

Science Action Plan

LEA GOALS:

Science

- For grades 5 and 8: The number of student logins on the science tech book will increase each semester.
- For grades 6, 7 & 8: The number of students earning a C or better in a science class will increase each year. 2016-17 will serve as the baseline year.

SCHOOL GOALS:

- Increase the number of integrated Science lessons using tech books in grades 5-8 as measured by teacher report and admin walk through and formal observations.
- Increase the number of integrated Science/ELA lessons in grades K-3 as measured by teacher report and admin walk through and formal observations

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST data	<ul style="list-style-type: none"> • 65% of 5th graders were proficient or advanced on CST Science test: 21% scored below or far below basic • 69% of 8th graders were proficient or advanced; 11 % scored below or far below basic 	<ul style="list-style-type: none"> • Development of common formative assessments for 4th & 5th grade Science • Focus on English Learners and development of academic vocabulary • Develop SMART goals for 4th & 5th grade Science using cluster data

STRATEGY:

- All teachers will focus on strategies for helping students struggling in Science, especially English Learners, with a special emphasis on 4th & 5th grade academic vocabulary.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Instructional Program <ul style="list-style-type: none"> • K-5 Harcourt Science • 6-8 Glencoe with supplementary curriculum on tech books from Discovery Education 	Classroom Teachers, Special Education Teachers, ELD Teachers, Title One Teacher	Needs determined in May/June with help of District Textbook Coordinator – orders placed – inventory completed in August/September Master Schedules developed in May/June with principal and teachers	LCFF
District adopted materials will be used in all special education classrooms.	Special Education teachers, principal and textbook coordinator	Initial orders – May/June Final check – August when class lists are finalized	LCFF

Use of technology as an instructional tool	All teachers, with support of Tech Team		LCFF
Teachers will participate in District professional dev. <ul style="list-style-type: none"> • Discovery Education • Tech books for 5th - 8th grade Science 	All teachers	Throughout the year based on needs assessment through District.	District LCFF
Monitor and use of direct instruction and other effective instructional strategies <ul style="list-style-type: none"> • GLAD strategies for vocabulary • Integrated ELD • CCSS strategies (especially writing) across the curriculum 	Principal and teachers	Ongoing through principal observation, peer observation and staff development	- - -
Apply PLC practices to Science (goal-setting, expected learning outcomes, common formative assessments and data analysis in grade level meetings) <ul style="list-style-type: none"> • Data Talks about Science 			Academic Conferencing \$3000.00
Provide teachers with staff development on NGSS. Send teacher to District NGSS leadership Team Days			
Teachers will share out lesson ideas for integrating Science content with other areas (i.e. technology, ELA)	Principal, teachers	Bi monthly at staff meetings	
Purchase materials for hands on Science experiences.			Title One \$2800.00
Provide transportation for Science field trips.			

English Learners Support Action Plan

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

LCAP GOALS:

- The district will make growth annually toward meeting or exceeding our targets for AMAO 1, 2, and 3. We will measure this using the 15-16 Title III accountability report.
- The district will monitor and celebrate annually the EL students who meet our rigorous criteria for redesignation. Evidence of instruction aligned to the ELA/ELD framework will be observed in all classrooms with specific focus on English learners and students with disabilities.

SCHOOL GOALS:

- 65% of EL students K-8 will move one performance level on the CELDT.
- 20% of EL students K-8 will score at or above the mean in reading on district assessments.

<p>What data did you use to form this goal?</p> <p>Formative assessments: Teacher developed and identified formative assessments, curriculum embedded assessments determined by grade level teams as related to common essential outcomes and MAP</p> <p>Summative Assessments: MAP (K-3), CELDT, SBAC</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • We met AMAO #1 and #2 for students >5 years • Our students <5 years are not making progress on the CELDT (AMAO#2) • Number of students reclassified is decreasing steadily since we started CAASP <p><i>Conclusions</i></p> <ul style="list-style-type: none"> • We need to monitor ELs carefully on district and grade level assessments to make sure they are making adequate yearly progress with their English only peers. • We need to place an emphasis on integrated & designated ELD 	<p>How will the school evaluate the progress of this goal?</p> <ol style="list-style-type: none"> 1. Each grade level team writes at least one SMART goal related to English Learners. Progress towards this goal is evaluated periodically throughout the year. 2. Grade level teams, together with the ELD resource teacher, determine Targeted Instruction groups for designated ELD time based on DIBELS data, CORE assessments, and MAP data in September. In addition, ELD is integrated in all subject matter throughout the day. 3. Every 4-6 weeks, working in grade level teams on Monday afternoons, teachers analyze results of common formative assessments and make instructional decisions and revise targeted instruction groups. 4. Level 1 & 2 EL students receive additional support from the Title One and support staff.
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STRATEGY:

