

2019-2020 Single Plan for Student Achievement for Blossom Hill Elementary



A Resource for the School Site Council

The Single Plan for Student Achievement Template

School: Blossom Hill Elementary School

District: Los Gatos Union School District

County-District School (CDS) Code: 4369526

Principal: Lisa Reynolds

Date of this revision: May 23, 2019

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

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

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

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Form A: Planned Improvements in Student Performance

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 grade level benchmark 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:

- **LEA GOAL #1: Utilize best practices to maximize proficiency in English Language Arts (includes reading, writing, and language development) for all students with a focus on upward mobility.**

SCHOOL GOAL: By June 2020, all students will demonstrate upward mobility in student achievement, as measured by local and state assessments.

LCAP PRIORITY AREAS: #1 Basic Services, #2 Implementation of Common Core, #4 Pupil Achievement, #7 Course Access

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of Kinder Benchmark Data (Spring 2019)	Kinder Benchmark data reveals 73 of the 79 students are achieving grade level proficiency or above in Reading.	Monitor local assessment data
Analysis of DRA2 Assessment Data (Spring 2019) (Grades: 1-2)	DRA2 data Grade 1 reveals 74 of the 89 students are achieving grade level proficiency or above in Reading.	
Analysis of Local Reading Assessments (Spring 2019) (Grades 3-5)	<p>DRA2 data Grade 2 reveals 76 of the 96 students are achieving grade level proficiency or above in Reading.</p> <p>AR STAR data Grade 3 reveals 86 of the 97 students are achieving grade level proficiency or above in Reading.</p>	

Analysis of Spring 2019 SBAC Data (Grades: 3-5)	<p>AR STAR data Grade 4 reveals 84 of the 103 students are achieving grade level proficiency or above in Reading.</p> <p>ACHIEVE 3000 data Grade 5 reveals 78 of the 112 students are achieving grade level proficiency or above in Reading.</p> <p>Data in Grades 3-5 reveals %, %, and % of students are achieving grade level proficiency or above in reading, respectively.</p>	Spring 2019 CAASP data will be analyzed in September 2020 for grades 3-5 and the percentages will be included at that time
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STRATEGY: Align ELA curriculum and establish assessments (Diagnostic, Formative, Summative) to Common Core State Standards (CCSS) and Year Long Context Maps to inform instruction and increase student achievement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review and analyze Fall Assessment Data (FAD) to develop grade level plans. (Fall 2019)	Teachers Principal	Examine Student Data (Aug. – Sept. 2019) Write grade level plan to respond to student needs and strengths. Align plans for professional development and material needs with district goals and site budget	District Funds Site Funds HSC Grants
Ongoing refinement of ELA Curriculum Maps aligned with CCSS and newly adopted <i>National Geographic</i> ELA materials	Classroom Teachers Teacher Leaders Principal CIA Task Force District-wide Grade Level Teams	Refine Year Long Curriculum Maps (2019-2020).	

