on September 13, 1953. The school was built to provide educational services to families who moved to the Santa Clara Valley soon after World War II. Scott Lane has historically supported students who come from families that recently arrived in the United States, who are English Learners, and who are in the process of developing a secure financial future. Because of this, the school has a long history of hiring teachers, staff, and leaders who demonstrate a commitment to ensuring that students and families receive the support they need to thrive. In the past, the school has often struggled to produce the academic results the school community worked so hard to attain.

During the 2013-2014 school year, Scott Lane staff collaborated to create a plan in response to a No Child Left Behind (NCLB) Program Improvement Year 4 mandate. The faculty and staff at Scott Lane changed this mandate into an opportunity to plan and implement significant changes that would result in the amazing results that they had hoped to achieve in the past. The outcome was a document titled 'Alternative Governance' and consisted of a proposal to implement Professional Learning Communities (PLC), the Sobrato Early Academic Language (SEAL) model, and weekly Embedded Collaboration (EC) time for grade level teams. The document and proposal was approved by the District Board in June of 2014.

In the 2017-18 school year, Scott Lane committed to the PBIS program which goes hand in hand with the PLC model with its needed embedded collaboration and which supports ELD growth through SEAL. The SEAL training has been expanded to all teachers on our campus from pre-school all the way through 5th grade and we have now become the 4th cohort in the district to adopt CEC (Consortium for Educational Change) to begin implementation in the 2018-19 school year.

Scott Lane administrators and staff continue to fine tune research based approaches to meeting the needs of our unique community, focusing on implementing PBIS, PLC, SEAL and CEC tenants. We strive to implement the essential components necessary to providing a world-class education.

By uniting under a shared mission and vision, the Scott Lane community will improve, develop and adapt to the ever-changing demands of our world while remaining true to our core values and mindset.

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).

Surveys utilized were Healthy Kids Survey (analysis of students' outlook and experiences), Teacher feedback (via Union representative, team meetings or individuals), SSC feedback (as representatives of constituents), PTA and/or ELAC feedback via morning and evening meetings.

Our goals for the 2018-19 Academic year took into account the feedback from these surveys. In essence, fine-tune academic processes, continue working on creating a positive and safe environment for all learners, continue to facilitate communication among all stakeholders and address needs of our unique population.

Classroom Observations

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

Classroom observations were conducted on a weekly basis. The goal was to assure the PLC and SEAL collaboration agreements were being implemented with fidelity.

Findings:

Collaboration on unit pacing and curriculum continue to be fine tuned.

Systems that readily disaggregate data were in place, fine tune to create "universal practices" that assist in making the data study work on a timely basis

Need for more specific ELD/ELA training

Better defined newcomer program and better defined during school intervention

Analysis of Current Instructional Program

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

100% of our teachers are highly qualified.

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

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

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

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

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, coaches, 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 Learning 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

Goal #1 barriers: SEAL training is ongoing -- new teachers to site that do not have the training; acquisition of ELD/ELA training for all certificated staff, high mobility rate of students; cost of upgrading classroom and school library books, challenges faced by students and their families faced with socio-economic risks; adequate materials for effective RTI (Response to Intervention)

Goal #2 barriers: 3rd year of ORIGO implementation -- teachers still building knowledge of program; time needed to fine tune teacher differentiation skill set and knowledge of available embedded Origo materials for special populations; high mobility rate of students; challenges faced by students and their families faced with socio-economic risks; adequate materials for effective RTI (Response to Intervention)

Goal #3 barriers: SEAL training is ongoing; further acquisition of ELD/ELA training for all certificated staff; high mobility rate of students; challenges faced by students and their families faced with socio-economic risks; staff needed to provide remediation and enrichment opportunities; adequate materials for effective RTI (Response to Intervention)

Goal #4 barriers: shortage of staff hours needed to adequately address at-risk students and their families' needs; large population of families living at poverty line; high mobility rate; need for trained behavioral paraprofessional to help students on behavioral plans

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	80	57		76	53		76	53		95	93	
Grade 4	83	76		81	75		81	75		97.6	98.7	
Grade 5	72	81		70	79		69	79		97.2	97.5	
All Grades	235	214		227	207		226	207		96.6	96.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2373.4	2382.1		8	3.77		13	18.87		32	30.19		47	47.17	
Grade 4	2409.8	2425.7		5	10.67		12	21.33		35	16.00		48	52.00	
Grade 5	2461.1	2445.7		6	7.59		28	18.99		14	31.65		52	41.77	
All Grades	N/A	N/A	N/A	6	7.73		17	19.81		27	25.60		49	46.86	

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	8	5.66		38	39.62		54	54.72	
Grade 4	4	9.33		38	58.67		58	32.00	
Grade 5	13	11.39		35	43.04		52	45.57	
All Grades	8	9.18		37	47.83		55	43.00	

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	8	7.55		41	49.06		51	43.40	
Grade 4	5	16.00		53	45.33		42	38.67	
Grade 5	13	15.19		45	49.37		42	35.44	
All Grades	8	13.53		47	47.83		45	38.65	

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	7	3.77		61	66.04		33	30.19	
Grade 4	7	16.00		62	41.33		31	42.67	
Grade 5	9	3.80		57	65.82		35	30.38	
All Grades	8	8.21		60	57.00		33	34.78	

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	14	18.87		46	50.94		39	30.19	
Grade 4	5	10.67		47	49.33		48	40.00	
Grade 5	20	15.19		57	36.71		23	48.10	
All Grades	13	14.49		50	44.93		38	40.58	

Conclusions based on this data:

1. Listening and Research/Inquiry skills were relatively stronger in this cohort.
2. The question arises, how do we use this relative strength to hone Reading and Writing areas?
3. An emphasis on writing will help us build all other areas.

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	80	57		76	57		76	57		95	100	
Grade 4	83	76		82	76		82	76		98.8	100	
Grade 5	72	81		70	81		70	81		97.2	100	
All Grades	235	214		228	214		228	214		97	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	2406.4	2425.1		7	10.53		32	29.82		29	36.84		33	22.81	
Grade 4	2431.9	2446.3		5	7.89		13	23.68		41	34.21		40	34.21	
Grade 5	2456.5	2444.5		3	4.94		14	12.35		37	20.99		46	61.73	
All Grades	N/A	N/A	N/A	5	7.48		20	21.03		36	29.91		39	41.59	

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	17	26.32		42	45.61		41	28.07	
Grade 4	7	13.16		35	34.21		57	52.63	
Grade 5	6	7.41		34	22.22		60	70.37	
All Grades	10	14.49		37	32.71		53	52.80	

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	17	10.53		45	61.40		38	28.07	
Grade 4	9	10.53		45	47.37		46	42.11	
Grade 5	6	7.41		34	41.98		60	50.62	
All Grades	11	9.35		42	49.07		48	41.59	

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	16	15.79		62	56.14		22	28.07	
Grade 4	7	10.53		41	46.05		51	43.42	
Grade 5	6	7.50		51	37.50		43	55.00	
All Grades	10	10.80		51	45.54		39	43.66	

Conclusions based on this data:

1. Communicating reasoning was a relative strength.
2. The question arises, how do we utilize this relative strength to build on the other two areas?
3. Origo and its built in remediation tools must be utilized to capacity.

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				25	9		25	55		50	27			9	
1	7	6		16	19		33	46		22	15		22	15	
2	2	3		18	6		33	33		20	42		27	17	
3	2			20	15		37	48		22	25		18	13	
4	6	5		31	29		37	37		19	13		7	16	
5	10	7		29	40		44	36		10	7		6	11	
Total	5	4		23	21		37	41		20	20		15	14	

Conclusions based on this data:

1. The largest percentage rests in the Intermediate level.
2. Early Advanced and Intermediate include 62% of the students tested, while Intermediate and Early Intermediate combined include 64% of the students tested.
3. The intermediate students must be our target this upcoming year.

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				5	6		28	25		35	28		33	42	
1	6	5		15	19		32	43		23	16		23	17	
2	2	2		16	5		30	32		20	39		32	22	
3	2			20	14		38	45		22	24		18	18	
4	5	5		32	28		35	35		18	15		11	18	
5	10	9		29	38		44	34		10	6		6	13	
Total	4	3		18	18		34	35		23	21		21	23	

Conclusions based on this data:

1. Intermediate and Early Intermediate designation encapsulated the largest percentage of tested students.
2. Our focus for 2016-17 must be at the Early Intermediate and Intermediate level.