- Teachers, working in grade level teams, will focus on the progress of individual English learners through regular data analysis, discussions at grade level meetings and English language development instruction appropriate to each student's proficiency level.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Instructional Program <i>Core Program:</i> K-5 Wonders ELD 6-HM Medallions 7-8 1-3 Newcomers National Geographics Avenues 4-6 Newcomers National Geographics Inside	Classroom Teachers, Special Education Teachers, ELD Teachers, Title One Teacher. Bi- lingual interpreter, Title One aides	Needs determined in May/June with help of District Textbook Coordinator – orders placed – inventory completed in August/September Master Schedules developed in May/June with principal and teachers	LCFF
How we do ELD <ul style="list-style-type: none"> • Use of CELDT data to form EL groups for ELD instruction • Use of CELDT data to cluster ELs in like groups when class lists are formed • Development of support schedule for designated ELD 	<ul style="list-style-type: none"> • ELD Resource teacher and Title One teacher working with grade level teams 	<ul style="list-style-type: none"> • Fall after CELDT is given 	District salaries
Instructional Practices All teachers will focus on: <ul style="list-style-type: none"> • Structures and Strategies • Team conference for data analysis and goal-setting • Oral language development • Academic vocabulary • Cluster students according to need • Use CELDT, MAP, DIBELS and ELD checklist data to inform placement and instruction • 4-6 teachers will focus on 	All teachers, working in grade level teams through grade level goals and action plan monitored by Liaison team and principal	Ongoing through weekly team meetings and academic conferencing dates	Title One Professional Development Academic Conf. \$3000.00

<p>Differentiated Instruction during Language Development Block</p> <ul style="list-style-type: none"> • 7-8 will focus on implementation of Reading Apprenticeship • 7-8 is also monitoring homework completion through Academic Lab, Advisory and Study Skills Class 			
<p>Teachers will participate in additional training provided by the District</p> <ul style="list-style-type: none"> • Engage New York for math • GLAD • ELD Standards • Coaching from County Office (Annie Doung) • Academic Conferencing at the site for grade levels to study and plan integrated and designated ELD lessons based on the new framework. 	<p>All teachers</p>	<p>Throughout the year based on needs assessment through District.</p>	<p>District</p> <p>Title One Professional Development Academic Conf. \$3000.00</p>
<p>Use of technology as an instructional tool</p> <ul style="list-style-type: none"> • English in a Flash • Accelerated Reader • ipads • Tech books 	<p>All teachers, with support of Tech Team</p>	<ul style="list-style-type: none"> • Renew Renaissance Place - Spring 	<p>Lottery: Ren Place \$5856.50</p>
<p>Monitor and use of direct instruction and other effective instructional strategies</p> <ul style="list-style-type: none"> • GLAD strategies • EL best practices • Differentiated Instruction • Explicit Direct Instruction • Integrated and Designated ELD 	<p>Principal and teachers ELD Teacher ELD Support Staff</p>	<p>Ongoing through principal observation, peer observation and staff development</p>	<p>Title One Professional Development Academic Conf. \$3000.00</p>