<p>(2019-20)</p> <p>Continue to refine benchmark assessments aligned to CCSS, as needed.</p> <p>Provide differentiated instruction in alignment with Common Core Standards. (Ongoing)</p> <p>Continue to align assessments with standards-based report cards for the District.</p> <p>Engage in K-5 Professional Development focusing on Balanced Literacy</p> <p>Utilize ACHIEVE 3000 in grade 5 classrooms</p> <p>Provide additional National Geographic resources such as Comprehension Coach, as needed</p>	<p>Teachers Principal</p> <p>Teachers Principal</p>	<p>Refine district benchmark assessments (2019-20).</p> <p>Continue to refine common assessments aligned to standards-based report cards</p> <p>Follow established district assessment calendar to monitor reading progress.</p> <p>Integrate the use of technology to enhance instruction, differentiation and assessment (applications to be used for core instruction as well as intervention and extension support).</p> <p>Provide Grade Level Release Days for Professional Development to support a Balanced Literacy program to include: Independent Reading, Writing, Shared Reading and Read Aloud.</p> <p>Set-up individual accounts and monitor monthly reports</p> <p>Implement district adopted ELA curriculum</p>	
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Students not meeting benchmarks will participate in a research-based literacy intervention program. (2018-2019 school year)	Classroom Teachers Literacy Specialist Read Naturally Coordinator Principal	Follow district guidelines/calendar for K-5 DRA2 assessments. Complete grade level analysis of results and develop action plans for students performing below benchmark. Including Tier 2 Intervention services with Literacy Specialist & Read Naturally Coordinator	District Funds LGEF Grant
	Principal Classroom Teachers	Secure teacher release days to complete assessments and analysis in a timely manner. Provide licensing for Raz Kids, Core 5, Reading A to Z, Achieve 3000 and other electronic supplemental support systems/materials.	Site Budget HSC Grant Site Funds
Provide differentiated instruction to meet the needs of all students. (Ongoing)	Teachers	Provide additional supplementary materials to support mastery of ELA standards	HSC Grant Site Funds
Provide extension opportunities to students performing at advanced levels	Teachers Principal	Participate in in ELA Professional Development, aligned with CIA Scope of Work. Participate in site specific professional development to include the possible use of consultants and/or attendance at conferences/workshops.	HSC Grant Site Funds
Attend Professional Development in ELA instructional strategies (2019-20)		Provide funding for conference registrations or consultant fees in the area of ELA	

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Local Grade Level Writing Samples	<p>Grade level writing samples are inconsistent across grade levels and elementary sites</p> <p>As units are aligned to CCSS in the Year Long Context, writing assessments and rubrics will need to be developed, implemented, and analyzed.</p> <p>Kindergarten: 78 of the 79 students are at or above grade level standards</p> <p>Grade 1: 70 of the 89 students are at or above grade level standards</p> <p>Grade 2: 77 of the 96 students are at or above grade level standards</p> <p>Grade 3: 95 of the 97 students are at or above grade level standards</p> <p>Grade 4: 83 of the 103 students are at or above grade level standards</p> <p>Grade 5: 85 of the 112 students are at or above grade level standards</p>	Monitor development of common grade level writing assessments across the elementary sites

STRATEGY: Align instruction and assessments to Common Core Standards

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review and analyze Fall Assessment Data (FAD) to develop grade level plans. (Fall 2019)	Grade Level Teams Principal CIA Task Force	Examine Student Data (Aug.– Sept. 2019) Write grade level plan to respond to student needs and strengths.	District Funds Site Funds HSC Grant
Refine Writing Units in the Year Long Curriculum Maps. (Ongoing)	Classroom Teachers Principal CIA Task Force	Implement instructional units developed from the Curriculum Maps.	
Provide differentiated instruction to meet the needs of all students. (Ongoing)		Identify grade level assessments and rubrics to be used to monitor progress.	
		Vertically align expectations and come to agreement on mastery levels at each grade level.	
		Provide licensing for electronic supplemental support systems/materials as identified by grade level teams	
		Provide additional supplementary materials to support mastery of ELA standards	
Attend Professional Development in ELA instructional strategies		Participate in in ELA Professional Development, aligned with CIA Scope of Work. Participate in site specific professional development to include the possible use of consultants and/or attendance at conferences/workshops. Provide release days for teachers to attend Professional Development in research supported ELA instructional strategies.	

LEA GOAL #2: Utilize best practices to maximize proficiency in Science for all students with a focus on upward mobility

SCHOOL GOAL: By June 2020, all students will demonstrate upward mobility in student achievement, as measured by local assessments.

