

Trace Elementary School		Single Plan for Student Achievement (SPSA)		Maria Rodriguez	
3 Year Plan: August 2017 - June 2020					
San Jose Unified School District					
Trace Elementary School					
3 Year Plan: August 2017 - June 2020					
<p>The Single Plan for Student Achievement (SPSA) is an articulated plan of strategies and actions grounded in current student achievement data for a school that aims to further accelerate and improve student learning. This plan and its contents align directly to the school district's strategic plan. The school district's strategic plan is the set of strategies that the organization is using to ensure fidelity to both Board Policy 0210 (Equity Policy) and the Voluntary Integration Plan (VIP). Further, this plan and its contents conforms to all applicable state and federal law. Additional information, including how the SPSA aligns to the Local Control Accountability Plan (LCAP) can be found in Appendix A (footnote).</p> <p>For additional information about this plan, other inquiries about this school's program, and how you can become involved locally, please contact:</p>		About this School:			
		Grades Served:		K-5th	
		Total Students:		945	
		Ethnic Breakdown:		White	20%
				Hispanic	66%
				Black	5%
				Other	9%
		Free lunch		45%	423
		Reduced lunch		10%	92
		Total FRPL		54%	515
		EL		40%	374
		EO		51%	486
		Contact:	Maria Rodriguez	Foster Youth	
Position:	Principal				
CDS Code2	43-69666-6048656	Special Education	7%	67	
Telephone:	408-535-6257				
Email:	mdrodriguez@sjusd.org	Program Offerings			
Address:	651 Dana Ave., San Jose, CA 95126				
California Dashboard : State Indicators by Site					
Performance Category (High to Low)					
Blue	Green	Yellow	Orange	Red	
Academic Indicator: E/LA (3-8)	Academic Indicator: Math (K-8)	Suspension Rate	English Learner Progress		
Y	O	G	R		
* The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.					
<a href="https://www.caschooldashboard.org/#/Home">https://www.caschooldashboard.org/#/Home</a>					
PLAN SUMMARY					
Provides an overall theory of action statement for this school during the academic year.					
SAMPLE Elementary continues to be primarily focused on raising student achievement in early literacy in grades TK through 2nd grade. In addition, all staff at the school will continue to engage stakeholders in order to achieve the					

following goals.

**LANGUAGE ARTS:**

By June 6, 2019, a minimum of 70% of all students in K-2 will score above expectations as demonstrated by the CPAA.

By June 6, 2019, 50% of 3-5 students will score at or above expectation as demonstrated by SBAC

**MATHEMATICS:**

By June 2019, a minimum of 70% of all students in K-2 will score at or above expectations as demonstrated by the CPAA.

By June 2019, 40% of 3-5 students will score at or above expectation as demonstrated by NWEA.

**ENGLISH LANGUAGE LEARNERS:**

By June 2019, a minimum of 80% of ELL K-5 students will increase one proficiency level as measured by ELPAC.

By June 2019, 80% of students eligible for reclassification will be reclassified.

**SCHOOL CLIMATE:**

By June 2019 increase the percent of high responses to caring environment by 10%.

By June 2019 reduce the number of suspensions by 15%.

