

The Single Plan for Student Achievement

School: Blackford Elementary School
CDS Code: 43-69393-6046510
District: Campbell Union School District
Principal: Corrine Frese
Revision Date: January 19, 2017

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

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

Contact Person: Corrine Frese
Position: Principal
Phone Number: (408) 978-4675
Address: 1970 Willow Street
San Jose CA, 95125
E-mail Address: cfrese@campbellusd.org

The District Governing Board approved this revision of the SPSA on February 16, 2017.

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations	3
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results	12
CELDT (All Assessment) Results	13
Title III Accountability (School Data)	14
Title III Accountability (District Data)	15
Planned Improvements in Student Performance	16
School Goal #1	16
School Goal #2	18
School Goal #3	20
School Goal #4	21
School Goal #5	23
Centralized Services for Planned Improvements in Student Performance	25
Centralized Service Goal #1	25
Centralized Service Goal #2	27
Centralized Service Goal #3	28
Centralized Service Goal #4	30
Centralized Service Goal #5	31
Summary of Expenditures in this Plan	32
Total Allocations and Expenditures by Funding Source	32
Total Expenditures by Object Type	33
Total Expenditures by Object Type and Funding Source	34
Total Expenditures by Goal	35
School Site Council Membership	36
Recommendations and Assurances	37

School Vision and Mission

Blackford Elementary School's Vision and Mission Statements

We uphold high expectations and empower all students to achieve academic success.

School Profile

We are a school community with high expectations as students, educators, parents and the community work together to achieve a common goal to actively support all students in learning.

Serving students from Campbell and San Jose, Blackford is home to 509 students from diverse backgrounds and various cultures. Our school hosts students from Transitional Kindergarten to fifth grade, including our County OI (orthopedically impaired) program. We encourage parents to share in the decision-making process through involvement in our Blackford PTA, School Site Council, English Language Advisory Committee, and Project Cornerstone.

At Blackford we work closely together to create a caring school climate that will benefit all of our children. Our expectations for anyone on campus is to be Respectful, Achieve to their full potential, and be Responsible (RAR).

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).

An annual perception survey is done in the month of May. Parents, teachers, and students are asked for information regarding the school's academic program, staffing and school climate. Survey results are kept from year to year and can be analyzed for trends. Results are shared with all stakeholder groups annually. 129 parents (68 Hispanic, 22 Caucasian, 22 Asian, 10 African American), 32 staff members, and 191 students took the survey in June of 2016. Parent response trends show that they have respect the teachers and feel that the teachers show respect the students. The site showed great gains this year in the satisfaction of parents. Of the 24 questions asked 21 of them had a higher score than the previous year. Evidence from the survey indicates that we need to implement strategies to improve the public image of the school. Conversations around this will take place at schools site council, PTA and ELAC meetings throughout the year. The teachers also ranked the public image as one of the lowest areas on the survey. Other staff data shows that the culture within the school is improving substantially from previous years. Students feel as if an area of improvement can come in the amount of challenge they are provided and the amount of choices they have in what they learn. Blackford holds a variety of engagement meetings annually. Back to school night is highly attended evening where expectations around the standards based instructional program are shared. On average we have 80% percent of the families attend this event.

Classroom Observations

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

All teachers are observed informally on a regular basis annually through the practice of Instructional Rounds and Administrator observations. Tenured teachers are evaluated on an every other year basis. Non-Tenured teachers are evaluated formally three times a year. A summary of findings for the past year showed that teachers are aware of the instructional shifts inherent in the Common Core and there is an emphasis on student directed learning capitalizing on the 4C's. (Creativity, Communication, Collaboration and Critical Thinking) Observations also indicate the increase in the use of instructional technology to support student needs and provide small group instruction. An area of growth for Blackford that will be addressed with staff members is the need to ensure that lesson design is providing adequate rigor needed to meet the demands of the Common Core to

prepare students for college and career. There is also a need to focus on effective differentiation strategies to ensure that all students have equal opportunities to access the curriculum.