<p>Ongoing progress monitoring</p> <ul style="list-style-type: none"> • K-3 DIBELS and CORE assessments for reading for specific information on which skills to target 	<p>Grade level teams ELD Teacher ELD Support Staff</p>	<p>Constant process through Monday collaboration meetings and release days</p>	<p>Title One Professional Development Academic Conf. \$3000.00</p>
<p>Continued monitoring of student progress toward mastering grade level standards</p> <ul style="list-style-type: none"> • Results from data analysis are used to determine Targeted Instruction groups and progress is reported to the Liaison Team and the Dolphin Support Team 	<p>All teachers ELD Teacher ELD Support Staff</p>	<p>Semester (K-8) standards-based reporting Quarter (7-8) grade reporting K-3 MAP reporting ELD Checklist Parent Conferences</p>	<p>---</p>
<p>Coaching is provided to support teachers in the implementation of the district professional development, best instructional practices (student engagement, differentiation, etc.) and classroom management routines.</p>	<p>District Instructional Coaches Peer observers Principal (post-observation conferences)</p>	<p>Ongoing</p>	<p>District</p>
<p>Implement and monitor the ELD checklist; teachers may complete during collaboration/academic conferencing</p>	<ul style="list-style-type: none"> • All teachers, • ELD teacher 	<ul style="list-style-type: none"> • Complete 2 times per year, send home and report to parents at winter conference • Discuss with grade level teams quarterly 	<p>Title 1 Professional Development</p>
<p>Implement RTI pyramid of interventions for students who need extra time and support as determined by data analysis</p>	<p>All classroom teachers and Dolphin Support team, which includes the ELD teachers</p>	<p>May – develop Master Schedule and plan for scheduling support time</p>	<p>---</p>

<p>Monitor budget throughout the year to ensure funds are being used to provide appropriate services to students</p> <ul style="list-style-type: none"> • Purchase approved instructional materials to support curriculum • Purchase English-Spanish books for students to check out to read at home with parents • Purchase Primary Language Fiction for library 	<p>School Site Council, Principal</p> <p>K-1 teachers</p>	<p>Monthly</p>	<p>Title 1 \$8,000.00</p>
<p>Additionally, Title One and ELD teachers will meet with students to explain the purpose of CELDT and set goals, using the ELD checklist. Celebrations will be held at Friday Flag Salute for all students making progress on the CELDT or reclassified English fluent with certificates presented and parents invited.</p>	<p>Title One and ELD teachers</p>	<p>Fall</p>	<p>---</p>
<p>Together IEP teams will review IEP ELD goals and designate who is responsible for carrying out the goals.</p>	<p>Special Education teachers, IEP teams</p>	<p>Yearly at IEP meetings and when designing instructional program/schedule for students with disabilities.</p>	<p>---</p>
<p>ELD Teacher and paraprofessionals will</p> <ul style="list-style-type: none"> • Provide extra time and support for students during targeted instruction • Provide a resource to teachers and parents • Translate and interpret for Spanish communications 	<p>ELD teacher and paraprofessionals</p>	<p>Ongoing</p>	<p>District salaries</p>

<p>CELDT – how parents are informed about student progress</p> <ul style="list-style-type: none"> • Placement letter (Newcomer or Structured Immersion) is signed during conferences that goes in the student’s cum file • Parent Teacher conferences • ELAC Meetings 	<p>ELD Resource teachers, classroom teachers</p>	<p>Fall conferences</p>	<p>---</p>
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Equitable Environment Closing the Achievement Gap Action Plan

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

LCAP GOALS:

Students with Disabilities and At Risk Learners:

- Students with disabilities will make growth annually toward state standards and/or their individual learning objectives. We will measure this percentage using 15-16 CAASPP data compared to 14-15 CAASPP data.
- Evidence of instruction aligned to the ELA/ELD framework will be observed in all classrooms with specific focus on English learners and students with disabilities.

Students identified as Gifted Learners

- Students identified as gifted learners will access opportunities for enrichment with their area of interest

Students in grades 7-12:

- The passage rate for students taking AP exams will increase. We will measure this growth year to year.
- The number of students enrolled in UC a-g designated courses will increase annually. We will measure this growth using enrollment data and graduation data on year-by-year comparison.
- EPA results will be monitored each year. We will expect annual growth in the number of students who are considered ready for college. The graduation rate will remain steady or increase annually. We will measure this growth year to year.

SCHOOL GOALS: (Goals should be prioritized, measurable, and focused on identified student learning needs.)