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COMMUNITY ENGAGEMENT			
GUIDING QUESTIONS			
1. How have parents, community members, students, and other stakeholders been engaged and involved in developing, reviewing, and supporting the development of this Single Plan for Student Achievement (SPSA)?			
2. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the priorities and used by the school to inform the SPSA goal setting process?			
3. What changes, if any, were made in the SPSA prior to adoption as a result of written comments or other feedback received by the school/SSC through the school's engagement process?			
4. How will the involvement of these stakeholders support improved outcomes for pupils related to the school/district priorities?			
Describe the process that involved and engaged school and community stakeholders in the development of the SPSA. Include meeting dates and number of stakeholders attended.		Describe how school and community stakeholders will be involved in the implementation and review of SPSA strategies (plan/dates)	
<p>SPSA draft for Approval was finalized and approved by SSC members. Prior to the approval, the SPSA was shared and discussed with staff, SELAC and Leadership.</p> <p>September 7, 2018 SPSA presented to school staff to note adjusted budget to give feedback via email (62)</p> <p>September 10, 2018 SPSA presented to Parents at informal SSC meeting to give feedback (6)</p> <p>September 12, 2018 SPSA presented to Staff at voluntary meeting to give additional feedback</p> <p>September 13, 2018 SPSA presented to SSC 2017-18 reps for approval</p>		<p>The Trace Leadership, SSC and SELAC committees will update, monitor, and review implementation of the SPSA. Meeting dates for 2018-2019 school year will be available to all families through notices, parent link reminders, and school website: Trace Leadership: Interventions Specialists will provide updates and feedback on the progress of the target populations (i.e. English Learners, disadvantaged students, Hispanic males, and students below grade level) around early literacy progress. The admin will provide updates on the expenditures for supporting our ELL's, Foster Youth, Low SES, and Special Ed. We will also provide SWIS data and climate data. Data and progress will be communicated to staff and families throughout the school year. We will be using multiple data points, like the CPAA, Achieve 3000, CELDT, WPA's, MPA's, and progress on the blended learning programs.</p>	
Total number (#) of stakeholders took some action, e.g., survey, attended meeting, etc.:		110	
Total number (#) of stakeholders reached, e.g., sent information about SPSA:		968	

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LANGUAGE ARTS: Strategic Plan Alignment & Content Goals								
Select one strategy that is most closely aligned to the school's goals.								
The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).								
Objectives and Strategic Measures (Select One):								
Goal 1: By June 6, 2019, a minimum of 70% of all students in K-2 will score above expectations as demonstrated by the CPAA.								
Goal 2: By June 6, 2019, 50% of 3-5 students will score at or above expectation as demonstrated by SBAC								
LANGUAGE ARTS DATA								
Provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the								
2017-18 Language Arts: SBAC								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2016-17 % Standard Met & Exceeded	2015-16 % Standard Met & Exceeded
Overall							40%	38%
Grade 3							36%	31%
Grade 4							36%	42%
Grade 5							48%	42%
2018-19 English Language Arts: CPAA								
Grade Level	TK	K	1	2				
2018-19 Fall 1 - % Stds Above Expectation								
2018-19 Fall 2 - % Stds Above Expectation								
2018-19 Winter % Stds Above Expectation								
2018-19 Spring % Stds Above Expectation								
2017-18 Spring % Stds Above Expectation		54%	42%	37%				
2016-17 Spring % Stds Above Expectation		46%	28%	39%				
2018-19 English Writing Performance Assessments (WPAs)								
Grade Level	TK	K	1	2	3	4	5	
2018-19 % Stds At/Above Grade Level: Fall								
2018-19 % Stds At/Above Grade Level: Winter								
2018-19 % Stds At/Above Grade Level: Spring								
2017-18 % Stds At/Above Grade Level: Spring		8%	8%	2%	17%	2%	2%	
2016-17 % Stds At/Above Grade Level: Spring		20%	6%	5%	9%	7%	2%	
2018-19 Spanish Language Arts: CPAA								
Grade Level	TK	K	1	2				
2018-19 Fall 1 - % Stds Above Expectation								
2018-19 Fall 2 - % Stds Above Expectation								
2018-19 Winter % Stds Above Expectation								
2018-19 Spring % Stds Above Expectation								
2017-18 Spring % Stds Above Expectation		23%	67%	39%				
2016-17 Spring % Stds Above Expectation		52%	59%	29%				
2018-19 Spanish Writing Performance Assessments (WPAs)								
Grade Level	TK	K	1	2	3	4	5	
2018-19 % Stds At/Above Grade Level: Fall								
2018-19 % Stds At/Above Grade Level: Winter								
2018-19 % Stds At/Above Grade Level: Spring								
2017-18 % Stds At/Above Grade Level: Spring		41%	33%	16%	5%	15%	25%	
2016-17 % Stds At/Above Grade Level: Spring		25%	39%	19%	19%	25%	26%	
LANGUAGE ARTS: Actions to Support & Achieve Goals								
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.								
Action Description (Responsible Party)		Complete Date	Resource	Object	Amount			
1.5 Intervention Specialist to support target population								
0.25 Library Media Center Tech (Site allocated) what data says this is the right strategy? How will you assess the effectiveness of it?		6/9/19	Title 1 Instruction (Res 3010, Pgm 100)	Classified Personnel (FTE)	14,005.00			
Purchase supplementary Materials/Planners/ books/CCSS instructional materials to differentiate instruction to meet the needs of all students in early literacy and reading comprehension.			Supplemental (Res 0010, Pgm 100)	Books and Supplies	7,121.00			
Copiers and Contracts (3 Riso, 3 Copy Machines, Maintenance, toner) Printer in Kinder \$411, 747.00; 3 RISO's \$2,719.69, Contracts \$5000			Site Flex (Res 0002, Pgm 100)	Rentals, Leases, & Repair	5,138.00			