LCAP PRIORITY AREAS: #1 Basic Services, #2 Implementation of Common Core, #4 Pupil Achievement, #7 Course Access

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

Strategic Goal 1.2 Integrate digital literacy and enhance STEAM approaches to student learning

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Local assessment data tied to <i>Mystery Science</i> , <i>Foss Kits</i> , <i>Amplify Science</i> Spring 2019 CAASP data will be analyzed in September 2019	Students are being exposed to NGSS content	Monitor student progress on assessments and their alignment to NGSS

STRATEGY: Become familiar with the Next Generation Science standards and identify grade level changes from California State Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide Cal Academy of Science PD	District Staff Principal	Fall 2019	District Funds Site Funds HSC Grant
School reps to pilot science materials	CIA Reps Classroom Teachers Principal	September 2019-January 2020	
Incorporate Next Generation Science Standards into all science units		Integrate the use of technology to enhance instruction. Utilize <i>Mystery Science</i> online curriculum for Grades K-5.	
		Provide additional supplementary materials to support mastery of NGSS standards including GIZMOS	

Provide differentiated instruction to meet the needs of all students.		simulations and other supplemental materials for grades 3-5	
Support Science focused field trips and guest speakers		Provide study trips and guest speakers aligned with Next Generation Science Studies Participate in site specific professional development to include the possible use of consultants and/or attendance at conferences/workshops.	

LEA GOAL #3: Utilize best practices to maximize proficiency in mathematics for all students with a focus on upward mobility (focused on a balanced math curriculum).

SCHOOL GOAL: By June 2020, all students will demonstrate upward mobility in student achievement, as measured by local and state assessments.

LCAP PRIORITY AREAS: #1 Basic Services, #2 Implementation of Common Core, #4 Pupil Achievement, #7 Course Access

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Local assessment data for grades K-5	Data reveal the following are proficient or advanced in Math for all grades: Kindergarten: 78 of the 79 students are at or above grade level standards	Analyze local and district benchmark assessments, as well as 2019 SBAC data (Sept. 2019)

<p>Analysis of 2019 CAASP Data for grades 3-5</p>	<p>Grade 1: 80 of the 89 students are at or above grade level standards</p> <p>Grade 2: 79 of the 96 students are at or above grade level standards</p> <p>Grade 3: 89 of the 97 students are at or above grade level standards</p> <p>Grade 4: 76 of the 103 students are at or above grade level standards</p> <p>Grade 5: 85 of the 112 students are at or above grade level standards</p> <p>Data in Grades 3-5 reveals %, %, and % of students are achieving grade level proficiency or above in mathematics, respectively.</p>	<p>Spring 2019 CAASP data will be analyzed in September 2019 for grades 3-5 and the percentages will be included at that time</p>

STRATEGY: Align mathematics instruction and assessment to Common Core State Standards (CCSS) and Year Long Context Maps.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review and analyze Fall Assessment Data (FAD) to develop grade level plans. (Fall 2019)	Teachers Principal	Examine Fall assessment data Write grade level plan to respond to student needs and strengths. Align plans for professional development and material needs with district goals and site budget	District Funds Site Funds HSC Grant LGEF Grant
Continue to refine district Mathematics Benchmark Assessments, as needed	CIA Task Force Members Grade Level Teams	Collaborate at grade levels and district level to refine benchmark assessments, as needed	
Ongoing refinement of Math Curriculum Maps aligned with CCSS	Classroom Teachers	Identify/Create/Refine grade level diagnostic, summative, and District benchmark assessments aligned to the year long context and standards based report cards	
Provide differentiated instruction to meet the needs of all students. (Ongoing)		Integrate the use of technology to enhance instruction, differentiation and assessment (applications to be used for core instruction as well as intervention and extension support).	
Provide extension opportunities to students performing at advanced levels	Classroom Teachers Principal Math Specialist	Provide additional supplementary materials to support mastery of mathematics standards.	

<p>Students not meeting benchmarks will participate in a research-based mathematics intervention program. (2018-2019 school year)</p>	<p>Classroom Teachers Principal Math Specialist</p>	<p>Complete grade level analysis of results and develop action plans for students performing below benchmark using CAT process</p> <p>Follow district guidelines/calendar for K-5 math benchmark assessments. Complete grade level analysis of results and develop action plans for students performing below benchmark-including Tier 2 Intervention support services with Math Specialist.</p>	
<p>Support teachers, focusing on grades 3, 4, & 5 to engage students in deeper thinking, problem-solving tasks.</p>	<p>Math Specialist Grade 3 Classroom Teachers</p>	<p>Grade 3</p> <p>Model two 3 Act Task Lessons by December for all 3rd grade teachers and students</p> <p>Provide resources and support for teachers to continue implementing 3 Act Tasks</p>	
	<p>Math Specialist Grade 4 & 5 Classroom Teachers</p>	<p>Grades 4 & 5</p> <p>Math Specialist will provide one MARS task per month for teachers to use with their class. She will also provide teachers with support to scaffold problem-solving tasks to enhance student perseverance and engagement</p> <p>Provide release days for teachers to attend Professional Development in research supported mathematics instructional strategies and/or collaborate on site to plan curriculum, develop/ refine assessments.</p>	