- Attendance for all sub-groups will increase to 95%.
- All significant sub-groups will make progress towards meeting grade level standards as measured by standardized tests.
- Parent involvement will increase as evidenced by participation in school wide meetings and events.
- Suspension rate will more closely reflect the demographics of the school.
- VAPA expected outcomes will be measured by ongoing portfolio assessment.

<p>What data did you use to form this goal?</p> <p>CWA data for attendance and suspension/expulsion</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Suspension percentages seem to be more equalized this past year among sub-groups • Suspension rate has gone up from 5.3 % to 8.9%, but is still relatively low • Attendance is improving – we made our school wide goal of 95% for the third year in a row 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • CWA data for attendance and suspension/expulsion
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STRATEGY:

- Teachers will examine the practices and beliefs of our school community that either contribute to or detract from student success both academically, artistically, socially, and emotionally. Together with the Dolphin Support Team, we will provide extra support for individual students and through our Tribes Community Agreements we will strive to provide a positive climate for all. Teachers at each grade level will include this in their grade level goals.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Classroom meetings will be used regularly in 100% of classrooms.</p> <ul style="list-style-type: none"> • Tribes Training for new staff • Tribes Implementation • Restorative Justice practices 	<p>School Counselor All Teachers</p>	<p>Class meetings-weekly Training for new teachers – Fall Progress Monitoring – bi-monthly staff meetings</p>	<p>Title One Professional Development money Tribes Training \$100.00 Tribes Materials \$200.00</p>
<p>No Bully</p> <ul style="list-style-type: none"> • Teacher training for • Class presentations by Principal, Counselor • Follow-up activities by Counselor • Solution Team training for Teachers • Establish No Bully Leadership team 	<p>All teachers School Counselor Solution Team Campus Supervisors</p>		<p>District</p>

Suspension Rate <ul style="list-style-type: none"> • Continue to use alternatives to suspension (i.e. Focus Center, Restorative Justice) • 7/8 Discipline Policy for Disrupters • Tribes implementation 	Solution Team Conflict Managers 7/8 Team All Staff	Ongoing	---
Increase Attendance <ul style="list-style-type: none"> • Follow-through with SARB process • Honoring Attendance • Home visits by Security officer • A2A letters and conferences (focus on chronic) • Monitor students who leave early 	Dolphin Support Team, Office Staff, all teachers Security Officer	Ongoing	---
Increase percentage of English Learner and Title One families participating in school wide events by 10% as measured by sign-in sheets	Title One/ELD Staff All teachers PTSA SSC	See parent involvement action plan.	---
Number of discipline referrals to the office will decrease by 10% <ul style="list-style-type: none"> • 7/8 Discipline Policy for Disrupters • Tribes implementation • Conflict Resolution, restorative practices 	Solution Team Conflict Managers 7/8 Team All Staff	Ongoing	---
Refine the roles and responsibilities of Liaison Team and the Dolphin Support Team to identify, monitor and address the needs of all students.	Liaison Team Dolphin Support Team Grade level teams	Ongoing through team collaboration, academic conferencing, team meetings and staff development	---

Ensure participation of general education teachers in IEP meetings to provide information and participate in the decision-making on accessing the core curriculum in the appropriate setting and implementation of accommodations and modifications.	Special Education staff Parents All teachers	Ongoing	---
Cluster students to maximize their academic performance, and connection to their school community (gender, race, ability, EL, behavior)	Principal, teachers in grade level teams	May class lists Ongoing	---
Implement RTI pyramid of interventions for students who need extra time and support as determined by data analysis	All classroom teachers and support team	May – develop Master Schedule with classroom and support teachers and plan for scheduling support time	---
Inform and involve all stakeholders in the implementation of the School Plan	All teachers ELAC PTSA SSC	August – Staff writes SMART goals November - present data analysis and program evaluation at ELAC, PTSA, SSC and staff meetings to seek input December – present outline draft of School Plan at ELAC, PTSA, SSC and staff meetings to seek input	---
Monitor budgets throughout the year to ensure they are being used to provide appropriate services to students	School Site Council, Principal	Monthly	---
Staff will participate in Cultural Proficiency Training.	All staff, Principal	Initial training for select team.	Title One Books for Staff Development \$1000.00
True to our mission and vision, it is our goal that every student will achieve expected outcomes in the Visual & Performing Arts standards. Therefore this year we will	Grade Level Teams VAPA teachers Principal Arts Block Committee	Ongoing through Liaison & Committee meetings, grade level team meetings	Title One Professional Development Academic Conf. \$3000.00