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 who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Blackford uses multiple measures to assess students and used this data collaboratively to analyze student strengths and weaknesses. SBAC data is analyzed at the beginning of the each school year to help the site make school wide instructional decisions based on the data. In addition, iReady student assessment data is analyzed three times a year after each diagnostic test.

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

Blackford teachers analyze student data using the Professional Learning Community model. This is done on a bi-monthly basis. Common formative assessments are created using the Common Core aligned curriculum and teachers come together to evaluate the assessment results. Children who have not met the standard are provided with classroom interventions and/or school-wide interventions based on the results. BAS assessment results are also used to guide teacher discussions and determine intervention needs.

Staffing and Professional Development

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

100% of Blackford teachers are highly qualified and fully credentialed. The district has an overall strategic plan goal to attract and retain high quality teachers. The recruitment process begins early each year when site administrators attend a March recruitment faire to interview potential new hires. Capacity and enrollment projections are discussed at the district's council level on a monthly basis to anticipate the need for hiring. The district uses a process called Ventures For Excellence to ensure that the candidates are student centered. All Site Administrators receive training and certification to be able to participate in the Ventures interview process. Once hired, teachers in CUSD receive extensive training and coaching support as a strategy for retention.

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

All Blackford teachers participated in training on the newly adopted English Language Arts curriculum in August 2016. Piloting is currently underway for a Common Core math curriculum and once determined all teachers will participate in publisher training on the selected curriculum. The decision will be made in June 2017 and training will take place in August 2017. Additional professional development is done at monthly staff meetings, on teacher release days. There are multiple opportunities for paid professional development that takes place on Saturdays and in the early evening hours.

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

Staff development for Blackford teachers is aligned to content standards as laid out in adopted curriculum. Targeted training was provided on the Professional Learning Community process for the Blackford instructional leadership team. PLCs are our high leverage activity and all training in this area has us looking at essential standards, student performance on assessments and intervention and student enrichment.

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

Blackford has an Equity Coach that is released from classroom duties full time to support professional development needs of teachers. The Coach provides assistance with lesson design, PLC collaboration facilitation, professional development, teaching model lessons and providing individual and group coaching to staff members. In addition the district offers support through various content expert coaches who focus on math and technology integration, literacy development and STEAM integration.

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

Per the teacher contract all Blackford teachers are allocated two formal collaboration days per month. The engage in PLC work on these coloration days on Wednesdays. In addition to these after school meetings teachers also receive up to 3 release days per year to engage in collaboration with grade level peers. Additionally, some grade level teams have common prep time where teacher collaboration takes place. One staff meeting at the beginning of the year is allocated to articulation of essential standards.

Teaching and Learning

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

Teacher teams examined the newly adopted curriculum and identified essential standards that drive our PLC work. Teachers selected the Benchmark as the Core English Language Arts Curriculum for grades 1-5 and The Amplify Program for Kindergarten. We are currently using the Eureka Math program which is aligned to the Common Core Standards. The district will make a final decision on the math program in June 2017.

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

Adequate instructional time is allotted based on recommendations in the California Reading and Language Arts and Math frameworks for all standards-aligned, core instructional programs. Blackford has a 90 minute guaranteed literacy block daily and a 60 minute mathematics block for grades TK-6. This time is protected. PE minute are met by both classroom teachers and an outside contractor that offers PE while teachers receive preparation time.

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

The adopted curriculum provides pacing guides for teachers to follow and the PLC collaboration time is used to discuss appropriate modifications that need to be made to ensure that all students learn the essential standards. The daily schedule allows for flexibility if a student needs to be removed for an identified intervention. Students are not removed from class time during the designated literacy block to ensure they do not miss core instruction.