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3 Year Plan: August 2017 - June 2020								
MATHEMATICS: Strategic Plan Alignment & Content Goals								
Select one Opportunity21 strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).								
Objectives and Strategic Measures (Select One):								
Goal 1: By June 2019, a minimum of 70% of all students in K-2 will score at or above expectations as demonstrated by the CPAA.								
Goal 2: By June 2019, 40% of 3-5 students will score at or above expectation as demonstrated by NWEA.								
MATHEMATICS DATA								
Provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the								
2017-18 Mathematics: SBAC								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2016-17 % Standard Met & Exceeded	2015-16 % Standard Met & Exceeded
Overall							30%	33%
Grade 3							35%	32%
Grade 4							28%	36%
Grade 5							28%	30%
2018-19 CPAA - English								
Grade Level	TK	K		1		2		
2018-19 Fall 1 - % Stds Above Expectation								
2018-19 Fall 2 - % Stds Above Expectation								
2018-19 Winter % Stds Above Expectation								
2018-19 Spring % Stds Above Expectation								
2017-18 Spring % Stds Above Expectation		43%		34%		20%		
2016-17 Spring % Stds Above Expectation		37%		26%		20%		
2018-19 CPAA - Spanish								
Grade Level	TK	K		1		2		
2018-19 Fall 1 - % Stds Above Expectation								
2018-19 Fall 2 - % Stds Above Expectation								
2018-19 Winter % Stds Above Expectation								
2018-19 Spring % Stds Above Expectation								
2017-18 Spring % Stds Above Expectation		40%		65%		57%		
2016-17 Spring % Stds Above Expectation		37%		52%		16%		
MATHEMATICS: Actions to Support & Achieve Goals								
Action Description (Responsible Party)								
Completion Date				Resource		Object		Amount
Purchase research-based \supplementary materials as identified by Instructional Coach for targeted student population to support mathematics acheivement.				Supplemental (Res 0010, Pgm 100)		Books and Supplies		10,000.00
Before and/or after school intervetnion classes that will support ELL's and Hispanic males that are approaching students in 3-5. Students will be identified by our Intervention Specialists, classroom teacher, and adminstation. Intervention classes will be taught by highly qualified classroom teacher as identified by multiple data points (CPAA math, SBAC, and NWEA MAP). Students will be assessed through the use of our district assessments three times a year. These assessments are the CPAA math, NWEA MAP, and SBAC. Intervention will begin November26-April 5 at \$91.75 hour, for a total of 89 days =\$8,165.74 per class. 2-3, and 4-5 Total cost \$8,165.74 x 2 = \$16,331.48				Title 1 Instruction (Res 3010, Pgm 100)		Certificated Personnel (FTE)		16,331.48