<ul style="list-style-type: none"> • Identify expected outcomes each grade level • develop course descriptions and portfolio assessments for VAPA electives • Include objectives to deepen students' knowledge of other content areas through the Visual & Performing Arts • Purchase adopted instructional materials to support the curriculum • Provide staff development for teachers 			<p>Title One Books for Staff Development \$400.00</p>
<p>Offer Honors/Advanced Placement Art class to 8th grade students.</p> <ul style="list-style-type: none"> • Develop curriculum aligned with LHS • Train teacher(s) • Involve vertical teams in identifying and inviting students 	<p>7th-8th grade Art Teacher, other VAPA teachers, vertical teams</p>	<ul style="list-style-type: none"> • Ongoing • Summer • Spring during Liaison and staff meetings 	<p>District</p>
<p>Provide opportunities for GATE students based on data</p> <ul style="list-style-type: none"> • Assess students with SOI testing • Provide staff development for teachers (California Association for the Gifted "CAG" Conference) to get more teachers certified 	<p>GATE teachers, all teachers</p>	<p>SOI Testing in December for all 4th graders and recommended 5th-8th graders new to the school CAG conference in February Other staff development opportunities as they arise</p>	

<p>Continue to explore ways to celebrate student success</p> <ul style="list-style-type: none"> • Growth and proficiency on standardized assessments • CELDT growth and proficiency • Grade level reading goals • Attendance 	Principal, teachers	Weekly at Friday Flag Salute.	---
<p>Communicate grades/attendance to parents through Aeries.</p> <ul style="list-style-type: none"> • Provide training for parents 	Teachers, Office staff	Ongoing	---
<p>Parent Involvement –</p> <ul style="list-style-type: none"> • Each grade level team will write a parent involvement goal • Parent involvement money will support these goals • Collect baseline data on parent participation in school wide meetings and events • Latino Family Literacy Project • Parent Institute Newsletter Subscription • Improve 7/8 grading and reporting systems to communicate progress to parents 			<p>Title One Parent Involvement: Instructional Supplies – 897.00</p> <p>LFLP \$1100.00</p> <p>Parent Institute \$192.00</p> <p>Title One Books for Staff Development \$1000.00</p>
<p>Staff will participate in Restorative Justice learning.</p>			<p>Title One Professional Development</p> <p>Books for staff: 1000.00</p>

Parent Involvement- Title I Schools

Parents as Partners:

- The district and each school site will annually increase opportunities for parent participation and education.

Required Activities	Site Actions	People	Timeline
Each grade level team writes a parent involvement goal	<ul style="list-style-type: none"> Schedule an event or meeting designed to involve parents in their child's learning 	Grade level teams	Ongoing – to be monitored and evaluated at the end of the year
Annual Parent Meeting- discuss program, review Title I parent involvement policy,	<ul style="list-style-type: none"> Annual Title One meeting is held 	Title One teacher & Counselor	Fall
Offer meetings at flexible times	<ul style="list-style-type: none"> Annual Title One meeting is held in the evening for families; ELAC and SAC meetings are held in the mornings right after drop-off and in the evenings 	Title One staff & Principal	Throughout the year Bimonthly
Involve parents in planning, review and improvement of programs	<ul style="list-style-type: none"> School Plan actions are presented in outline form; parents input is sought from ELAC and SSC 	Title One teacher & Principal	Fall
Provide parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement.	<ul style="list-style-type: none"> ELAC meetings Parent Conferences Parent Contact SSTs 	ELD Teacher All teachers All teachers Dolphin Support Team	1 X monthly Bi-annually As needed; phone log As needed (referrals reviewed monthly)
Joint development of home-school compact, describing the responsibilities of parents, school, and students.	<ul style="list-style-type: none"> Compact is included in School Handbook, also distributed during conferences 	Principal, Teachers, Parents, Students	Compact will be signed at Sept/Oct Parent Conferences
Assist parents to understand standards, state/local assessments, Title I requirements, how to support and monitor their child's progress.	<ul style="list-style-type: none"> ELAC meetings Parent Conferences Parent Contact SSTs 	ELD Teacher All teachers All teachers Dolphin Support Team	1 X monthly Bi-annually As needed; phone log As needed (referrals reviewed monthly)
Provide materials/training to help parents to fully participate in the education of their child	<ul style="list-style-type: none"> English classes provided for parents – part of the curriculum is helping your child - parents from these 	Adult Ed English teacher in conjunction with ELD resource teacher and ELD team <ul style="list-style-type: none"> Purchase Parent Institute 	Throughout the year