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

The Campbell Union School district follows the CDE's recommended curriculum/instructional materials adoption and improvement cycle. Instructional materials are identified for school use that correspond to state standards. Teachers go through a thorough pilot process and solicit input from parents and students. Once adopted district teachers are expected to use the instructional materials in their classrooms. The adopted materials also meet the requirements of the ELD Framework and have programs aligned to a content area. Special Education classes are also expected to use the adopted materials that the grade level of instruction with scaffolding and accommodations provided. All students have access to high quality, common core aligned instructional materials and we meet the Williams requirements annually. Grades 2-6 have access to 1:1 technology tools.

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)

Teachers in the Campbell Union School district have access to CCSS aligned curriculum through their adopted materials as well as supplemental support materials such as leveled readers, and the iReady instructional program. All students have access to high quality, common core aligned instructional materials. Students requiring intervention are provided standards aligned intervention that is integrated with core classroom materials.

Opportunity and Equal Educational Access

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

Students currently not performing at grade level are provided a variety of levels of support to aid with their success. The following services and staff are available:

- *Education Associates in classrooms for additional support
- *Reading intervention offered by a Reading Intervention Teacher who uses the Sonday System and LLI intervention programs
- *Grade level intervention through the Excel program model (flexible groups with specialized teachers)
- *Teacher PLC time to discuss student needs
- *Counseling Services
- *Multi-Tiered System of support offered through outside partners for socio-emotional support
- *Psychologist
- *Community Liaison support for families
- *Speech and language therapist
- *After School intervention program for targeted students
- *Saturday Math Intervention program
- *Math Intervention Teacher

14. Research-based educational practices to raise student achievement

Our primary research based practice is Professional Learning Communities. Our literacy program uses Close Reading, Guided Reading and provides opportunities for using the research based Workshop Model to teach reading and writing. The 8 Mathematical practices are embedded in the Common Core aligned curriculum that is currently in use. Teachers receive training and support on best practices in Blended Learning and the Flipped Classroom Approach.

Parental Involvement

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

Teacher Conferences and additional intervention conferences
Translation of all materials sent home
Services from Uplift Community Services
Services from El Camino Partnership
PE Lunchtime program (Playworks)
Parent University
SST/IEP meetings
SARB meetings
Parent Teacher Association (PTA) meetings
After School Program
Summer Intervention Program
iReady Parent progress reports and use of educational program at home
Project Cornerstone
Adult ESL Classes
ELAC
Positive Discipline Classes

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)

Parent input is solicited through school site council, PTA, ELAC and LCAP community engagement meetings. These meetings happen monthly.

Funding

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

Educational associates provide supports to underperforming students.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

While we have a few strong parent groups, the lack of parent involvement at the school is a struggle that we face. We will continue to increase the number of parent engagement opportunities and vary the times and track enrollment to ensure that parents are able to attend meetings. In addition we use our Community Liaison to connect with families and welcome them into the Blackford community.

The different languages spoken by English Learners and their parents may limit our progress. The state's economy and the cost of living in the area surrounding our school provide ample challenges and the result is we have many children living in poverty. We work with community based organizations to provide multi-tiered systems of support for our students and families.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	93	94	93	91	93	91	100.0	96.8
Grade 4	106	91	102	90	102	90	96.2	98.9
Grade 5	61	76	60	76	60	76	98.4	98.7
All Grades	260	261	255	257	255	257	98.1	98.1

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2368.2	2388.1	10	9	12	21	25	29	54	42
Grade 4	2417.8	2430.3	9	11	16	20	28	26	47	43
Grade 5	2457.8	2481.0	0	9	27	36	33	20	40	36
All Grades	N/A	N/A	7	10	17	25	28	25	48	40

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	8	8	34	48	58	44	
Grade 4	9	11	39	33	52	56	
Grade 5	12	17	42	45	47	38	
All Grades	9	12	38	42	53	46	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	11	40	45	55	44
Grade 4	10	16	52	48	38	37
Grade 5	3	20	60	53	37	28
All Grades	7	15	49	48	44	37