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ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals								
<i>Select one Opportunity21 strategy that is most closely aligned to the school's goals.  The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).</i>								
Objectives and Strategic Measures (Select One):								
Goal 1:	By June 2019, a minimum of 80% of ELL K-5 students will increase one proficiency level as measured by ELPAC.							
Goal 2:	By June 2019, 80% of students eligible for reclassification will be reclassified.							
ENGLISH LANGUAGE LEARNER DATA								
This data provides the most recent information about this school's student performance. For information on CELDT, including AMAOs, see the Appendix tab.								
2018-19 English Learner Enrollment								
Grade Level	TK	K	1	2	3	4	5	
Number (#) of EL students	9	66	63	65	47	56	68	
2017-18 CELDT Performance Levels by Grade								
Proficiency Level	TK	K	1	2	3	4	5	
Beginning - % Students		27%	40%	100%	100%		50%	
Early Intermediate - % Students		20%	0%	0%	0%		0%	
Intermediate - % Students		30%	20%	0%	0%		50%	
Early Advanced - % Students		20%	40%	0%	0%		0%	
Advanced - % Students		3%	0%	0%	0%		0%	
2017-18 ELPAC Performance Levels by Grade								
Proficiency Level	TK	K	1	2	3	4	5	
Level 1								
Level 2								
Level 3								
Level 4								
Reclassification Rates								
2018-19								
Grade Level	1	2	3	4	5			
% Students								
2017-18								
Grade Level	1	2	3	4	5			
% Students	4%	7%	2%	0%	0%			
2016-17								
Grade Level	1	2	3	4	5			
% Students	13%	12%	13%	17%	0%			
CELDT/ELPAC: 3 Year No Performance Level Growth								
Grade Level	K	1	2	3	4	5		
Number of students								
% of Students								
ENGLISH LANGUAGE LEARNERS: Actions to Support & Achieve Goals								
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.								
Action Description (Responsible Party)	Complete Date	Resource	Object	Amount				
2.250 Program Assistant - Primary Language (district allocated)								
2.4 Supplemental FTE (district allocated)								
Purchase <b>district approved</b> supplementary materials as identified by English Language Instructional Coach and classroom teachers.		Supplemental (Res 0010, Pgm 100)	Books and Supplies	10,000.00				
Provide subs to support with SST level 2 and 3 meetings (9 subs), Writing and Early Lit CADRES (39 subs) that support ELL's and Hispanic males that are below grade level in grades K-5. Students will be identified by our Intervention Specialists, classroom teacher, and administration. \$140/day x 48 = 6,720		Supplemental (Res 0010, Pgm 100)	Certificated Subs	6,720.00				