	<p>classes come to the school to help</p> <ul style="list-style-type: none"> • Parent Institute materials • Latino Literacy Project 	materials	
Assist staff with the assistance of parents on how to reach out to communicate with and work with all parents as equal partners.	<ul style="list-style-type: none"> • Interpreters provided for Parent conferences • Parent contact for struggling students 	Title One staff in communication with classroom teachers	Throughout the year
Coordinate/integrate parent involvement activities with preschool programs	NA	NA	NA
Ensure that information is sent/provided to parents in a format/language that parents understand.	<ul style="list-style-type: none"> • Newsletters, School Messenger messages and other important information is translated into Spanish 	Title One Staff	Throughout the year as needed
Provide support for parent involvement activities as parents request.		Title One Staff	Throughout the year as needed
Provide opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory	<ul style="list-style-type: none"> • Interpreters provided for events and meetings 	Title One Staff	Throughout the year as needed
Survey Parents annually regarding programs, safety, and satisfaction	<ul style="list-style-type: none"> • Annual survey is sent w/ newsletter, completed during conferences (for better rate of return), also sent out electronically 	School Site Council	Spring
Provide Parent Education Workshops at district, site and satellite locations (i.e. Manchester)			
Provide transportation for families to district and site events.			

Preschool Transition Plan

The Lincoln Unified Preschool Program has been designed to enable children to set their own goals and to work toward accomplishing these goals. We offer students opportunities within a carefully planned daily routine to work and play independently, make choices, pursue their own interests, and problem solve throughout the process. Children in the Lincoln Unified Preschool Program are assisted, guided and supported by adults who are aware of their developmental needs, and who will focus on the children's choices and decisions, strengths and areas of need.

We operate sixteen half-day preschool classes funded by the State and First 5 San Joaquin at four sites throughout the district (Colonial Heights, Lincoln Elementary, Tully C Knoles, and John R Williams). The hours of operation are as follows: 8am to 11am (morning classes) & 12pm to 3pm (afternoon classes).

Instructional Program:

- Project Approach Curriculum
- Fletcher's Place
- Raising A Reader
- Desired Results System
 - Desired Results Developmental Profiles (DRDP 2015) completed in the Fall and Spring and shared during parent conferences two times per year
 - Early Childhood Environmental Rating Scale (ECERS)- completed once per year by staff and bi-annually by an outside agency
 - Desired Results Parent Survey- completed once per year by parents
 - Classroom Assessment Scoring System (CLASS)- completed bi-annually by an outside agency
- Ages & Stages Questionnaires (developmental assessment tool)- completed min. once per year by parents and scored by staff

Collaboration/Transition to Kindergarten:

- Articulation meetings with preschool and kindergarten teachers-min once per year
- Transition activities (buddy reading, touring the kindergarten classroom, etc.)- min once per year (Spring)
- Academic Conferences- preschool special education staff and general education preschool staff meet throughout the year to case manage students on IEP's and discuss general education students who may need a Student Study Team meeting (2 times per site- min 10 meetings per year).
- Kindergarten Bridge Program- one-week prior to students starting kindergarten. Offered at each school site throughout the district to help ease the transition to kindergarten

Parent Involvement:

- Countdown to Kindergarten calendars are distributed to all families who have children entering kindergarten. Kindergarten standards, tips for reading to children, age appropriate book titles, and free pre-academic skill building activities are presented in the calendar.
- School Readiness Advisory Committee- parents, staff and community members share ideas, thoughts, and suggestions regarding preschool and before/after school programs. The committee meets three times per year.
- Parent Education meetings are held at each preschool site throughout the district-min 4 per year. Topics include but are not limited to, Early Literacy, Healthy Choices, Positive Discipline, Parenting, Asthma awareness, Child Safety, etc.
- Parent Resource Centers are located in each preschool classroom. Parents have a variety of books to check out and use as needed.