Support family engagement by hosting annual Family Math Night	Math Specialist H & SC Lead Principal Fisher MS Volunteers	Provide funding for conference registration or consultant fees in the area of mathematics Host Family Math Night in October	
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LEA GOAL #4: Utilize best practices to maximize proficiency for all limited English-Proficient students with a focus on upward mobility in the areas of English Language Arts and mathematics,

SCHOOL GOAL: By June 2020, all English learner students will increase proficiency levels, as measured by local and state assessments.

LCAP PRIORITY AREAS: #4 Pupil Achievement

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of 2018-19 ELPAC and classroom data of EL identified students.	2018-19 Data English Learner (EL): 22 Initially Fluent English Proficient (IFEP): 26 Reclassified Fluent English Proficient (RFEP): 9	The staff will monitor annual English Language Proficiency Assessment for California (ELPAC) data and grade level assessments to ensure students are making annual progress.

STRATEGY: Provide a quality ELD program to all English learner students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review and analyze ELPAC data to develop grade level plans to specifically address the needs of EL students	Principal EL Teacher Classroom Teachers	Examine Student ELPAC Data (Fall 2019)	District Funds Site Funds

<p>Provide English Language Development activities. (Ongoing)</p> <p>Provide differentiated instruction to meet the needs of all students. (Ongoing)</p>		<p>Classroom Teachers will provide Daily ELD instruction</p> <p>Provide Academic Vocabulary Lessons. (Ongoing)</p> <p>Integrate the use of technology to enhance instruction.</p> <p>Purchase additional software and/or apps as they are identified.</p> <p>Provide additional supplementary materials to support ELD</p>	
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide literacy intervention support.	<p>EL Teacher Literacy Support Specialist</p> <p>Principal Teachers Literacy Specialist</p> <p>Principal Teachers</p> <p>Literacy Specialist Principal</p>	<p>Provide intervention in Literacy skills including Lexia & Core 5 access.</p> <p>Provide Tier 2 support with Literacy Specialist, as needed</p> <p>Identify a teacher at each grade level to serve as a direct communication link to ELL Specialist</p> <p>As appropriate, group students in general ed. classrooms to optimize learning opportunities and friendships</p> <p>Strengthen Home/School connection by hosting early fall and late spring Parent Workshops for students receiving Tier 2 literacy support</p> <p>Provide May 2020 Literacy Workshop to all Kindergarten parents who are not meeting the end-of year DRA2 Benchmark</p>	<p>District Funds</p> <p>Site Funds</p>

LEA GOAL #5 Utilize best practices to ensure all students will be educated in a safe, orderly, and developmentally responsive environment that is conducive to learning.

SCHOOL GOAL: For the 2019-20 academic year, the school environment will reflect a school culture that supports a safe learning environment for all students.

LCAP PRIORITY AREAS: #1 Basic Services, #3 Parent Involvement, #5 Pupil Engagement, #6 School Climate

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

Strategic Goal 1.3 Strengthen parent and community partnerships encompassing safety and wellness

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Student Behavioral Data Suspension Data,	Zero students have been formally suspended this year. Approximately 95 have been referred to the principal for behavioral intervention.	Suspension and behavioral data will be monitored.
Staff and Parent Volunteer anecdotal feedback regarding the ABC Reader Program	Teachers and parents anecdotally report parent-led monthly ABC lessons are supporting the development of developmental assets and social skills. School wide themes and accompanying vocabulary are highlighted and reinforced by staff	
Caring School Climate Survey	Students report high comfort levels with safety, connection to school and school engagement	Results of the annual survey will be analyzed by staff and a student focus group and modifications to practices will be implemented/refined

STRATEGY: Implement the ABC Readers program and <i>Second Step</i> instructional units to foster student engagement and support social/emotional development.		