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	*
Asian	54	9	16.7
Filipino	16	0	0.0
Hispanic or Latino	334	29	8.7
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	1	1	*
White	36	7	19.4
Male	218	23	10.6
Female	240	24	10.0
English Learners	319	29	9.1
Students with Disabilities	56	6	10.7
Socioeconomically Disadvantaged	376	38	10.1
Migrant	19	0	0.0
Homeless	13	3	23.1
Kindergarten	95	22	23.2
Grades 1-3	201	16	8.0
Grades 4-6	162	9	5.6
Grades K-8	458	47	10.3
Total	458	47	10.3

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, Literacy					
LEA/LCAP GOAL:					
LEA Goal: 1A, 1C, 1D, 2A, 2B, 2E, 2F LCAP Goal: 2, 5					
SCHOOL GOAL #1:					
School Goal : Reading and Writing Achievement Scott Lane will show an increase in the percentage of students who meet or exceed SCUSD Reading and Writing standards as measured by an increase in Fountas & Pinnell (F&P) Performance Based Assessment (PBA), Writing Performance Based Assessment (PBA) and other standardized measures appropriate for the grade level and specific target groups.					
Data Used to Form this Goal:					
CAASPP and District PBA data.					
Findings from the Analysis of this Data:					
Overall and subgroup data indicate that Scott Lane did not meet district nor state targets.					
How the School will Evaluate the Progress of this Goal:					
PLC assessment analysis process during embedded collaboration meetings and PD meetings during the school year; periodic reporting through SSC.					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1. Teachers will implement District curriculum and follow Common Core Standards and K-5 Instructional Guide 2. Teachers will implement whole group and	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist	Materials to support Literacy (including SEAL materials)	Targeted Allocation	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>small group instruction and one-on-one conferring in the area of Reading and Writing</p> <p>3. Certificated staff will participate in professional development opportunities in the areas of Reading and Writing</p> <p>4. Teachers will implement daily guided reading in K-2 and 3-5 for students who are reading below grade level</p> <p>5. Purchase materials to support SCUSD ELA, SLA and Writing programs (Reading/Writing Workshop, SEAL units, etc.)</p> <p>6. Teachers and principal will participate in data meetings to analyze student reading and writing assessment data to inform instruction and determine interventions</p> <p>7. Teachers will integrate instruction across the curricular areas including Social Studies, Science, PE, Music, Art and Technology</p>		<p>ELSAT</p> <p>ELD TOSA</p> <p>SEAL coaches</p> <p>Resource Teacher</p> <p>Para-educators</p>	ELSAT (funded through district funds)		
<p>2 1. Hire additional staff to support teachers; to include ELD TOSA, expand LIT specialist to include 3rd thru 5th grade (becoming K-5th) and paraprofessionals and/or fixed term teacher assistants (STLAs)</p> <p>2. Teachers, Specialists, TOSAs and paraprofessionals and/or teacher assistants will collaborate in K-5 learning teams to study Common Core Standards, curriculum maps and pacing guides and to refine and improve instructional strategies in Reading and Writing</p> <p>3. Teachers will implement District adopted curriculum</p> <p>4. Teachers will implement whole group and small group instruction and one-on-one conferring in all curricular areas to address the needs of students</p> <p>5. Teachers, LIT, ELD TOSA and Paras will use leveled non-fiction and fiction books in Spanish and English for small group reading instruction</p> <p>6. District will provide professional development</p>	July 1, 2018 to June 30, 2019	<p>Classroom teachers</p> <p>Principal</p> <p>Vice-Principal</p> <p>LIT Specialist</p> <p>ELSAT</p> <p>ELD TOSA</p> <p>SEAL coaches</p> <p>Resource Teacher</p> <p>Para-educators</p>	<p>LIT Specialist for Grades K-5 (50% - funded by district), ELD TOSA K-5</p> <p>Para-educators and/or teacher assistants (STLAs)</p> <p>Books to increase Spanish and English collections (supplemental)</p>	<p>Title I</p> <p>Targeted Allocation</p> <p>Targeted Allocation</p>	<p>194,000</p> <p>80,000</p> <p>1,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>opportunities on adopted curriculum, assessment and Common Core standards</p> <p>7. Pre K-5 Teachers will implement strategies learned in SEAL model training to support all students, especially ELs and Migrant students, in literacy development</p> <p>8. Purchase books to increase Spanish and English collection in classrooms and in the site book room</p>					
<p>3 1. Various extended day programs (including SOAR and certificated teacher-led small group intervention) will be provided to at-risk students (especially EL, SPED, Hispanic and Migrant) in order to increase K-5 student achievement in Reading and Writing</p> <p>2. Students will complete evening homework that supports teaching and learning that occurred during the school day</p> <p>3. K-5 students have the opportunity for at-home access to on-line academic programs (RAZ, F2B)</p> <p>4. Purchase of materials to support interventions (including extended day)</p>	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators	<p>Teacher Salaries for Small Group Extended Day Intervention (funded through District SOAR monies)</p> <p>Materials for intervention (to include extended day needs)</p> <p>Materials for intervention (to include extended day needs, some costs through site general funds)</p>	Targeted Allocation	2,500
<p>4 1. Materials and supplies will be purchased to increase student motivation, engagement and achievement</p> <p>2. School and District Science Fair opportunities will be provided for all students</p> <p>3. 2nd-5th grade students will participate in Language Intervention program once or more times a week during the school day</p> <p>4. Students will participate in educational technology programs such as Learning A-Z (K-5) and Footsteps to Brilliance (K) during school hours and have the opportunity to access the programs at home</p> <p>5. Purchase of technology devices to support on-</p>	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELD TOSA Resource Teacher Para-educators	<p>Materials and supplies to increase student motivation, etc (funded through donations)</p> <p>1:1 implementation of technology devices per district plan (funded through district monies)</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
line individualized learning (funded through District Technology Plan)					
5 1. K-5 teachers will collaborate to review and analyze grade level standards, create common assessments, analyze student work and assessment data to inform instruction and to work on curriculum integration (PLC work) 2. K-5 bilingual program teachers will collaborate with K-5 English Only program teachers to align Spanish literacy components with English literacy components 3. K-5 teachers, site administrator, LIT and TOSAs meet a minimum of 3 times per year to analyze student assessment data and plan instruction and interventions 4. Professional Development opportunities will be provided in the areas of Common Core state standards, differentiated instruction, Reading and Writing workshop, SDAIE strategies, Sobrato Early Academic Literacy (SEAL) model, high-leverage strategies to use with English Learners, guided reading, Special Education, SCUSD model, adopted curriculum and LLI 5. Teachers will receive support from LIT, ELD TOSA, SEAL coaches, and Educational Consultants in the areas of Reading and Writing 6. When possible, professional book groups will be offered to all staff to increase knowledge in Reading and Writing workshop and effective teaching strategies 7. ELD/ELA, Learning A-Z and Footsteps to Brilliance training and collaboration opportunities will be provided to certificated and classified staff 8. Interactive Board and other technology training will be provided to certificated and classified staff (in order to support curricular area instruction, provided through district Tech TOSAs and/or district PD) 9. Purchase materials to support and implement	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators	Additional hours for Bilingual Teacher and/or Certificated Staff Collaboration to include bilingual team meetings Training and/or conference costs Materials costs for professional development to include books and/or reference materials	Targeted Allocation Targeted Allocation Targeted Allocation	3,000 3,000 1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Professional Development in the area of Reading and Writing to include books and/or reference material					
6 1. Parent and teacher goal-setting conferences will be held in September, followed by trimester report card conferences as needed 2. Parent Education workshops and seminars (such as English language classes, PIQE parent classes, CCSS workshops and SEAL parent training) that focus on student Reading and Writing achievement will be provided to parents several times during the school year 3. Parents and staff members will serve as representatives on PTA, SSC and ELAC 4. Parents will support Reading and Writing homework 5. Parents and community members will be invited to present as guest speakers regarding careers, cultures, and other areas 6. Parents of at-risk students will be invited to participate in Student Study Team (SST) meetings 7. Teachers will provide parents education on Reading and Writing Common Core standards and curriculum during Back to School Night and parent conferences 8. Teacher, Principal and other staff will contact families by school website, texts, email, phone, phone blasts, fliers, newsletters and notes home to increase attendance of conferences, meetings and events 9. All staff will participate in one or more forms of home/school communication 10. Translation services for conferences, documents, school business, etc. will be provided for parents who require translation assistance	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators Translators	Family Night and Parent Training Materials Translation Services for Parent Engagement, Workshops and/or SST meetings 60% ELSAT for Parent Engagement (funded through district) PIQE contract Parent English Classes Childcare services provided during Parent Workshops, classes and/or specific events	Title I Part A: Parent Involvement Title I Part A: Parent Involvement Targeted Carryover Targeted Allocation Targeted Allocation	1,000 500 5,500 7,000 2,000
7 1. Scott Lane will include State Preschool staff and students in school events 2. K-4 teachers will maintain evidence folders and	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
send them each year to the next grade level 3. Parent Workshops will be provided for K-5 families		Office Staff ELSAT YMCA staff Pre-School staff			
8 1. School Site Council and grade level learning teams will meet throughout the school year to monitor the Reading/Writing portion of the School Plan and address issues connected to Reading/Writing achievement 2. Staff will analyze CAASPP, F&P PBAs, Writing PBAs, ELPAC data, common assessment data, teacher evaluation data, staff, student and family feedback to refine and improve instruction 3. Principal, Vice-Principal and certificated staff will collaborate with SCUSD director of Assessment to analyze Reading assessment data 4. Teachers will participate in cross grade level discussions and collaboration focusing on Common Core standards and student data 5. K-5 teachers will collaborate with parents to create goals for students on AAP Goal Setting Agreement forms 6. Teachers and parents will monitor goals on AAP Goal Setting Agreement forms throughout the school year 7. Staff and parents will participate in initial and follow-up SST meetings to monitor at-risk students 8. Principal and staff will receive support, guidance and technical assistance from District administration and educational consultants	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA SEAL coaches Resource Teacher Translators District Administration Psychologist Speech Teacher Parents/Families	Additional hours for after hour meetings and/or collaboration as needed (paid via site general funds)		5,000