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3 Year Plan: August 2017 - June 2020							
CLIMATE: Strategic Plan Alignment & Content Goals							
Select one Opportunity21 strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).							
Objectives and Strategic Measures (Select One):							
Goal 1:	By June 2019 increase the percent of high responses to caring environment by 10%.						
Goal 2:	By June 2019 reduce the number of suspensions by 15%.						
CLIMATE GOAL							
This data provides the most recent information about this school's student performance.							
2017-18 CLIMATE SURVEY RESULTS: Students							
Climate Survey Constructs	3	4	5				
Safe Environment - % High	32%	35%	32%				
Caring Environment - % High	28%	41%	51%				
Quality Learning Environment - % High	24%	32%	35%				
Enjoys Learning - % High	38%	30%	21%				
Academic Perseverance- % High	52%	55%	56%				
2016-17 CLIMATE SURVEY RESULTS: Students							
Climate Survey Constructs	3	4	5				
Safe Environment - % High	37%	20%	34%				
Caring Environment - % High	43%	36%	51%				
Quality Learning Environment - % High	33%	28%	43%				
Enjoys Learning - % High	41%	29%	17%				
Academic Perseverance- % High	46%	51%	56%				
2017-18 Parent Involvement							
	Always / Most of the time						
I am invited to participate in decisions that affect the school community.	66%						
I participate in decisions that improve school achievement.	32%						
	Agree / Strongly Agree						
I feel welcome when I visit my child's school.	88%						
* Parents take this survey for the youngest SJUSD student in the family							
2016-17 Parent Involvement							
	Always / Most of the time						
I am invited to participate in decisions that affect the school community.	70%						
I participate in decisions that improve school achievement.	35%						
	Agree / Strongly Agree						
I feel welcome when I visit my child's school.	92%						
* Parents take this survey for the youngest SJUSD student in the family							
2018-19 SUSPENSIONS AND EXPULSIONS							
Grade Level	TK	K	1	2	3	4	5
Suspension -Students As # Overall	0	0	1	0	0	0	0
Suspension - Hispanic Students As # Overall	0	0	1	0	0	0	0
Expulsion - Overall #							
Expulsion - Hispanic Students As # Overall							
CLIMATE: Actions to Support & Achieve Goals							
This action plan should be grounded in the gaols and data identified above, including a cycle of inquiry.							
Action Description (Responsible Party)	Complete Date	Resource	Object	Amount			
1.0 Assistant Principal Elementary (district allocated)							
0.125 Clerical Office Assistant (site allocated)		Site Flex (Res 0002, Pgm 100)	Classified Personnel (FTE)	6,530.00			
0.75 Parent Liaison (district allocated)							
Principals coffee and parent room material and supplies		Site Flex (Res 0002, Pgm 100)	Books and Supplies	1,970.00			

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Monitoring (district inserted)				