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Align Project Cornerstone ABC Readers' lessons with the sequence followed throughout Santa Clara County.	Principal, Teacher Liaison and Parent ABC Reader Coordinator	Continue implementing the Project Cornerstone ABC Reader program.	HSC Grant Site Funds
Purchase Project Cornerstone books.		Purchase books in August 2019	Site Funds
Teacher Liaison to provide lesson plans and monthly trainings for parent volunteers to prepare them to read and lead classroom discussions		7 times a year	
Classroom teachers and the Cornerstone Team will identify ABC Readers		7 times a year	
During the trainings, a school wide theme will be identified and strategies will be shared to connect		7 times a year	

<p>students with the theme</p> <p>ABC Readers will be encouraged to go directly from training (last Thursday of each month, 8:15-9:00am) to the classroom making for more consistency in timing of message and simplifying job for working parents.</p> <p>Plans will be shared with faculty via email and a monthly overview will be provided during staff meetings.</p> <p>An additional lesson will be added to the schedule (last Thursday in May), specifically for reviewing the year's books and lessons.</p> <p>Expand scope of the program and encourage teacher involvement by offering lesson cards to encourage review of the monthly lesson.</p>		<p>7 times a year</p>	
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>An opportunity will be provided for parent volunteers and staff to offer feedback from the previous month's lesson</p> <p>The Kindergarten Book List will be customized to include books that build the foundational skills for common conceptual understanding and vocabulary K-5</p> <p>An ABC Reader link to the H & SC website will provide parents with a monthly update.</p> <p>A community bulletin board located at the front entrance of the school will spotlight the books and skills being developed each month.</p> <p>Monthly letters will be emailed to parents highlighting the ABC Readers' Book of the Month and accompanying</p>		<p>7 times a year</p> <p>August 2019-May 2020</p> <p>7 times a year</p> <p>Ongoing</p>	

<p>Developmental Assets explored and reinforced in the lesson.</p> <p>Buzz Club – Students in Grades 3-5 will have a variety of on-site volunteer opportunities including: cross-age tutoring, food & clothing drives, assisting with promotions for school events such as the Science Fair, Author's Visit, Harvest Festival, & Family Movie Night.</p>			
<p>Continue to implement the <i>Second Step</i> program.</p> <p>Provide counseling push-in lesson K-5</p> <p>Provide 4 workshops to Kindergarten Classes to promote and encourage physical and emotional self-regulation</p>	<p>Teachers</p> <p>Counselors</p> <p>Teachers Principal Consultant</p>	<p>Provide opportunities for grade level teams to collaborate on selecting <i>Second Step</i> lessons that address the ongoing individual social and emotional needs of the classrooms.</p> <p>Support student well-being</p> <p>Four workshops to be scheduled quarterly</p> <p>Perfect attendance recognition assembly to include certificates and pencils</p>	<p>H & SC Grant</p> <p>HSC Grant</p>

Promote and celebrate perfect attendance.	Principal Admin. Assistants Teachers	Wednesday Morning Announcements	
Promote student safety and healthy habits	Principal 5 th Grade Student Representatives	Organize and execute Mileage Club in Spring 2020	
Continue to support Mileage Club	Principal Teachers H & SC		
Support new families with opportunities to connect with BH community	Principal Staff Admin. Assistants HSC	Welcome Coffee First Day of School New Family Coffee held in early September 2019 & January 2020 Outreach to new families Kindergarten Orientation in Spring 2020 Kindergarten Visitation Meetings in Spring 2020 Variety of HSC community building sponsored events such as: Kindergarten Play Date at BH Park before school begins, Movie Night, Harvest Festival, & Science Fair	
Support new families with descriptions and rules to playground games	Principal Office Team	School website Hard copy pamphlet	
Support new families with Welcome Packet	Principal Office Team	Same as above	
Continue Fun Friday program.	Principal Parent Volunteers	Provide games and activities during lunch recess.	