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: 1B, 1C, 1D, 2E, 2F
LCAP Goal: 2, 5
SCHOOL GOAL #2:
School Goal : Mathematics Achievement Scott Lane will show an increase in the percentage of students who meet or exceed SCUSD Mathematics standards as measured by an increase in Origo Based Quarterly Assessments and grade level standardized measures appropriate for the specific target groups. (Goal and Actions are aligned with the following LCAP goals: 2, 5)
Data Used to Form this Goal:
CAASPP and District PBA data.
Findings from the Analysis of this Data:
Overall and subgroup data indicate that Scott Lane did not meet district nor state targets.
How the School will Evaluate the Progress of this Goal:
PLC assessment analysis process during embedded collaboration time, PD meetings and yearly PBA scoring analysis meetings; periodic reporting through SSC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 1. K-5 teachers will collaborate to develop and refine year-long Math plans based on Common Core Standards, curriculum maps and pacing guides and to refine and improve instructional strategies in the area of Math 2. K-5 grade level learning teams will collaborate to create common assessments based on Year-	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal ELSAT ELD TOSA SEAL coaches Resource Teacher	Compensation for collaboration time past regular work hours, as needed (paid via site general funds)		2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Long Plan and essential understandings for grade level and units</p> <p>3. Teachers will implement whole group and small group instruction and one-on-one conferring within Math workshop</p> <p>4. K-5 teachers will participate in data meetings to analyze student Math assessment data, inform instruction and determine interventions</p> <p>5. Teachers will integrate instruction across the curricular areas including Social Studies, Science, PE, Music, Art and technology</p>		Para-educators			
<p>2 1. Teachers will implement Common Core Standards and District adopted Math Curriculum daily</p> <p>2. Teachers will implement strategies to support differentiated instruction in Math</p> <p>3. Certificated and Classified staff will implement whole group and small group instruction and one-on-one conferring in the area of Math</p> <p>4. Teachers will implement strategies learned in SEAL training to support all students, especially ELs, in developing and mastering math concept understanding</p> <p>5. When necessary, purchase materials to increase student fluency, accuracy, and understanding of Math concepts and operations</p> <p>6. 3rd-5th grade students will participate in coding/programming lessons</p>	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators	Materials to support intervention	Targeted Carryover	2,000
<p>3 1. Certificated and Classified staff will provide whole group, small group and one-on-one support K-5 target students (especially EL, Hispanic, SED and Migrant) during extended day intervention programs to increase student achievement in Math</p> <p>2. Students will complete evening homework that supports Math curriculum taught during the school day</p> <p>3. K- 5th students have the opportunity to access</p>	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators	Extended day intervention through SOAR (district funded) DreamBox licenses ((2018-19 site license funded through district)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
on-line academic math programs at home such as DreamBox					
4 1. Students will participate in field trips and visiting programs to increase awareness, motivation and achievement in Math 2. Select K-5th grade students will participate in the DreamBox Math Intervention program once or more times a week during the school day	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators			
5 1. K-5 teachers will collaborate during embedded collaboration and staff meetings to review and unpack CCSS, create and refine YLPs, create common assessments, and analyze student work and assessment data to inform instruction 2. 2nd-5th grade teachers will collaborate and plan instruction and intervention based on Common Core Standards, CST Math Data, ALEKS reports and Origo Math results 3. Certificated and classified staff will participate in professional development in the areas of Common Core Standards, PLC with a Math focus, and District adopted Math Curriculum	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators	Compensation for collaboration time past regular work hours, as needed (paid via site general funds) under Goal #2, Action # 1		
6 1. Parent and teacher goal-setting conferences will take place in September, followed by trimester report card conferences as needed 2. Parent Education workshops and seminars will be offered in the area of Math 3. Parents will support evening Math homework 4. Parents and community members will serve as guest speakers regarding careers, cultures, and other areas of Math, Science and Fine Arts 5. Parents will be invited to participate in Student Study Team (SST) meetings for their at-risk students	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators	Translation services budgeted under Goal #1, Task #6		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
6. Parents will be invited to participate in field trips and visiting programs to increase student knowledge and achievement in Math, Science and Fine Arts 7. District representatives and Pre-K to 5th teachers will provide parents information on Math Common Core standards and curriculum 8. Translation services for conferences, documents, school business, etc. will be provided for parents who require translation assistance					
7 1. A Family Math night will take place to increase family involvement and interest and achievement in Math 3. Scott Lane will include State Preschool staff and students in school events 4. K-5 teachers will maintain evidence folders and send them each year to the next grade level	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators			
8 1. School Site Council and grade level learning teams meet throughout the school year to monitor the math portion of the School Plan and address issues connected to math achievement 2. Staff will participate in analysis of District/Origo benchmark assessments, grade level common assessments, teacher evaluation data, staff, student and family feedback to refine and improve instruction and implement interventions in response to assessment results 3. Principal and staff will collaborate with SCUSD director of Assessment to analyze Math assessments 4. Cross grade level discussions and collaboration will occur with a focus on Common Core standards and student data 5. Teachers will collaborate with parents to create goals on AAP and Title I Compact Goal Setting Agreement forms 6. Teachers and parents will monitor goals on	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators Speech Teacher Psychologist Parents			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
AAP Goal Setting Agreement forms 7. Initial and follow-up SST meetings will take place to monitor at-risk student interventions					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
LEA Goal: 1C, 1D, 1E, 2A, 2B, 2D, 2E, 2F
LCAP Goal: 2, 5
SCHOOL GOAL #3:
School Goal : English Learner Achievement Scott Lane students who are identified English Learners will demonstrate continued, consistent growth each year in English language acquisition (listening, speaking, reading, writing) to meet the English Language Development standards, as measured by California English Language Development Test (CELDT). (Goal and Actions are aligned with the following LCAP goals: 2, 3, 4, 5, 9, 10,11, 13, 15, 16, 17, 18, 19, 20)
Data Used to Form this Goal:
2016 CELDT data and preliminary 2017 ELPAC data
Findings from the Analysis of this Data:
CELDT data indicate that Scott Lane did not meet annual growth nor percentage growth requirements.
How the School will Evaluate the Progress of this Goal:
PLC assessment analysis process during embedded collaboration time, PD meetings throughout the year; periodic reporting through SCC