BUDGET

Budget Sources	Title I	Prof Dev 10%	Parent Inv
Allocation	\$126,400.00	\$14,045.00	\$2,189.00
Salaries	\$91,447.00		
Totals	34,953.00	14,045.00	2,189.00
	Title I	Prof Dev	Parent Inv
Goals			
Goal 1: English Language Arts			
CORE PD	4,600.00		
CORE subs	840.00		
Lakeshore Listening Centers & phones for small group instruction	1,800.00		
Classroom Libraries	8,000.00		
Vocabulary Surge Books for staff	560.00		
Instructional Supplies for Title One	800.00		
Reading A-Z & RAZ kids supplementary programs	1,500.00		
Spelling City	820.00		
Goal 1 Totals	18,920.00	0.00	0.00
	Title I	Prof Dev	Parent Inv
Goal 2: Mathematics			
Number Talks	1,360.00		
Eureka Digital Math	190.00		
Reflex Math	3,300.00		
Science Materials	2,800.00		
Goal 2 Totals	7,650.00	0.00	0.00
	Title I	Prof Dev	Parent Inv

	Title I	Prof Dev	Parent Inv
Goal 3: English Learner Support			
Primary Language Fiction for the library	8,000.00		
Goal 3 Totals	8,000.00	0.00	0.00
	Title I	Prof Dev	Parent Inv
Goal 4: Equitable Environment			
Books for staff development (Arts with the brain in Mind, Carrots & Sticks, Cultural Proficiency), Grading & Reporting Systems	383.00	695.00	
Tribes Training		100.00	
Tribes Materials		200.00	
Goal 4 Totals	383.00	995.00	0.00
	Title I	Prof Dev	Parent Inv
Professional Development			
Subs for Academic Conferencing		3,000.00	
PLC Conference		10,050.00	
Professional Development Totals	0.00	13,050.00	0.00
	Title I	Prof Dev	Parent Inv
Parent Involvement			
Parent Institute Newsletter Subscription			192.00
Latino Family Literacy project supplies			100.00
LFLP translator/childcare/10 hours			300.00
LFLP teachers/2 @ 350.00			700.00
Instructional Supplies for parents to help at home			897.00
Parent Involvement Totals	0.00	0.00	2,189.00
	Title I	Prof Dev	Parent Inv
Account Balances	0.00	0.00	0.00

School Site Council Membership 2016-17

Name	Represents			Term Ends
	Parent/ Community	Staff	9-12 Student	
Todd Silva	X			2017
Kelly Hopkinson	X			2017
Cat Rodgers	X			2018
Jennifer Langham	X			2018
Nicole Merolla	X			2018
Carmen Zaragoza	X			2018
Joan Calonico, Advisor		X		
Gaby Rosales		X		2018
John Green		X		2018
Sue Holland		X		2018
Nancy Snider		X		2018
Abigail Canosa		X		2017

Assurances

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and stat law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the English Learner Advisory Committee, School Advisory Committee and Community Advisory Committee for Special Education Programs.
4. The school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students.
5. 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.
6. This school plan is based on a thorough analysis of student academic performance. The actions proposed form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.


The School Site Council recognizes that:

- This plan coordinates and integrates federal, state, and local services and programs to best meet the needs of all students.
- The district recruits and hires teachers who are highly qualified and supports those teachers through professional development to help all teachers remain current and qualified.

The School Site Council acknowledges its responsibility to submit any parent comments of dissatisfaction regarding this plan with the submission of the school plan to the district.

The school plan was adopted by the School Site Council at a public meeting on 1/10/17

Attested by:


SSC Chairperson

1/10/17

Date


School Principal

1/10/17

Date