Continue to expand the SR2S Program by:	Principal SR2S Committee School Safety Committee	Prepare and present information about SR2S Program in August 2019	
Promote parent awareness at Welcome Back Coffee, Back-to-School Night	Principal SR2S Committee School Safety Committee		
Continue to refine & implement Honeybee Barcode Program with 4 scanners	Principal SR2S Committee Buzz Club or Student Council	Once a week, scan Honeybee Barcode cards for all students who carpool or use People Power to get to school from August 2019 through June 2020	
Promote Honeybee Barcode Program to Kindergarten classes	SR2S Committee	Greet students and parents at Kindergarten gates with scanners, sample cards, & program registration forms in August 2019	
Introduce incoming 2020 Kindergarten parents to the SR2S Program at both the Kindergarten Orientation & Kindergarten Visitation	Principal Admin Assistants SR2C Committee H & SC Reps LGEF Rep	Prepare and present information about SR2S Program in May 2020	
Provide Kindergarten classes with educational presentations promoting pedestrian safety	Principal SR2S Committee	Present classroom lessons in fall 2019	
Sponsor Bicycle Rodeo for 3 rd grade classes	Principal SR2S Committee	Coordinate Bicycle Rodeo with support from local agencies and parent volunteers in September 2019	

<p>Hold Helmet Safety Workshop for all 4th grade students</p> <p>Provide SR2S tips and information in <i>Beehive</i> newsletter</p> <p>Coordinate efforts with all district schools by participating in quarterly SR2S meetings and contributing to the SR2S Newsletter</p>	<p>Principal, 4th Grade Teachers, Fisher Students</p> <p>Principal SR2S Committee</p> <p>SR2S Committee</p> <p>SR2S Committee</p>	<p>Coordinate Helmet Safety Workshop with student volunteers from Fisher Middle School in winter 2020</p> <p>Monthly</p> <p>Monthly</p> <p>Ongoing</p>	
<p>Host Steve Seskin to kick-off school year with an assembly focused on community building and kindness & to return in May to lead promotion song writing workshops for 5th grade</p> <p>Implement a school-wide Kindness Challenge in October & January</p> <p>Design and purchase banners to promote school values</p>	<p>Principal Teachers</p> <p>Principal Kindness Challenge Committee All staff</p> <p>Staff Parents</p>	<p>Schedule assembly for early September Schedule song writing workshops for mid May</p> <p>Schedule Kindness Challenges and promote school-wide</p> <p>Hang banners in courtyard Bee Kind Bee an Up-stander Bee a Bucket Filler Bee Curious</p>	HSC Grant

Host <i>The Swarm</i> (K-5 team building event)	Principal H & SC BH staff H & SC Parent Volunteers	Purchase color coded t-shirts for each grade level	District Funds
Present Victor Pacini's <i>Be Seen & Heard</i> program to all students in K-5	Student Services Dept. Principal Teachers	Schedule one live presentation and three follow-up video presentations for all students in grades 1-5	
Update site Emergency Plan	Principal Safety Coordinator BH Staff SSC	Complete review and revision process by 9/19 Purchase any needed supplies to support plan	
Refine procedures for supporting substitutes awareness of safety protocols	Principal Safety Coordinator BH Staff	Ongoing	
Update SB 187 Comprehensive School Safety Plan	Principal Safety Coordinator BH Staff SSC	Complete review and revision process by 3/1/20	
Participate on district-wide Safety Committee & Sub-committees	Principal Safety Coordinator Classified & Certificated Representatives	Plan and execute best safety practices district-wide	

Explore Kagan Cooperative Learning Structures	Principal Teachers	Provide opportunities for staff to learn about structures through observations and participation in professional development	Site Budget H & SC Grant Site Budget
Provide teacher-referred and teacher-directed after school Homework Center for students in grades 3-5	Principal Teachers	Twice per week September-May	Site Budget
Host Principal Chats for Parents	Principal	One chat per trimester	
Provide school-wide Wednesday Morning Announcement	Principal 5 th Grade Students	Include: <i>Pledge of Allegiance</i> , School News, and Principal's Safety & Wellness Tip	

LEA GOAL #6: Continue to build capacity for site based instructional teams focused on distributed leadership & collaborating in a professional learning community.