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 1. K-5 grade level teams will implement a daily 30 minute block (or weekly adding up to 150 minutes) of designated ELD instruction 2. Teachers will implement whole group and targeted small group instruction and one-on-one conferring with EL students to build academic	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA	K-5 LIT and K-5 ELD TOSA budgeted under Goal #1, Task #2		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>language during ELD time (and at other times in other curricular areas)</p> <p>3. Classroom Teachers, LIT, ELD TOSA, and paras will implement daily guided reading in K-2 and 3-5 for EL students who are reading below grade level</p> <p>4. Staff will implement adopted core, supplemental SCUSD ELD curriculum, and the SEAL model</p> <p>5. K-5 ELs will take the ELPAC assessment to inform instruction</p> <p>6. Principal, Vice-Principal, LIT, ELD TOSA and K-5 teachers will collaborate to analyze student assessment data to inform instruction and determine interventions for EL students</p> <p>7. Teachers will integrate instruction across the curricular areas including Social Studies, Science, PE, Music, Art and technology</p>		<p>SEAL coaches</p> <p>Resource Teacher</p> <p>Para-educators</p>			
<p>2 1. High-leverage researched-based teaching strategies will be used to support differentiated instruction for EL students during ELD instruction and during instruction in other curricular areas</p> <p>2. Whole group and small group instruction and one-on-one conferring will be implemented in all classrooms to scaffold language and build English language capacity in students</p> <p>3. Leveled non-fiction and fiction books will be used in small group instruction</p> <p>5. SEAL Coach/Facilitator, K-5 LIT, K-5 ELD Teacher and paraprofessionals will support teachers to refine and improve instruction and increase student achievement</p> <p>7. Purchase materials and supplies to support ELD instruction and SEAL units of study</p> <p>8. Paraeducators provide in-classroom small group support to increase language development during ELD and reading</p>	July 1, 2018 to June 30, 2019	<p>Classroom teachers</p> <p>Principal</p> <p>Vice-Principal</p> <p>LIT Specialist</p> <p>ELSAT</p> <p>ELD TOSA</p> <p>SEAL coaches</p> <p>Resource Teacher</p> <p>Para-educators</p> <p>Library Technician</p>	<p>SEAL coach funded through district office funds</p> <p>K-5 LIT and K-5 ELD TOSA budgeted under Goal #1, Task #2</p> <p>Materials and supplies to support ELD instruction and SEAL</p>	Targeted Allocation	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3 1. Certificated and Classified staff will support K-5 target or at-risk students (especially EL, Hispanic, SPED and Migrant) in extended day intervention programs 2. Students will complete evening homework that supports daily instruction, for select students may be provided at the YMCA 3. K-5 students will have the opportunity for at-home access to on-line academic programs that support ELD (RAZ, F2B)	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators YMCA staff	Extended day intervention programs for EL Students (district funded through SOAR funds)		
4 1. Teachers and support staff will provide in-class support of EL students to increase academic achievement and English Language Development 2. K-5 teachers will provide leveled, flexible grouping ELD instruction to students 4 to 5 times per week 3. Purchase materials and supplies to increase student motivation, engagement and achievement in ELD 4. Field trips and visiting programs will be provided to K-5 students to increase English language, vocabulary and background knowledge 5. Fifth grade EL students participate in SCPD's DARE program and Science Camp to increase academic vocabulary and background knowledge 6. SST meetings provided for EL students who are at-risk 7. Provide enrichment programs (music, drama, art, movement) to support oral language development and academic vocabulary 8. Provide opportunities for Bilingual program students to increase English language proficiency, resulting in full English proficiency and reclassification	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators SST Team Members	Enrichment program materials costs (funded through donations) 5th Grade Science Camp (District to cover 2018-19 costs for all students)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5 <ol style="list-style-type: none"> 1. K-5 teachers will collaborate to create SEAL units, create common assessments, analyze student work and assessment data to inform instruction and to work on curriculum integration 2. Pre K-5 teachers will participate in SEAL model training to increase knowledge of research-based strategies that best support EL students in accessing the curriculum 3. Pre K-5 teachers will participate in peer observations in the area of English Language Development 4. Teachers will be provided professional development opportunities in the area of ELD 5. Pre K-5 teachers will implement the strategies learned during SEAL model training 6. TK-5 teachers will collaborate with LIT, SEAL coaches and ELD TOSA to refine ELD instruction 7. Update technology devices (teacher laptops, printers, etc.) to support data analysis, collaboration, lesson planning, lesson presentation 8. Certificated and classified staff will participate in research-based PD 	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators	Researched-Based Professional Development to Increase ELD Achievement Update technology (funded through district funds and/or site general funds)	Targeted Allocation	2,000
6 <ol style="list-style-type: none"> 1. Parent and teacher goal-setting conferences will take place in September, followed by trimester report card conferences as needed 2. SEAL parent education workshops and seminar opportunities will be provided to Pre-K to 5th parents 3. Parents will be provided the opportunity to serve as representatives on PTA, SSC and ELAC 4. Parents will support evening homework 5. Parents and community members will serve as guest speakers regarding careers, cultures, and other areas 6. Parents will be invited to participate in Student Study Team (SST) meetings for their at-risk child 7. Parents will be invited to participate in field 	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA SEAL coaches Resource Teacher Para-educators Speech Teacher Psychologist Parents/Families	Incentives for parents budgeted under Goal #1 (Title Parent Engagement funds) Translation services and childcare budgeted under Goal #1		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
trips and visiting programs to increase student vocabulary, knowledge and achievement in literacy and fine arts 8. K-5 teachers will educate parents on reading and ELD Common Core standards and curriculum during Back to School Night and parent conferences 9. Scott Lane will actively seek to implement partnership programs with community organizations and companies (Intel, Santa Clara Masons, etc.) 10. Teacher, Principal and other staff will contact families by phone, email, texts, fliers and notes home to increase attendance of conferences, meeting and events 11. Principal and teachers will provide incentives for Parent Education events to increase attendance and involvement 12. Bilingual personnel will be present in the office to assist parents and students who speak only or primarily Spanish 13. Home/school communication will be provided in English, Spanish and sometimes other languages 14. Translation services will be provided for conferences, documents, etc. 15. EL parents will have the opportunity to participate in ELAC, SSC and PTA meetings 16. Parents will attend SEAL end-of-unit celebrations 4-5 times per year 17. Childcare will be provided for classes, workshops, meetings and events					
7 1. PIP and Counseling programs will be provided for at-risk EL students 2. Include State Preschool staff and students in school events 3. K-5 teachers will maintain evidence folders and send them each year to the next grade level 4. LIT, SEAL Coaches and ELSAT will provide	July 1, 2017 to June 30, 2018	Classroom teachers Principal Vice-Principal LIT Specialist ELSAT ELD TOSA SEAL coaches	Salaries for PIP/Counseling Services (Budgeted under Goal # 4 - School Climate)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>parents of EL and Migrant program students learning opportunities which will support increased student achievement</p> <p>5. Students and families will participate in SEAL implementation lessons and activities to increase oral language development and academic vocabulary</p>		<p>Resource Teacher</p> <p>Para-educators</p> <p>PIP Counselor</p> <p>Pre School Staff</p> <p>Parents/Families</p>			
<p>8 1. School Site Council meets throughout the school year to monitor the ELD portion of the School Plan and to address issues connected to ELD achievement</p> <p>2. Staff will participate in analysis of EPLAC data during embedded collaboration meetings</p> <p>3. Principal, Vice-Principal and staff will meet and collaborate with educational consultants to analyze assessment data and ELD instruction during Professional Development meetings</p> <p>4. ELAC parents and staff representatives meet throughout the school year to address EL issues and discuss the ELPAC and reclassification processes</p> <p>5. K-5 teachers will collaborate with parents to create goals for students on AAP Goal Setting Agreement forms</p> <p>6. K-5 teachers will work with parents throughout the year to monitor goals on AAP Goal Setting Agreement forms</p> <p>7. Principal, staff and parents will participate in initial and follow-up SST meetings</p> <p>8. School office staff will track interventions in Aeries</p> <p>9. ELSAT will monitor ELPAC assessment and manage English Learner paperwork and parent communication</p>	July 1, 2018 to June 30, 2019	<p>Classroom teachers</p> <p>Principal</p> <p>Vice-Principal</p> <p>LIT Specialist</p> <p>ELSAT</p> <p>ELD TOSA</p> <p>SEAL coaches</p> <p>Resource Teacher</p> <p>Para-educators</p> <p>Speech Teacher</p> <p>Psychologist</p> <p>Parents including ELAC parents</p> <p>Office staff</p>	ELSAT funded through district funds		