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	14	62	60	28	25
Grade 4	5	12	63	64	32	23
Grade 5	7	5	62	75	32	20
All Grades	7	11	62	66	31	23

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	10	47	63	45	27
Grade 4	11	8	52	59	37	33
Grade 5	12	17	62	61	27	22
All Grades	10	11	53	61	38	28

Conclusions based on this data:

1. English learners had an 8% point gain from the 2014-15 to the 2015 - 2016 school year in English Language Arts
2. Students meeting or exceeding standards in 3rd, 4th, and 5th grade grew 11% in English Language Arts from 2014-15 to 2015-16
3. Based on this data, writing for 3rd, 4th, and 5th grade needs to be a focal area during language arts instruction

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	93	94	93	93	93	93	100.0	98.9
Grade 4	106	91	105	90	105	90	99.1	98.9
Grade 5	61	76	61	76	61	76	100.0	98.7
All Grades	260	261	259	259	259	259	99.6	98.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2372.3	2391.1	3	6	15	24	29	26	53	44
Grade 4	2422.6	2429.4	5	6	10	14	40	39	45	41
Grade 5	2434.3	2452.9	2	8	8	7	31	36	59	50
All Grades	N/A	N/A	3	7	12	15	34	33	51	45

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	13	31	37	62	51
Grade 4	12	12	18	30	70	58
Grade 5	2	11	26	22	72	67
All Grades	8	12	25	30	68	58

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	15	35	41	57	44
Grade 4	9	12	41	49	50	39
Grade 5	2	7	38	34	61	59
All Grades	7	12	38	42	55	47

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	10	42	61	52	29
Grade 4	8	7	37	46	55	48
Grade 5	2	9	48	42	51	49
All Grades	6	8	41	50	53	41

Conclusions based on this data:

1. English learners had a 3% point gain from the 2014-15 to the 2015-2016 school year in Math. They are growing at a similar rate of their English Speaking peers.
2. Students meeting or exceeding standards in 3rd, 4th, and 5th grade grew 7% in math from 2014-15 to 2015-16
3. Overall, 3rd, 4th, and 5th grade struggled the most with Concepts & Procedures (applying mathematical concepts and procedures)

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	10		22	20	14	22	50	43	22	20	14	22		29	11
1	15	4	10	32	26	47	32	50	22	15	17	18	6	2	4
2	7	5	7	31	18	17	38	39	32	14	18	32	10	18	12
3	14	2	3	23	26	14	42	43	34	16	17	21	5	11	28
4	3	3	9	21	40	26	55	43	43	18	7	17	3	7	6
5		6	13	38	39	19	42	33	44	15	11	13	4	11	13
Total	9	4	9	28	28	27	41	43	32	16	15	21	6	10	11

Conclusions based on this data:

1. Newcomer English Language learners need additional support through high quality ELD periods that may need to exceed the 150 minutes per week that is required.
2. Blackford's AMAO 1 has declined the last two years.
3. Blackford's AMAO 2M had an increase over the last two years.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	2	3	5	9	8	14	27	33	21	34	26	24	28	30	37
1	13	6	11	30	26	44	30	49	20	13	17	17	13	2	7
2	7	5	7	31	20	16	37	39	30	14	17	30	12	20	16
3	13	2	3	25	24	13	40	41	35	15	16	19	6	16	29
4	3	6	9	21	37	26	55	37	43	18	9	17	3	11	6
5		5	18	41	37	18	41	32	41	15	11	12	4	16	12
Total	7	4	8	25	22	23	36	39	29	19	18	21	13	17	19

Conclusions based on this data:

1. In all grade levels the number of students scoring advanced has increased from the 2014-2015 school year to the 2015-2016.
2. Third grade is showing higher numbers of students not making growth in both the beginning and early intermediate bands.
3. Grade levels two through five decreased in the number of students in the early advanced band from 2014-2015 to 2015-2016.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	244	184	43
Percent with Prior Year Data	100.0%	100.0%	26
Number in Cohort	244	184	0.18
Number Met	138	83	11
Percent Met	56.6%	54.7%	0.423
NCLB Target	59.0	60.5%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	276	24	248	19	215	14
Number Met	76	--	42	--	56	4
Percent Met	27.5%	--	16.5%	--	26.00%	28.60%
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	Yes	--	No	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Blackford Elementary School's AMAO 1 has declined the last two years.
2. Blackford Elementary School's AMAO 2L did increase by 9.5% from the 2014-2015 and 2015 - 2016.
3. Blackford Elementary School had 4 out of 14 students reach English proficiency after 5 years of ELD instruction.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1992	1,716	1,813
Percent with Prior Year Data	100.0	99.8	99.9
Number in Cohort	1992	1,712	1,812
Number Met	1198	749	1,039
Percent Met	60.1	43.8	57.3
NCLB Target	59.0	60.5%	
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1969	465	1,779	393	1,762	478
Number Met	590	187	393	124	429	206
Percent Met	30.0	40.2	22.1	31.6	24.3	43.1
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	Yes	No	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Met Target for AMAO 3	No		

Conclusions based on this data:

1. CELDT results at the district level showed gains in all of the AMAO's for the 2014-15 school year.
2. The 2015-2016 AMAO 1 and 2L are not as high as the levels they have been in the past but this is due to the fact that we reclassified 1st and 2nd graders for the first time in the 2013-14 year which made the numbers higher. We are showing growth from the year previous however.
3. We still struggle to meet the needs of our long term English Language Learners as a district. Additional resources such as coaching, professional development and identifying ELD Champions at each school will address this concern and results will continue to be monitored.

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.
SCHOOL GOAL #1:
Increase student achievement in English Language Arts.
Data Used to Form this Goal:
SBAC data from 2014-15 and 2015-2016 iReady Data BAS Data Curriculum embedded assessment data
Findings from the Analysis of this Data:
While students are showing some growth in English Language Arts, Blackford students are still performing at a lower level than students in the County from similar schools.
How the School will Evaluate the Progress of this Goal:
Teachers will meet collaboratively to evaluate iReady data after each diagnostic session. Students needing intervention will receive additional instruction and their progress will be monitored. Student Study teams will happen for students not showing adequate growth. The Reading Intervention teacher will use the targeted data to evaluate the progress of the students that she works with.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Educational Associates	8/23/16 - 6/14/17	Principal	Classified Staff - Ed Associates will work directly with students who are at risk, providing them access to all learning materials and small group instruction targeted at their level to increase both their academic knowledge and address social emotional concerns that arise.	2000-2999: Classified Personnel Salaries	Title I	89887
Provide professional development around standards	8/23/16 - 6/14/17	Principal	District Professional Development/Training	None Specified	None Specified	0