Trace Elementary School					
		Planning for Title I Program		Evaluation of Title I Program	
Planned use of Title 1 Funds for 2018-19 School Year	Describe the activities.	What data supports this use of funds?	What data will be used to evaluate the effectiveness of the activities?	What did the data say about the effectiveness of the activities?	Refine, Keep, Abandon? Why?
Staff	0.25 Library Media Center Tech (Site allocated)	Students have increased access to school library to check out books to support their literacy fluency and development.	We will collect data on how many books are checked out by students by grade level. Review CPAA, SBAC, and Writing data.	We had 15,766 books checked out by our students in 2017-18. In 2016-2017, we had 9330 books checked out. Students increased their access to books by increasing the access to the library and resulted in increased vocabulary development and books read. We increased the number of books checked out by 6,436 books.	Keep
Professional Development/teacher support	Subs to be provided for classroom teachers to be able to visit other sites, classes on site, and meet with Curriculum coach. The Curriculum Coach will provide these opportunities as needed based on teacher coaching cycle need and PD. Administration will use the evaluation and professional growth cycle to monitor the growth and effectiveness of these PD opportunities. Such opportunities will provide support for growth in delivery of instruction and move towards mastery. 7 sub days at \$140-\$690.	Increase growth in meeting standard on standard 3 of the teacher standards. Data collected by classroom walks.	CEJ and informal teacher feedback that addresses standard 3. Standard 3 Teacher design high-quality learning experiences and present them effectively. Other areas will include writing, ELD, and guided reading.	This is a new activity	Keep and Refine as we plan
Intervention ELA	ELA/SLA Intervention: Before and/or after school intervention classes that will support ELL's and Hispanic males that are far below and below grade level students in K-5. Students will be identified by our Intervention Specialists, classroom teacher, and administration. Intervention classes will be taught by Intervention Reading Specialist or highly qualified classroom teacher as identified by multiple data points (CPAA, WPA's, Achieve 3000, Lexia). Students will be assessed through the use of our district assessments three times a year. These assessments are the CPAA, WPA's and Achieve3000. In addition to the spelling inventory and SBAC. Intervention will begin October 8 -May 3 at \$91.75 hour, for a total of 124 days =\$11,377 per adult x 2= 22,754	CPAA and SBAC	Students will be assessed through the use of our district assessments three times a year. These assessments are the CPAA, WPA's and Achieve3000. In addition to the spelling inventory.	CPAA Data: In 2016-2017 we had 437 students in K-2 tested in the CPAA. There were 147 in kinder, 149 in first, and 141 in second grade. Out of these student we had 197 students that performed above expectation in the spring CPAA. Our percentage of above students in 2016-2017 was 45%.  In 2017-2018 we had 444 students in K-2 tested in the CPAA. There were 149 in kinder, 153 in first and 142 in second grade. Out of these students we had 227 students perform above expectation in the spring CPAA. Our percentage of above students in 2017-2018 was 51%.  We had a 6% growth with the added interventions, especially in second grade. In second grade we provided interventions at the start of the school year and they had their strongest spring results. In 2014-15 they were at 22% above and in 2017-18 they ended at 39%.  SBAC: Met and exceeded in 3rd-5th grade from 2014-2018 had a 1% growth. We need to provide increased supports to the upper grades.	Keep: K-1. Far below and below in the fall and in the winter the approaching and above.
Intervention Math	Math Intervention: Before and/or after school intervention classes that will support ELL's and Hispanic males that are far below and below grade level students in 3-5. Students will be identified by our Intervention Specialists, classroom teacher, and administration. Intervention classes will be taught by highly qualified classroom teacher as identified by multiple data points (CPAA math, SBAC, and NWEA MAP). Students will be assessed through the use of our district assessments three times a year. These assessments are the CPAA math, NWEA MAP, and SBAC. Intervention will begin November/26-April 5 at \$91.75 hour, for a total of 69 days =\$8,165.74 per class. 2-3, and 4-6 Total cost \$8,165.74 x 2 = \$16,331.48	CPAA, NWEA, and SBAC	Students will be assessed through the use of our district assessments three times a year. These assessments are the CPAA math, NWEA MAP, and SBAC.	There has been gradual growth in the SBAC for 3rd-5th grade students. In 2014-15 we had 27% of our students meet or exceed in math, 2015-16 we had 33%, 2016-2017 we had 30%, and in 2017-18 we had 32%.  CPAA math has shown growth from 2016 to 2017. In 2016-17 we had 225 students out of 439 be at or above grade level, which was 51%. In 2017-18, we had 293 out of 440 students be at or above grade level. This was 66% of our K-2 students met our goal. This was a 15% growth.	Keep but we need to refine this with more data and looking at the language of instruction, TWBI and SEI
Intervention Writing	Writing Intervention: Before and/or after school writing intervention classes that will support ELL's and Hispanic males that are below grade level in grades 3-5. Students will be identified by our Intervention Specialists, classroom teacher, and administration. Intervention classes will be taught by highly qualified classroom teacher as identified by multiple data points (WPA's and SBAC). Students will be assessed through the use of our district assessments three times a year. These assessments are the fall, winter and spring WPA's and SBAC at the end of the school year. Intervention will begin November 26-March 27 at \$91.75 hour, for a total of 67 days =\$6,147.25 per adult x 2=\$12,294.50	WPA and SBAC data	Students will be assessed through the use of our district assessments three times a year. These assessments are the fall, winter and spring WPA's and SBAC at the end of the school year.	We were not able to provide before or after school intervention to students because we were not able to find staff to teach the class. Our goal is to identify a staff this school year.  Our WPA data from 2015-2018 has not been strong. In 2017-18 we had students at/below in writing at 9% in K, 8% in 1st, 2% in 2nd, 17% in 3rd, 2% in 4th and 2% in 5th. In order for our ELL's to reclassify, we must increase our at grade level percentages.	keep
Instructional Materials					
Parent Involvement	Child care for parents to attend on site PD or meetings related to supporting their child's academic, social and health needs. Parent input indicates that child care increases their ability to attend classes. We will continue to assess the effectiveness of this strategy using parent input and monitoring the number of families that attend the meetings.	Attendance Log	We will continue to assess the effectiveness of this strategy using parent input and monitoring the number of families that attend the meetings.	We have ESL classes starting at a higher rate this school year. We have 30 students. In 2017-18 we had 17 students. We currently have 13 more families attending.	
Other Contract	Contract a Recess Coach provider to provide P.E demo lessons to primary grade teachers so that they can duplicate them. Coach will organize and supervise recess activities daily. Cost \$26,000 Contract a recess coach provider to organize, teach and model appropriate peer interactions during recess, in order to improve peer relationships, increase inclusivity amongst peers, and reduce the number of suspensions by 15% and increase the percentage of students feeling safe by 10%.	School Wide Information System Data	We will use our SWISS data to show decrease in student referrals related to inappropriate behavior during recess and lunch recess. We will monitor referrals on a weekly basis and give feedback to staff on the Monday Update.	In 2016-2017 we had 164 playground referrals. This was 43% of our total schoolwide referrals during recess. In 2017-2018 we had 101 playground referrals. This was 30% of our total referrals. We had a 13% decline in referrals.	keep
					Keep