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: 1E, 2E, 2F LCAP Goal: 3, 4, 5
SCHOOL GOAL #4:
School Goal : School Climate The staff, students, families and communities will focus on a safe, supportive, positive and inclusive school climate at Scott Lane School. A positive school climate will serve to improve morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic areas. Parent and community involvement in the school will increase. Ultimately, this will have a positive effect on behavior, student achievement, and citizenship at our school. (Goal and Actions are aligned with the following LCAP goals: 1, 5, 11, 13, 14, 15, 16)
Data Used to Form this Goal:
Discipline referrals, SSC, PTA and student council input, staff input, Healthy Kids surveys.
Findings from the Analysis of this Data:
Discipline referrals and suspensions have decreased over the past three years. Students, SSC and PTA councils and staff report an increase in morale and a safe campus environment. The groups also report that conflict resolution is an area of need as well as dedicated personnel for students with behavioral challenges.
How the School will Evaluate the Progress of this Goal:
Healthy Kids survey, number of disciplinary incidents and referrals, staff, parent and student surveys and feedback.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 1. Teachers will build positive school and classroom community through PBIS (now incorporates Beary Good Citizen, adopted school wide values and the 3 Agreements instruction and activities) 2. DARE will be implemented in 5th grade classrooms 3. Teachers and staff will infuse character and Mindset education in to curricular areas	July 1, 2018 to June 30, 2019	Principal Vice-Principal Classroom teachers PBIS coach Paraprofessionals DARE officer	MIndset Materials (funded through donations) PBIS coach funded through district funds		
2 1. Purchase materials that support school wide PBIS program including signage for school improvement/safety 2. Purchase books, videos and other resources for library and classrooms to support BGC program and bully prevention 3. Purchase materials to support the Playworks program 4. Assign staff to implement in-house detention and/or in-house suspension options. 5. Staff will implement lessons that focus on character education and citizenship 6. 1st-5th grade students will have the opportunity to participate in the Prop 49/YMCA program 7. Books and lessons on character and citizenship will be used in K-5 classrooms	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal PBIS coach Paraprofessionals Playworks staff Library assistant	Materials and supplies to support PBIS program Playworks materials funded through donations and/or PTA funds	Targeted Carryover	5,000
3 1. Students participate in extended day programs that support the school wide PBIS program including Playworks opportunities 2. When possible, students participate in extended day Fine Arts programs 3. When available, academically advanced students have the opportunity to participate in extended day programs 4. 5th grade students have the opportunity to participate in Safety Patrol 5. 1st-5th grade students have the opportunity to participate in Prop 49/YMCA extended day	July 1, 2018 to June 30, 2019	Classroom teachers Principal Vice-Principal PBIS coach Paraprofessionals Parent Volunteers YMCA staff Playworks staff	Safety Patrol supplies funded through donations and/or PTA funds Extended day fine arts programs funded through donations		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
program 6. 4th and 5th grade students have the opportunity to participate in Playworks team sports and Junior Coach programs					
4 1. Scott Lane students will participate in field trips, assemblies, guest speakers and authors and visiting programs 2. Motivational speakers will visit site to introduce students to professional opportunities and the connection of doing your best in school with being successful in life 3. TK-5 students and staff will participate in school wide PBIS program 4. Students, staff and families will participate in school wide day and evening events 5. 3rd, 4th and 5th grade students will have the opportunity to participate in Student Council, Playworks, and other leadership groups 6. 5th grade students will have the opportunity to participate in Safety Patrol 7. 5th grade students will have the opportunity to participate in Science Camp 8. 5th grade students will participate in DARE 9. K-5 students receive exposure to higher education institutions through lessons, activities, guest speakers, visiting programs and field trips 10. Students will participate in motivational programs to encourage students to attend higher education institutions 11. Focus students will be supported by staff psychologist, District Wellness Coordinator, PIP counselor and site counselors to gain strategies to improve behavior 12. When possible and available, students, staff and families will be offered free or reduced cost transportation to and from off-campus events 13. Staff and K-5 students will participate in the Playworks during and after school program 14. Teachers will implement Playworks program	July 1, 2018 to June 30, 2019	Principal Teachers District Wellness Coordinator PIP Counselor Playworks staff Outside consultants Select paraeducators Parent volunteers Students	Playworks During and After School Program Student transportation to and from Off-Campus DARE Events (not funded at site level) PIP counselor funded through Goal #4, Task #7 Play equipment, incentives, etc purchased through donations, PTA funds and/or general site funds	Targeted Allocation	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
activities with students 15. 12-16 students will have the opportunity to participate in the Playworks Junior Coach program 16. Play equipment, T-shirts and incentives will be purchased to support positive playground and classroom behavior					
5 1. Professional development opportunities will be provided to staff to support positive school climate, motivating students, student safety, etc. 2. Staff will collaborate to promote a positive and supportive school climate in connection with student achievement 3. Staff will participate in Playworks and PBIS training	July 1, 2018 to June 30, 2019	All staff PBIS coach			
6 1. School will provide annual community events to promote positive school and community climate, parent participation and student achievement 2. Translation will be provided for parents for conferences, documents, day to day school business 3. School will offer parent education nights on topics of interest (gang prevention, nutrition, health/wellness, how to help my child with homework, how to support my child so that he/she will do well in school, SEAL topics, etc.) 4. Parents incentives will be offered to increase attendance and participation during events 5. Communication between home and school will take place throughout the school year(website, texts, emails, phone blasts, phone calls, flyers, home visits, etc.) 6. PTA sponsored events will occur throughout the year 7. School will invite and encourage partnership programs with community organizations, colleges and companies (Intel, Santa Clara Masons, Santa	July 1, 2018 to June 30, 2019	All school staff PBIS Coach ELSAT Parents Outside program consultants	Parent Involvement Services and translations services (funded under Goal 1) PIQE contract	Targeted Carryover	5,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Clara University, Rotary, etc.) 8. School facilities will be well-kept to promote school pride and positive school climate 9. Staff provide training for parents to learn how to support teachers and students in the classroom 10. Parents will be invited to attend special events in the classroom 11. Childcare will be provided for afternoon and evening events 12. Migrant families will be encouraged to attend District Migrant Program events (Latino Parent Conference, Migrant Mothers Day, etc.) 13. CCSS and curriculum workshops will be provided to parents several times throughout the school year 14. Contract with PIQE to provide parenting classes 15. Purchase materials to promote positive school climate, school cleanliness, safety, etc. 16. When available, support services will be provided for students with behavioral, emotional and other special needs					
7 1. At-risk students participate in PIP or counseling services 2. At-risk students will be provided with additional support through a grade-level paraprofessionals and/or classroom assistants 3. All Scott Lane students will have or be provided student uniforms that are within uniform guidelines 4. Provide parents with opportunities to get to know each other, support each other, connect as a community 5. Provide on-going written and verbal communication to ensure families stay connected and informed 6. Maintain Scott Lane's school website to serve as a communication tool for parents	July 1, 2018 to June 30, 2019	Principal Vice-Principal Psychologist Counselors Select staff members Resource Teacher Preschool staff Middle School staff Parents	PIP and Counseling Services para-professionals and/or classroom assistants (see funding under Goal 1)	Title I Part A: Disadvantaged Students	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>7. Preschool and K teachers work together each Spring to ensure a smooth transition for preschool students entering kindergarten</p> <p>8. Preschool students and parents visit K classrooms at the end of every school year in order to support the transition from preschool to kindergarten</p> <p>9. Middle School staff come to Scott Lane each Spring to present information about Middle School to 5th grade students and parents to ensure a smooth transition for 5th grade students entering Middle School</p> <p>10. 5th grade students visit Buchser Middle School each Spring and are provided an informational presentation and a tour of the school to ensure a smooth transition from 5th grade to Middle School</p>					
<p>8 1. Students, parents and staff participate in an annual survey to ensure school climate goals are being met</p> <p>2. 1st-5th grade students participate in a schoolwide school climate survey to inform future goals and specific areas of focus</p> <p>3. School Site Council and staff participate in on-going evaluations of current programs</p> <p>4. Stakeholders (certificated, hourly and classified school staff, SSC members, and other parents who express interest) are offered the opportunity to give input on the School Plan each year through a 'poster' process (goals, actions and expenditures list are posted in a public area, stakeholders are invited to review the School Plan and write down input on the posters)</p> <p>5. Principal implements a yearly needs assessment survey of staff, students and groups [SSC, ELAC, School PLC, Student Council, Site Learning Team (SLT), etc.] to determine changes for the following school year</p> <p>6. Principal and YMCA leaders collaborate to</p>	July 1, 2017 to June 30, 2018	Principal Vice-Principal All staff School group members School family and community members			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>ensure that that after school program supports the regular school day (discussion of grade level year-long plans, students adhere to the expectations of the PBIS program, parents feel comfortable participating both during and after school, etc.</p> <p>7. Site Learning Team meets 5-6 times per year to collaborate and advise on school improvement implementation</p>					

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)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	7,000.00
Targeted Allocation	127,500.00
Targeted Carryover	18,000.00
Title I	194,000.00
Title I Part A: Disadvantaged Students	12,000.00
Title I Part A: Parent Involvement	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: Reading/Language Arts, Literacy	311,500.00
Goal 2: Mathematics	4,000.00
Goal 3: English Language Development	7,000.00
Goal 4: School Climate	37,500.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Priscilla Reza	X				
Adriana Reyes	X				
Veronica Zepeda			X		
Taylor Finneran/Daniel Dennedy-Frank		X			
Jessica Urango				X	
Annekathrin Chaterjee				X	
Lizeth Rivera				X	
Beatriz Escorza				X	
Numbers of members of each category:	2	1	1	4	

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on 06/12/18.
6. This SPSA was revised on 6/5/18 and 6/12/18.