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Math and STEAM
LEA/LCAP GOAL:
All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.
SCHOOL GOAL #2:
Improve student achievement in math and STEAM
Data Used to Form this Goal:
SBAC data from 2014-15 and 2015-2016 iReady Data Curriculum embedded assessment data Culminating performance of Montalvo Culminating product of Sowing Creativity (San Jose Museum of Art residency)
Findings from the Analysis of this Data:
Student achievement data in grades 3-5 was much lower than the district and county average. Students are struggling to read the complex text and multi step problems on the Smarter Balanced Assessment Consortium and the performance based assessments. Additional support is being provided through small group math instruction and a math intervention teacher, as well as programs that help with automaticity and fluency of math facts. STEAM opportunities are helping to ensure that our students are exposed to multiple disciplines by the time they leave for middle school. These programs have proven to be successful with student engagement and work production regarding the arts.
How the School will Evaluate the Progress of this Goal:
Teachers will meet collaboratively to evaluate iReady data after each diagnostic session. Students needing intervention will receive additional instruction and their progress will be monitored. Student Study teams will happen for students not showing adequate growth. The Math Intervention teacher will use the targeted data to evaluate the progress of the students that she works with. Intervention teachers collaborate with administrators for consistent monitoring and growth progress and determine next steps necessary. Teachers use performance task data as well as curriculum embedded assessments to analyze progress and determine if the goal is being met and what next steps need to be taken if it is not.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Intervention Teacher	8/23/16 - 6/14/17	Principal	Targeted math intervention/instruction	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000
Reflex Math	8/23/16 - 6/14/17	Principal	Math instruction	4000-4999: Books And Supplies	LCFF - Supplemental	3,400
Sowing Creativity	2/1/2017 - 6/14/17	Principal	STEAM partnership	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000
Montalvo Arts	9/1/2017 - 6/1/17	Principal	STEAM Partnership	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	8,400
Real World Math/STEAM experiences	8/23/16 - 6/14/17	Principal	Math/STEAM Assemblies	5000-5999: Services And Other Operating Expenditures	LCFF - Base	6,200
Professional Development	8/23/16 - 6/14/17	Principal	Conferences	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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: Close the Achievement Gap			
LEA/LCAP GOAL:			
Ensure that all children learn at high levels and close the achievement gap.			
SCHOOL GOAL #3:			
Maintain high levels of learning for students at or above grade level and close the achievement gap.			
Data Used to Form this Goal:			
SBAC data iReady growth data curriculum embedded assessments			
Findings from the Analysis of this Data:			
The achievement gap persists at Blackford. English language learners are not making adequate growth to move to the next proficiency level. 4th and 5th grade students showed great growth in moving students into the standards exceeded over the last two years of SBAC testing.			
How the School will Evaluate the Progress of this Goal:			
We will look at data at regular intervals during the year and pay particular attention to students in the meeting standards category to ensure that they are showing progress with the intent of moving to Standards Exceeded category. At the same time we will evaluate data for our EL and low SES sub-groups to ensure they are making adequate gains. In our PLC planning sessions we will come up with plans to support enrichment as well as intervention.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data Analysis	8/17/16 - 6/14/17	All Teachers	PLC release time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:						
Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.						
SCHOOL GOAL #4:						
Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.						
Data Used to Form this Goal:						
Student perception survey data Parent perception survey data Staff perception survey data PBIS: SWIS Data (including CICO) Counseling opportunities and caseload Uplift partnership data Number of suspensions and expulsions PBIS Student and Staff surveys						
Findings from the Analysis of this Data:						
Parents and staff feel they are welcomed at Blackford and respected on the campus. Parents and staff feel students are safe and well taken care of while at school and feel that they are in a environment that facilitates a positive learning environment. Playworks playground implementation is continuing to help with leadership opportunities and an appropriate support school wide.						
How the School will Evaluate the Progress of this Goal:						
We will continue to gather feedback with stakeholders at PTA, ELAC and SSC meetings. We will also continue to give perception surveys to students, parents, and staff and analyze those results to determine next steps.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bobcat Store Items	8/17/16 - 6/14/17	Principal	PBIS Incentive	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SWIS Database System	8/17/16 - 6/14/17	Principal	Data base system	5000-5999: Services And Other Operating Expenditures	Unrestricted	500
Playworks	8/17/16 - 6/14/17	Principal	Playworks Partnership	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	33,000
Administrative Support	8/17/16 - 6/14/17	Principal	Assistant Principal	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	30,807