SCHOOL GOAL: For the 2019-20 school year, the site based leadership team and grade level teams will collaborate with the district's CIA Task Force to meet both district and site goals.

LCAP PRIORITY AREAS: #2, 4, 6, 7, 8

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #2 TEACHING Create a Culture of Collaboration and Continuous Improvement

Strategic Goal 2.1 Engage in high-quality professional development and training for all

Strategic Goal 2.3 Promote organizational learning and innovation built on promising practices

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CIA Task Force 2019-20 Scope of Work	Pilot 2 new curriculum choices Provide California Academy of Sciences Professional Development Continue PD to support Balanced Literacy	District created evaluation tool Monitor process and stakeholder feedback Staff Feedback Implementation of best practices

STRATEGY: Site based leadership team and grade level teams will collaborate with the CIA Task Force

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Spring/Fall 2019 Identify members of the District's CIA Task Force and Site-Based Leadership Team	Principal Teachers Director of Curriculum & Instruction	Identify Teacher Leaders and work with the CIA Task Force to establish clear goals and a work flow calendar based on the Scope of Work outlined above in Aug/Sept. 2019	CIA Task Force members will receive the district stipend

CIA Task Force to create and administer Professional Development (PD) Survey to inform future PD plans	Principal CIA Reps	Communicate goals and work flow calendar to all certificated staff in Sept. 2019. Provide monthly updates at faculty meetings throughout the year.	District & Site Budgets
	Principal CIA Peps	Align District's CIA Task Force goals and workflow calendar with Site-Based Leadership Team schedule, faculty meeting schedule, and grade level collaboration meeting schedule to ensure completion of goals. Monitor progress and update SSC and H & SC monthly.	
	Principal Teachers Director of Curriculum & Instruction	Implement the Cycle of Inquiry in the ongoing refinement and administration of the district's benchmark assessments in mathematics and ELA. Participate in Professional Development opportunities that is aligned with the CIA Scope of Work	
		Provide release days to attend Professional Development to support site-based leadership teams	
		Provide funding for conference registration and/or consultants	
2019-20	CIA Task Force Teachers	Teachers to complete Professional Development Survey in spring 2020	District Budget
	Kindergarten, 1 st grade and 4 th grade teachers	Participate in Professional Development to support integration of technology into curriculum	

LEA GOAL #7: Using data to inform instruction, continue to refine site-based formative and summative assessments.

SCHOOL GOAL: For the 2019-20 school year, continue to use data to inform instruction using formative and summative assessments.

LCAP PRIORITY AREAS: # 2, 4, 5, 7

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #2 TEACHING Create a Culture of Collaboration and Continuous Improvement

Strategic Goal 2.1 Engage in high-quality professional development and training for all

Strategic Goal 2.3 Promote organizational learning and innovation built on promising practices

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Review of local assessment data CIA Task Force 2019-20 Scope of Work Refine and calibrate ELA & Mathematics Grade Level Benchmarks	There is a need to continue to refine common formative/summative assessments to support student achievement as a focus on upward mobility The process for implementing Standards-Based Report Cards 2.0 across all grade levels needs to continue	Monitor student achievement and analyze the results of local assessments and benchmark assessments Monitor process and stakeholder feedback throughout the year

STRATEGY: Use data to monitor student understanding and adjust instruction to ensure ongoing, incremental growth.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to develop and refine assessments aligned to prioritized standards (2019-2020)	Principal Teachers	Refine formative and summative assessments to support best instructional practices and differentiated instruction during collaboration meetings and grade level release days (Ongoing)	Site Budget
Participate in development of Strategic Plan 2019-20	Principal Staff Parents	Update the School Plan to reflect the vision and objectives of the Strategic Plan	