Attested:

Priscilla Reza

Typed Name of School Principal



Signature of School Principal

6/5/2018

Date

Veronica Zepeda

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6/5/2018

Date

Budget By Expenditures

Scott Lane Elementary School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Additional hours for after hour meetings and/or collaboration as needed (paid via site general funds)		\$5,000.00	Reading/Language Arts, Literacy	<ol style="list-style-type: none">1. School Site Council and grade level learning teams will meet throughout the school year to monitor the Reading/Writing portion of the School Plan and address issues connected to Reading/Writing achievement2. Staff will analyze CAASPP, F&P PBAs, Writing PBAs, ELPAC data, common assessment data, teacher evaluation data, staff, student and family feedback to refine and improve instruction3. Principal, Vice-Principal and certificated staff will collaborate with SCUSD director of Assessment to analyze Reading assessment data4. Teachers will participate in cross grade level discussions and collaboration focusing on Common Core standards and student data5. K-5 teachers will collaborate with parents to create goals for students on AAP Goal Setting Agreement forms6. Teachers and parents will monitor goals on AAP Goal Setting Agreement forms throughout the school year7. Staff and parents will participate in initial and follow-up SST meetings to monitor at-risk students8. Principal and staff will receive support, guidance and technical assistance from District administration and educational consultants

Scott Lane Elementary School

Compensation for collaboration time past regular work hours, as needed (paid via site general funds)

\$2,000.00 Mathematics

1. K-5 teachers will collaborate to develop and refine year-long Math plans based on Common Core Standards, curriculum maps and pacing guides and to refine and improve instructional strategies in the area of Math
2. K-5 grade level learning teams will collaborate to create common assessments based on Year-Long Plan and essential understandings for grade level and units
3. Teachers will implement whole group and small group instruction and one-on-one conferring within Math workshop
4. K-5 teachers will participate in data meetings to analyze student Math assessment data, inform instruction and determine interventions
5. Teachers will integrate instruction across the curricular areas including Social Studies, Science, PE, Music, Art and technology

Total Expenditures: \$7,000.00

Allocation Balance: \$0.00

Funding Source: Targeted Allocation

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials and supplies to support ELD instruction and SEAL		\$5,000.00	English Language Development	<ol style="list-style-type: none"> 1. High-leverage researched-based teaching strategies will be used to support differentiated instruction for EL students during ELD instruction and during instruction in other curricular areas 2. Whole group and small group instruction and one-on-one conferring will be implemented in all classrooms to scaffold language and build English language capacity in students 3. Leveled non-fiction and fiction books will be used in small group instruction 5. SEAL Coach/Facilitator, K-5 LIT, K-5 ELD Teacher and paraprofessionals will support teachers to refine and improve instruction and increase student achievement 7. Purchase materials and supplies to support ELD instruction and SEAL units of study 8. Paraeducators provide in-classroom small group support to increase language development during ELD and reading

Scott Lane Elementary School

Researched-Based Professional
Development to Increase ELD Achievement

\$2,000.00 English Language
Development

1. K-5 teachers will collaborate to create SEAL units, create common assessments, analyze student work and assessment data to inform instruction and to work on curriculum integration
2. Pre K-5 teachers will participate in SEAL model training to increase knowledge of research-based strategies that best support EL students in accessing the curriculum
3. Pre K-5 teachers will participate in peer observations in the area of English Language Development
4. Teachers will be provided professional development opportunities in the area of ELD
5. Pre K-5 teachers will implement the strategies learned during SEAL model training
6. TK-5 teachers will collaborate with LIT, SEAL coaches and ELD TOSA to refine ELD instruction
7. Update technology devices (teacher laptops, printers, etc.) to support data analysis, collaboration, lesson planning, lesson presentation
8. Certificated and classified staff will participate in research-based PD

Materials to support Literacy (including
SEAL materials)

\$5,000.00 Reading/Language
Arts, Literacy

1. Teachers will implement District curriculum and follow Common Core Standards and K-5 Instructional Guide
2. Teachers will implement whole group and small group instruction and one-on-one conferring in the area of Reading and Writing
3. Certificated staff will participate in professional development opportunities in the areas of Reading and Writing
4. Teachers will implement daily guided reading in K-2 and 3-5 for students who are reading below grade level
5. Purchase materials to support SCUSD ELA, SLA and Writing programs (Reading/Writing Workshop, SEAL units, etc.)
6. Teachers and principal will participate in data meetings to analyze student reading and writing assessment data to inform instruction and determine interventions
7. Teachers will integrate instruction across the curricular areas including Social Studies, Science, PE, Music, Art and Technology

Scott Lane Elementary School

Parent English Classes

\$7,000.00 Reading/Language
Arts, Literacy

1. Parent and teacher goal-setting conferences will be held in September, followed by trimester report card conferences as needed
2. Parent Education workshops and seminars (such as English language classes, PIQE parent classes, CCSS workshops and SEAL parent training) that focus on student Reading and Writing achievement will be provided to parents several times during the school year
3. Parents and staff members will serve as representatives on PTA, SSC and ELAC
4. Parents will support Reading and Writing homework
5. Parents and community members will be invited to present as guest speakers regarding careers, cultures, and other areas
6. Parents of at-risk students will be invited to participate in Student Study Team (SST) meetings
7. Teachers will provide parents education on Reading and Writing Common Core standards and curriculum during Back to School Night and parent conferences
8. Teacher, Principal and other staff will contact families by school website, texts, email, phone, phone blasts, fliers, newsletters and notes home to increase attendance of conferences, meetings and events
9. All staff will participate in one or more forms of home/school communication
10. Translation services for conferences, documents, school business, etc. will be provided for parents who require translation assistance

Scott Lane Elementary School

Childcare services provided during Parent Workshops, classes and/or specific events

\$2,000.00 Reading/Language Arts, Literacy

1. Parent and teacher goal-setting conferences will be held in September, followed by trimester report card conferences as needed
2. Parent Education workshops and seminars (such as English language classes, PIQE parent classes, CCSS workshops and SEAL parent training) that focus on student Reading and Writing achievement will be provided to parents several times during the school year
3. Parents and staff members will serve as representatives on PTA, SSC and ELAC
4. Parents will support Reading and Writing homework
5. Parents and community members will be invited to present as guest speakers regarding careers, cultures, and other areas
6. Parents of at-risk students will be invited to participate in Student Study Team (SST) meetings
7. Teachers will provide parents education on Reading and Writing Common Core standards and curriculum during Back to School Night and parent conferences
8. Teacher, Principal and other staff will contact families by school website, texts, email, phone, phone blasts, fliers, newsletters and notes home to increase attendance of conferences, meetings and events
9. All staff will participate in one or more forms of home/school communication
10. Translation services for conferences, documents, school business, etc. will be provided for parents who require translation assistance

Scott Lane Elementary School

Para-educators and/or teacher assistants
(STLAs)

\$80,000.00 Reading/Language
Arts, Literacy

1. Hire additional staff to support teachers; to include ELD TOSA, expand LIT specialist to include 3rd thru 5th grade (becoming K-5th) and paraprofessionals and/or fixed term teacher assistants (STLAs)
2. Teachers, Specialists, TOSAs and paraprofessionals and/or teacher assistants will collaborate in K-5 learning teams to study Common Core Standards, curriculum maps and pacing guides and to refine and improve instructional strategies in Reading and Writing
3. Teachers will implement District adopted curriculum
4. Teachers will implement whole group and small group instruction and one-on-one conferring in all curricular areas to address the needs of students
5. Teachers, LIT, ELD TOSA and Paras will use leveled non-fiction and fiction books in Spanish and English for small group reading instruction
6. District will provide professional development opportunities on adopted curriculum, assessment and Common Core standards
7. Pre K-5 Teachers will implement strategies learned in SEAL model training to support all students, especially ELs and Migrant students, in literacy development
8. Purchase books to increase Spanish and English collection in classrooms and in the site book room