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Parent Engagement
LEA/LCAP GOAL:
Parents/Guardians will feel encouraged and invited to participate in their child's learning experiences both at school and at home.
SCHOOL GOAL #5:
Parents will feel encouraged and invited to participate in their child's learning experiences both at school and at home.
Data Used to Form this Goal:
Data from the parent perception surveys Information gathered at PTA meetings Information gathered at ELAC meetings
Findings from the Analysis of this Data:
Parents felt like they were welcomed at the school and that they wanted to be a part of the Blackford community. Parents would like more opportunities to participate in the school. Due to this information we will be looking at further opportunities to bring to parents.
How the School will Evaluate the Progress of this Goal:
Monitor Parent engagement activity attendance, solicit feedback from ELAC and PTA. Attendance for Parenting Classes, attendance for nutrition workshops, enrollment in parent English classes and PTA membership, attendance of Bobcat assemblies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Plan parent educational experience to support comprehension of standards.	By May 2017	Community Liaison	Hourly Salary for teachers- Community Liaison and classroom teachers will provide parent workshops for those parents of students who are at risk and struggling with understanding the curriculum/standards and how to support their students both at home and in school.	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1934

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in reading language arts.
SCHOOL GOAL #1:
Improve Student Achievement in Reading Language Arts.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Reading Intervention Teacher	8/17/16-6/14/17	Instructional Services	Certificated staff	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100,000
Hire Site-Based Equity Coach	8/17/16-6/14/17	Instructional Services	certificated staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000
Provide Professional development around PLC work for site leadership team	8/17/16-6/14/17	Instructional Services	Outside contractor	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	8,000
Provide iReady instructional support program	8/17/16-6/14/17	Instructional Services	Instructional Materials	4000-4999: Books And Supplies	LCFF - Base	15,000
Hire 2 District Literacy Specialists: TOSAs	8/17/16-6/14/17	Instructional Services	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	160,000
Provide Professional Development to staff on meeting the needs of Struggling Learners. The PD will offer school staff support with how to create a positive climate conducive to learning and how to engage parents of struggling learners.	March 2017	Instructional Services	Outside Contractor: Luis Cruz	5800: Professional/Consulting Services And Operating Expenditures	Title I	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide extensive professional development to support teachers in teaching the ELA CCSS standards.	8/17/16-6/14/17	Instructional Services	Certificated hourly staff stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	10,000
			Classified hourly staff stipends	2000-2999: Classified Personnel Salaries	LCFF - Base	5,000
Professional Development: Guided Reading	October 2016	Instructional Services	Outside Contractor	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in math.
SCHOOL GOAL #2:
Improve student achievement in math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire district Math and Technology Integration Specialist/TOSA	8/17/16-6/14/17	Instructional Services	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000
Provide a Saturday Math Intervention program for targeted students in the district. The program focuses on struggling students in grades 5-8 and students are invited based on their iReady test scores. If they perform more than two grade levels below their current grade they are invited to attend. The program focuses on basic math skills designed to fill learning gaps as well as some STEAM content integration. Steam activities include coding and design thinking project based learning.	8/17/16-6/14/17	Instructional Services	Classified Staff	1000-1999: Certificated Personnel Salaries	Title I	8,000
			Certificated Staff	2000-2999: Classified Personnel Salaries	Title I	4,000
Adopt standards aligned math curriculum for the district.	June 2017	Instructional Services	Books and materials	4000-4999: Books And Supplies	LCFF - Base	350,000
Provide iReady program for math instruction and assessment.	8/17/16-6/14/17	Instructional Services	Books and Materials	4000-4999: Books And Supplies	LCFF - Base	25,000
Provide math intervention teacher for grades 4 and 5.	9/6/16 - 6/14/17	Instructional Services	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in closing the achievement gap.
SCHOOL GOAL #3:
Ensure that all students learn at high levels and close the achievement gap.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and hire site ELD champions	8/17/16-6/14/17	ELD Coordinator	Certificated Stipend	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000
Provide registration costs for a team to attend the Soluciones conference: meeting the needs of second language learner conference.	Sept. 2016	ELD Coordinator	Conference Expense	5800: Professional/Consulting Services And Operating Expenditures	Title III	2,000
Provide registration costs for site team to attend the Response to Intervention Conference	March 2017	ELD Coordinator	Conference Expense	5800: Professional/Consulting Services And Operating Expenditures	Title III	3500
Provide Summer Intervention program for targeted students throughout the district. Students are identified using iReady data. Those performing more than 2 grade levels below will be invited to attend the program which focuses on basic skill development in English Language Arts and Math.	June/July 2017	Instructional Services	Certificated Staff	1000-1999: Certificated Personnel Salaries	Title I	120,000
			Classified Staff	2000-2999: Classified Personnel Salaries	Title I	10,000
Provide professional development for RSP teachers around common core standards.	8/17/16 - 6/14/17	Instructional Services	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Instructional Leadership Team members professional development.	8/17/16 - 6/14/17	Instructional Services	Certificated Staff Stipend	1000-1999: Certificated Personnel Salaries	LCFF - Base	1500
Provide Technology Integration Coaches	8/17/16 - 6/14/17	Instructional Services	Certificated Staff Stipend	1000-1999: Certificated Personnel Salaries	LCFF - Base	3000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in school climate and multi-tiered systems of support.
SCHOOL GOAL #4:
Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire School Counselor. This person is funded through the Guidance and Counseling support and works as a mental Health intern providing services for students at Blackford.	8/24/16-6/14/17	HR and Principal	Certificated staff	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000
Hire district I nurse to provide support to Blackford students as needed.	8/24/16-6/14/17	HR and Principal	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	100,000
Hire district Psychologist to support mental health needs of students.	8/24/16-6/14/17	HR and SpEd	Certificated staff	1000-1999: Certificated Personnel Salaries	Special Education	113,677
Hire Community Liaison	8/24/16-6/14/17	HR and Principal	Classified Staff	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,035