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AVAILABLE BUDGET						
The dollar amounts below are the resources available to be allocated at your school site.						
Trace Elementary School						
Resource Name		Resource #	Program #	Budget	Planned For	Available
Site Flex (Res 0002, Pgm 100)		0002	100	45,138	45,138	0
Supplemental (Res 0010, Pgm 100)		0010	100	58,921	58,921	0
Title I Instruction (Res 3010, Pgm 100)		3010	100	97,970	97,970	1
Title I Parent Involvement (Res 3010, Pgm 025)		3010	025	1,996	1,996	0

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SCHOOL SITE COUNCIL (SSC) MEMBERS																								
<p><i>The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A secondary school must have at least 12 members on their SSC. Parent or guardian can not be employed at the school site. For additional information, including examples, see Appendix A.</i></p>																								
<table border="1"> <tr> <th colspan="2">School Site Council (SSC) Officers</th> </tr> <tr> <td>Betty Woychowski</td> <td>Chair</td> </tr> <tr> <td>Rosa Lopez</td> <td>Co-Chair</td> </tr> <tr> <td>Jeanette Marin</td> <td>Secretary</td> </tr> </table>							School Site Council (SSC) Officers		Betty Woychowski	Chair	Rosa Lopez	Co-Chair	Jeanette Marin	Secretary										
School Site Council (SSC) Officers																								
Betty Woychowski	Chair																							
Rosa Lopez	Co-Chair																							
Jeanette Marin	Secretary																							
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<p><i>A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians, or both, of ELL students who are not employed by the school district shall constitute a majority of the committee. For additional information, see Appendix X.</i></p>																								
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(If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. G																								
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The SELAC has voted to give governance to the SSC on this date:																								
The name of the parent SELAC representative to the SSC is:																								
Council Size	Principal	Classroom Teachers	Other School Personnel	Parent/ Community Members																				
10	1	3	1	5																				
12	1	4	1	6																				
14	1	5	1	7																				
16	1	6	1	8																				
18	1	7	1	9																				
20	1	8	1	10																				

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present. The smallest size of an elementary council consists of 10 members							

Trace Elementary School		<b>Single Plan for Student Achievement (SPSA)</b>		Maria Rodriguez	
3 Year Plan: August 2017 - June 2020					
<b>SCHOOL SITE COUNCIL (SSC)</b>					
<b>RECOMMENDATIONS AND ASSURANCES</b>					
School:	Trace Elementary School				
School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:					
<p>1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.</p> <p>2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.</p> <p>3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)</p>					
		English Learner Advisory Committee			
		Other (list)			
<p>4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.</p> <p>5. This plan 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.</p>					
6. This plan was adopted by the School Site Council at a public meeting on:					
Attested:					
School Principal Name		Signature of School Principal		Date	
(use blue ink)					
SSC Chairperson Name		Signature of SSC Chairperson		Date	
(use blue ink)					