Scott Lane Elementary School

Books to increase Spanish and English collections (supplemental)	\$1,500.00	Reading/Language Arts, Literacy	<ol style="list-style-type: none"> 1. Hire additional staff to support teachers; to include ELD TOSA, expand LIT specialist to include 3rd thru 5th grade (becoming K-5th) and paraprofessionals and/or fixed term teacher assistants (STLAs) 2. Teachers, Specialists, TOSAs and paraprofessionals and/or teacher assistants will collaborate in K-5 learning teams to study Common Core Standards, curriculum maps and pacing guides and to refine and improve instructional strategies in Reading and Writing 3. Teachers will implement District adopted curriculum 4. Teachers will implement whole group and small group instruction and one-on-one conferring in all curricular areas to address the needs of students 5. Teachers, LIT, ELD TOSA and Paras will use leveled non-fiction and fiction books in Spanish and English for small group reading instruction 6. District will provide professional development opportunities on adopted curriculum, assessment and Common Core standards 7. Pre K-5 Teachers will implement strategies learned in SEAL model training to support all students, especially ELs and Migrant students, in literacy development 8. Purchase books to increase Spanish and English collection in classrooms and in the site book room
Materials for intervention (to include extended day needs)	\$2,500.00	Reading/Language Arts, Literacy	<ol style="list-style-type: none"> 1. Various extended day programs (including SOAR and certificated teacher-led small group intervention) will be provided to at-risk students (especially EL, SPED, Hispanic and Migrant) in order to increase K-5 student achievement in Reading and Writing 2. Students will complete evening homework that supports teaching and learning that occurred during the school day 3. K-5 students have the opportunity for at-home access to on-line academic programs (RAZ, F2B) 4. Purchase of materials to support interventions (including extended day)

Scott Lane Elementary School

Additional hours for Bilingual Teacher and/or Certificated Staff Collaboration to include bilingual team meetings

\$3,000.00 Reading/Language Arts, Literacy

1. K-5 teachers will collaborate to review and analyze grade level standards, create common assessments, analyze student work and assessment data to inform instruction and to work on curriculum integration (PLC work)
2. K-5 bilingual program teachers will collaborate with K-5 English Only program teachers to align Spanish literacy components with English literacy components
3. K-5 teachers, site administrator, LIT and TOSAs meet a minimum of 3 times per year to analyze student assessment data and plan instruction and interventions
4. Professional Development opportunities will be provided in the areas of Common Core state standards, differentiated instruction, Reading and Writing workshop, SDAIE strategies, Sobrato Early Academic Literacy (SEAL) model, high-leverage strategies to use with English Learners, guided reading, Special Education, SCUSD model, adopted curriculum and LLI
5. Teachers will receive support from LIT, ELD TOSA, SEAL coaches, and Educational Consultants in the areas of Reading and Writing
6. When possible, professional book groups will be offered to all staff to increase knowledge in Reading and Writing workshop and effective teaching strategies
7. ELD/ELA, Learning A-Z and Footsteps to Brilliance training and collaboration opportunities will be provided to certificated and classified staff
8. Interactive Board and other technology training will be provided to certificated and classified staff (in order to support curricular area instruction, provided through district Tech TOSAs and/or district PD)
9. Purchase materials to support and implement Professional Development in the area of Reading and Writing to include books and/or reference material

Scott Lane Elementary School

Training and/or conference costs

\$3,000.00 Reading/Language
Arts, Literacy

1. K-5 teachers will collaborate to review and analyze grade level standards, create common assessments, analyze student work and assessment data to inform instruction and to work on curriculum integration (PLC work)
2. K-5 bilingual program teachers will collaborate with K-5 English Only program teachers to align Spanish literacy components with English literacy components
3. K-5 teachers, site administrator, LIT and TOSAs meet a minimum of 3 times per year to analyze student assessment data and plan instruction and interventions
4. Professional Development opportunities will be provided in the areas of Common Core state standards, differentiated instruction, Reading and Writing workshop, SDAIE strategies, Sobrato Early Academic Literacy (SEAL) model, high-leverage strategies to use with English Learners, guided reading, Special Education, SCUSD model, adopted curriculum and LLI
5. Teachers will receive support from LIT, ELD TOSA, SEAL coaches, and Educational Consultants in the areas of Reading and Writing
6. When possible, professional book groups will be offered to all staff to increase knowledge in Reading and Writing workshop and effective teaching strategies
7. ELD/ELA, Learning A-Z and Footsteps to Brilliance training and collaboration opportunities will be provided to certificated and classified staff
8. Interactive Board and other technology training will be provided to certificated and classified staff (in order to support curricular area instruction, provided through district Tech TOSAs and/or district PD)
9. Purchase materials to support and implement Professional Development in the area of Reading and Writing to include books and/or reference material

Scott Lane Elementary School

Materials costs for professional development to include books and/or reference materials

\$1,500.00 Reading/Language Arts, Literacy

1. K-5 teachers will collaborate to review and analyze grade level standards, create common assessments, analyze student work and assessment data to inform instruction and to work on curriculum integration (PLC work)
2. K-5 bilingual program teachers will collaborate with K-5 English Only program teachers to align Spanish literacy components with English literacy components
3. K-5 teachers, site administrator, LIT and TOSAs meet a minimum of 3 times per year to analyze student assessment data and plan instruction and interventions
4. Professional Development opportunities will be provided in the areas of Common Core state standards, differentiated instruction, Reading and Writing workshop, SDAIE strategies, Sobrato Early Academic Literacy (SEAL) model, high-leverage strategies to use with English Learners, guided reading, Special Education, SCUSD model, adopted curriculum and LLI
5. Teachers will receive support from LIT, ELD TOSA, SEAL coaches, and Educational Consultants in the areas of Reading and Writing
6. When possible, professional book groups will be offered to all staff to increase knowledge in Reading and Writing workshop and effective teaching strategies
7. ELD/ELA, Learning A-Z and Footsteps to Brilliance training and collaboration opportunities will be provided to certificated and classified staff
8. Interactive Board and other technology training will be provided to certificated and classified staff (in order to support curricular area instruction, provided through district Tech TOSAs and/or district PD)
9. Purchase materials to support and implement Professional Development in the area of Reading and Writing to include books and/or reference material

Scott Lane Elementary School

Playworks During and After School
Program

\$15,000.00 School Climate

1. Scott Lane students will participate in field trips, assemblies, guest speakers and authors and visiting programs
2. Motivational speakers will visit site to introduce students to professional opportunities and the connection of doing your best in school with being successful in life
3. TK-5 students and staff will participate in school wide PBIS program
4. Students, staff and families will participate in school wide day and evening events
5. 3rd, 4th and 5th grade students will have the opportunity to participate in Student Council, Playworks, and other leadership groups
6. 5th grade students will have the opportunity to participate in Safety Patrol
7. 5th grade students will have the opportunity to participate in Science Camp
8. 5th grade students will participate in DARE
9. K-5 students receive exposure to higher education institutions through lessons, activities, guest speakers, visiting programs and field trips
10. Students will participate in motivational programs to encourage students to attend higher education institutions
11. Focus students will be supported by staff psychologist, District Wellness Coordinator, PIP counselor and site counselors to gain strategies to improve behavior
12. When possible and available, students, staff and families will be offered free or reduced cost transportation to and from off-campus events
13. Staff and K-5 students will participate in the Playworks during and after school program
14. Teachers will implement Playworks program activities with students
15. 12-16 students will have the opportunity to participate in the Playworks Junior Coach program
16. Play equipment, T-shirts and incentives will be purchased to support positive playground and classroom behavior