Form B: Centralized Services for Planned Improvements in Student Performance

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. District support for EL Students	8/19-6/20	Salaries Benefits, instructional materials	\$82,088	LCFF
2. Professional Development in the area of English Language Arts and Science (NGSS)	8/19-6/20	Consultants, Substitute teacher release time, Teacher Leaders	\$36,455	TITLE II
3. Assist Immigrant students to achieve grade level standards	8/19-6/20	Salaries of staff and instructional materials	\$11,391	Title III
4. ELA staff development and Science (NGSS)	8/19-6/20	Substitute Time	\$18,032	LCFF

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly-qualified teachers and principals		\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: To address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lucia Arredondo		X			
Jenelle Bertucelli		X			
Julia Chan				X	
Ling Law				X	
Fran Mastroianni		X			
Malea Mordant				X	
Meena Nathan				X	
Lisa Reynolds	X				
Julie Sheehan			X		
Francine Shore				X	
Additional Regular Participants (non-voting)					
Kerry Perkins					
Home & School Club Board Members					
Numbers of members in each category	1	3	1	5	

³ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
 - ☐ State Compensatory Education Advisory Committee _____ Signature
 - ☐ English Learner Advisory Committee _____ Signature
 - ☐ Special Education Advisory Committee _____ Signature
 - ☐ Gifted and Talented Education Advisory Committee _____ Signature
 - ☐ District/School Liaison Team for schools in Program Improvement _____ Signature
 - ☐ Compensatory Education Advisory Committee _____ Signature
 - ☐ Departmental Advisory Committee (secondary) _____ Signature
 - ☐ Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 23, 2019.

Attested:

____ Mrs. Lisa Reynolds _____
Typed name of School Principal

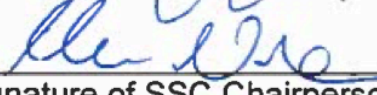


Signature of School Principal

5/23/19

Date

____ Meena Nathan _____
Typed name of SSC Chairperson



Signature of SSC Chairperson

5/23/19

Date

Annual Evaluation: To be completed in 2018-19 School Year

Form F: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

The top plan priorities for 2018-19 were to increase student academic achievement in all areas and to enhance each child's sense of engagement, community, and social/emotional wellness in a safe and caring environment.

In the fall, K-5 teachers analyzed grade level data from local and state assessments and identified target areas and teaching strategies. Student progress in all academic areas was monitored throughout the school year. In January and April, grade level teams participated in a student-by-student analysis of progress in reading and social/emotional development. Teachers participated in district-wide professional development in the areas of English Language Arts and Next Generation Science Standards. Additional opportunities were also provided to attend after school Balanced Literacy workshops and several teachers and the principal participated.

The local Caring and Climate Survey results indicate that students overwhelmingly feel safe and cared for at school. Students identified that there are caring adults on campus, and that they feel accepted, would step up to help each other and know that their teachers care for them. The ABC Readers program continues to grow and thrive. This year, the school community also successfully participated in the Great Kindness Challenge.

Some of the many student and family enrichment opportunities provided this past year in collaboration with the Home & School Club included: August TK/Kindergarten Play Date at Blossom Hill Park, Welcome Back-to-School Coffee, Fall & Winter New Family Coffees, multiple educational assemblies, Safe Routes 2 School (SR2S) special event days, 3rd grade Bike Rodeo, Family Movie Night, Family Math Night, Mom's Night Out, Harvest Festival, Halloween Parade to The Terraces, Blossom Hill Chorus, Staff Appreciation Week during both fall and spring conference weeks, Hicklebee's and Scholastic Book Fairs, Science Fair and Family Science Night, Honeybee Choir, St. Patrick's Day Parade to The Terraces, End-of-Year Staff Appreciation Luncheon, Mileage Club, and The SWARM.

Safety for our learning community is of the utmost importance. The staff has developed and is well trained in safety procedures and protocols. In addition, the site Safety Committee worked collaboratively with parents and staff to review and update both the site safety plan and emergency plan. Attention to maintaining safe facilities, as well as a caring school climate is ongoing.