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in parent engagement.
SCHOOL GOAL #5:
Parents/Guardians will feel encouraged and invited to participate in their child's learning experiences both at school and at home.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Liaison services to support parents: Funds already allocated in goal 4 but the Liaison supports this goal as well by providing translations and outreach to increase parent engagement.	8/23/16-6/14/17	Community Liaisons	Expenditure accounted for in goal 4	2000-2999: Classified Personnel Salaries		
District-Wide STEAM Showcase	March 2017	STEAM Teacher on Special Assignment	Engagement event for parents	1000-1999: Certificated Personnel Salaries	LCFF - Base	500
Coffee with the Superintendent : There is no fee associated with this item.	January 2017	Superintendent	Engagement event for parents			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Tobacco-Use Prevention Education	1000000	1,000,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	41,200.00
LCFF - Supplemental	114,607.00
None Specified	0.00
Parent-Teacher Association (PTA)	2,700.00
Title I	89,887.00
Title I Part A: Parent Involvement	1,934.00
Unrestricted	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	94,741.00
2000-2999: Classified Personnel Salaries	89,887.00
4000-4999: Books And Supplies	6,100.00
5000-5999: Services And Other Operating Expenditures	6,700.00
5800: Professional/Consulting Services And Operating	53,400.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000.00
5000-5999: Services And Other Operating	LCFF - Base	6,200.00
5800: Professional/Consulting Services And	LCFF - Base	33,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	90,807.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,400.00
5800: Professional/Consulting Services And	LCFF - Supplemental	20,400.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,700.00
2000-2999: Classified Personnel Salaries	Title I	89,887.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,934.00
5000-5999: Services And Other Operating	Unrestricted	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,887.00
Goal 2	82,000.00
Goal 3	10,000.00
Goal 4	67,007.00
Goal 5	1,934.00

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
Corrine Frese	X				
Araceli Alvarez			X		
Sheila Struthers		X			
Tammy Bilbes		X			
Jessica Hirsch		X			
Jason Johnson				X	
Kelly Everett				X	
David Jasper				X	
Maria Valencia				X	
Monique Butler				X	
Numbers of members of each category:					

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 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



Signature

X English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program 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 1/19/17.

Attested:

Corrine Frese

Typed Name of School Principal



Signature of School Principal

Date

Kelly Everett

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date