<b>Trace Elementary School</b>	<b>Single Plan for Student Achievement (SPSA)</b>						<b>Principal</b>
<b>Additional Information and Resources</b>							
[1] California Education Code sections 401507, 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 Consolidated Application and ESEA Program Improvement into the SPSA.							
[2] CDS stands for County-District School code. All California public schools are assigned a code that uniquely identifies them among all other public schools.							
[3] School Site Council (SSC) <a href="http://www.cde.ca.gov/fg/aa/co/ssc.asp">http://www.cde.ca.gov/fg/aa/co/ssc.asp</a> The school site council annually reviews and updates the Single Plan for Student Achievement (SPSA) including proposed expenditure of funds allocated to the school through the Consolidated Application. <b>Legislative citation/requirement:</b> Education Code 64001(g) External link opens in new window or tab., Education Code 52852 <b>External link opens in new window or tab.</b> California Education Code (EC) Section 64001 requires that a SSC develop the Single Plan for Student Achievement (SPSA). The SSC must approve the plan, recommend it to the local governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually.  <b>SPSA Part III: Resource Index (DOC; Feb-2015)</b> <b>Appendix E: Organizing the School Site Council, SPSA Part III: Resource Index.</b>  <b>Single Plan for Student Achievement</b> A Guide for Developing the Single Plan for Student Achievement (SPSA) is not mandated but provided to LEAs and schools as a resource.  <b>Questions:</b> Lana Zhou   <a href="mailto:lzhou@cde.ca.gov">lzhou@cde.ca.gov</a>   916-319-0956							
[4] Education Code Section 52176 (a)							
[5] Information on the California English Language Development Test (CELDT) and English Language Proficiency Assessments for California (ELPAC) <a href="http://www.cde.ca.gov/ta/tg/ep/doweadmin.asp">http://www.cde.ca.gov/ta/tg/ep/doweadmin.asp</a>  The English Language Proficiency Assessments for California (ELPAC) is replacing the California English Language Development Test (CELDT). More information about the ELPAC can be found on the California Department of Education ELPAC Web page or at the Educational Testing Service ELPAC Web page. The ELPAC Summative Assessment is operational in 2017–18. The ELPAC Summative Assessment is administered from February 1 through May 31. All English learners will take the Summative Assessment during this window.  More information about the CELDT can be found on the California Department of Education CELDT Web page. The CELDT is only operational as an Initial Assessment in 2017–18. The CELDT can be administered from July 1 through June 30, and is given within 30 days of the student being determined eligible for initial testing.  <b>Questions:</b> English Language Proficiency Assessments Office   <a href="mailto:elpac@cde.ca.gov">elpac@cde.ca.gov</a>   916-319-0784							

**[6] From the SJUSD 06-22-17 Special Session Board Meeting**

San José Unified is renewing its commitments to the district's community through an updated strategic plan. The district's updated vision, strategic plan, and strategic measures are included as part of the 2017-2020 local control and accountability plan (LCAP) and budget, all of which are accessible at: <https://sjusd.box.com/v/2017-2018-LCAP-Budget>  
Education Code 52062(b)(2) requires that a governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to Section 42127(a)(2).

Further, Education Code 42127(a)(2) requires that the governing board of each school district shall adopt a budget. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board of the school district shall file that budget with the county superintendent of schools. The budget and supporting data shall be maintained and made available for public review. For the 2014-2015 fiscal year and each fiscal year thereafter, the governing board of the school district shall not adopt a budget before the governing board of the school district adopts a local control and accountability plan, if an existing local control and accountability plan or annual update to a local control and accountability plan is not effective for the budget year. As described and detailed in the budget document, San José Unified is submitting a qualified budget for the 2017-2020 fiscal years as changes will be necessary in order for the district to meet its financial obligations in the 2019-2020 school year.

Trace Elementary School	Single Plan for Student Achievement (SPSA)			Maria Rodriguez	
3 Year Plan: August 2017 - June 2020					
Additional Data & Reports can be found at the <a href="#">SJUSD Data Warehouse wiki</a> .					