Targeted Allocation Total Expenditures: \$127,500.00

Targeted Allocation Allocation Balance: \$0.00

Scott Lane Elementary School

Funding Source: Targeted Carryover

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PIQE contract		\$5,500.00	School Climate	<ol style="list-style-type: none"> 1. School will provide annual community events to promote positive school and community climate, parent participation and student achievement 2. Translation will be provided for parents for conferences, documents, day to day school business 3. School will offer parent education nights on topics of interest (gang prevention, nutrition, health/wellness, how to help my child with homework, how to support my child so that he/she will do well in school, SEAL topics, etc.) 4. Parents incentives will be offered to increase attendance and participation during events 5. Communication between home and school will take place throughout the school year(website, texts, emails, phone blasts, phone calls, flyers, home visits, etc.) 6. PTA sponsored events will occur throughout the year 7. School will invite and encourage partnership programs with community organizations, colleges and companies (Intel, Santa Clara Masons, Santa Clara University, Rotary, etc.) 8. School facilities will be well-kept to promote school pride and positive school climate 9. Staff provide training for parents to learn how to support teachers and students in the classroom 10. Parents will be invited to attend special events in the classroom 11. Childcare will be provided for afternoon and evening events 12. Migrant families will be encouraged to attend District Migrant Program events (Latino Parent Conference, Migrant Mothers Day, etc.) 13. CCSS and curriculum workshops will be provided to parents several times throughout the school year 14. Contract with PIQE to provide parenting classes 15. Purchase materials to promote positive school climate, school cleanliness, safety, etc. 16. When available, support services will be provided for students with behavioral, emotional and other special needs

Scott Lane Elementary School

PIQE contract	\$5,500.00	Reading/Language Arts, Literacy	<ol style="list-style-type: none"> 1. Parent and teacher goal-setting conferences will be held in September, followed by trimester report card conferences as needed 2. Parent Education workshops and seminars (such as English language classes, PIQE parent classes, CCSS workshops and SEAL parent training) that focus on student Reading and Writing achievement will be provided to parents several times during the school year 3. Parents and staff members will serve as representatives on PTA, SSC and ELAC 4. Parents will support Reading and Writing homework 5. Parents and community members will be invited to present as guest speakers regarding careers, cultures, and other areas 6. Parents of at-risk students will be invited to participate in Student Study Team (SST) meetings 7. Teachers will provide parents education on Reading and Writing Common Core standards and curriculum during Back to School Night and parent conferences 8. Teacher, Principal and other staff will contact families by school website, texts, email, phone, phone blasts, fliers, newsletters and notes home to increase attendance of conferences, meetings and events 9. All staff will participate in one or more forms of home/school communication 10. Translation services for conferences, documents, school business, etc. will be provided for parents who require translation assistance
Materials and supplies to support PBIS program	\$5,000.00	School Climate	<ol style="list-style-type: none"> 1. Purchase materials that support school wide PBIS program including signage for school improvement/safety 2. Purchase books, videos and other resources for library and classrooms to support BGC program and bully prevention 3. Purchase materials to support the Playworks program 4. Assign staff to implement in-house detention and/or in-house suspension options. 5. Staff will implement lessons that focus on character education and citizenship 6. 1st-5th grade students will have the opportunity to participate in the Prop 49/YMCA program 7. Books and lessons on character and citizenship will be used in K-5 classrooms

Scott Lane Elementary School

Materials to support intervention	\$2,000.00	Mathematics	<ol style="list-style-type: none"> 1. Teachers will implement Common Core Standards and District adopted Math Curriculum daily 2. Teachers will implement strategies to support differentiated instruction in Math 3. Certificated and Classified staff will implement whole group and small group instruction and one-on-one conferring in the area of Math 4. Teachers will implement strategies learned in SEAL training to support all students, especially ELs, in developing and mastering math concept understanding 5. When necessary, purchase materials to increase student fluency, accuracy, and understanding of Math concepts and operations 6. 3rd-5th grade students will participate in coding/programming lessons
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Targeted Carryover Total Expenditures: \$18,000.00

Targeted Carryover Allocation Balance: \$0.00

Funding Source: Title I

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Scott Lane Elementary School

LIT Specialist for Grades K-5 (50% -funded by district), ELD TOSA K-5

\$194,000.00 Reading/Language Arts, Literacy

1. Hire additional staff to support teachers; to include ELD TOSA, expand LIT specialist to include 3rd thru 5th grade (becoming K-5th) and paraprofessionals and/or fixed term teacher assistants (STLAs)
2. Teachers, Specialists, TOSAs and paraprofessionals and/or teacher assistants will collaborate in K-5 learning teams to study Common Core Standards, curriculum maps and pacing guides and to refine and improve instructional strategies in Reading and Writing
3. Teachers will implement District adopted curriculum
4. Teachers will implement whole group and small group instruction and one-on-one conferring in all curricular areas to address the needs of students
5. Teachers, LIT, ELD TOSA and Paras will use leveled non-fiction and fiction books in Spanish and English for small group reading instruction
6. District will provide professional development opportunities on adopted curriculum, assessment and Common Core standards
7. Pre K-5 Teachers will implement strategies learned in SEAL model training to support all students, especially ELs and Migrant students, in literacy development
8. Purchase books to increase Spanish and English collection in classrooms and in the site book room

Title I Total Expenditures: \$194,000.00

Title I Allocation Balance: \$0.00

Funding Source: Title I Part A: Disadvantaged Students \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Scott Lane Elementary School

PIP and Counseling Services

\$12,000.00 School Climate

1. At-risk students participate in PIP or counseling services
2. At-risk students will be provided with additional support through a grade-level paraprofessionals and/or classroom assistants
3. All Scott Lane students will have or be provided student uniforms that are within uniform guidelines
4. Provide parents with opportunities to get to know each other, support each other, connect as a community
5. Provide on-going written and verbal communication to ensure families stay connected and informed
6. Maintain Scott Lane's school website to serve as a communication tool for parents
7. Preschool and K teachers work together each Spring to ensure a smooth transition for preschool students entering kindergarten
8. Preschool students and parents visit K classrooms at the end of every school year in order to support the transition from preschool to kindergarten
9. Middle School staff come to Scott Lane each Spring to present information about Middle School to 5th grade students and parents to ensure a smooth transition for 5th grade students entering Middle School
10. 5th grade students visit Buchser Middle School each Spring and are provided an informational presentation and a tour of the school to ensure a smooth transition from 5th grade to Middle School

Title I Part A: Disadvantaged Students Total Expenditures: \$12,000.00

Title I Part A: Disadvantaged Students Allocation Balance: \$0.00

Funding Source: Title I Part A: Parent Involvement \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Scott Lane Elementary School

Family Night and Parent Training Materials

\$1,000.00 Reading/Language
Arts, Literacy

1. Parent and teacher goal-setting conferences will be held in September, followed by trimester report card conferences as needed
2. Parent Education workshops and seminars (such as English language classes, PIQE parent classes, CCSS workshops and SEAL parent training) that focus on student Reading and Writing achievement will be provided to parents several times during the school year
3. Parents and staff members will serve as representatives on PTA, SSC and ELAC
4. Parents will support Reading and Writing homework
5. Parents and community members will be invited to present as guest speakers regarding careers, cultures, and other areas
6. Parents of at-risk students will be invited to participate in Student Study Team (SST) meetings
7. Teachers will provide parents education on Reading and Writing Common Core standards and curriculum during Back to School Night and parent conferences
8. Teacher, Principal and other staff will contact families by school website, texts, email, phone, phone blasts, fliers, newsletters and notes home to increase attendance of conferences, meetings and events
9. All staff will participate in one or more forms of home/school communication
10. Translation services for conferences, documents, school business, etc. will be provided for parents who require translation assistance

Scott Lane Elementary School

Translation Services for Parent
Engagement, Workshops and/or SST
meetings

\$500.00 Reading/Language
Arts, Literacy

1. Parent and teacher goal-setting conferences will be held in September, followed by trimester report card conferences as needed
2. Parent Education workshops and seminars (such as English language classes, PIQE parent classes, CCSS workshops and SEAL parent training) that focus on student Reading and Writing achievement will be provided to parents several times during the school year
3. Parents and staff members will serve as representatives on PTA, SSC and ELAC
4. Parents will support Reading and Writing homework
5. Parents and community members will be invited to present as guest speakers regarding careers, cultures, and other areas
6. Parents of at-risk students will be invited to participate in Student Study Team (SST) meetings
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8. Teacher, Principal and other staff will contact families by school website, texts, email, phone, phone blasts, fliers, newsletters and notes home to increase attendance of conferences, meetings and events
9. All staff will participate in one or more forms of home/school communication
10. Translation services for conferences, documents, school business, etc. will be provided for parents who require translation assistance

Title I Part A: Parent Involvement Total Expenditures: \$1,500.00

Title I Part A: Parent Involvement Allocation Balance: \$0.00

Scott Lane Elementary School Total Expenditures: \$360,000.00