

# The Single Plan for Student Achievement

**School:** Oak Valley Elementary School  
**CDS Code:** 42691386119804  
**District:** Buellton Union School District  
**Principal:** Hans Rheinschild  
**Revision Date:** May, 2018

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

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

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**The District Governing Board approved this revision of the SPSA on June 13, 2018.**

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## School Vision and Mission

### Oak Valley Elementary School's Vision and Mission Statements

Our Mission... to ensure optimal conditions for students to become academically proficient, socially balanced, and responsible young citizens by providing:

- A strong and appropriate learning environment reflecting high expectations within a Standards based curriculum.
- A program by which instructional decisions are based on student performance.
- A school atmosphere that reflects safety, responsibility, respect, and recognition.
- A commitment to expanding our resources and opportunities in science, technology, engineering, math and visual and performing arts.

## School Profile

We are 46% White, 43% Hispanic, 2% Asian, 1% African American, and 5% mix-race. 38% qualify for free and reduced lunches and 20% are English Language Learners. At the beginning of each school year, administrators and staff within Buellton Union School District reflect on our body of work and student achievement. We establish goals and objectives to meet and exceed students' needs. We strive to improve our programs and increase the academic and social-emotional success of our students and staff. This analysis is based on formative/summative assessment data and multiple measures. Each year we build on strengths and strategically address our identified needs. Our required educational plan goals are in concert: Single School Plan, District Title III Plan, Buellton School District LCAP Plan, supported by our County Office Program Review Recommendations. Our school goals are to:

1. Enhance the school wide use of effective and research-based instructional strategies aligned with the California State Standards and the Smarter Balanced Assessments.
2. Refine our comprehensive Multi-Tiered System of Supports (MTSS) processes and programs to ALL students.
3. Fully implement our English Learner program and exceed state expectations and requirements by including specific English Language Development and Academic Language Development Instruction and assessments.
4. Provide grade level technology instruction daily with research-based programs and strategies based on the district technology standards.
5. Foster a school a school climate of safety, engagement and school connectedness for students, staff, families and community.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	62	75	63	59	74	63	59	74	98.4	95.2	98.7
Grade 4	69	58	64	66	58	61	66	58	61	95.7	100	95.3
Grade 5	59	66	59	59	65	59	59	65	59	100.0	98.5	100
All Grades	192	186	198	188	182	194	188	182	194	97.9	97.8	98

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2446.3	2456.3	2441.8	33	32	32.43	24	25	27.03	27	32	16.22	16	10	24.32
Grade 4	2502.1	2504.4	2500.1	39	40	39.34	30	24	27.87	14	17	16.39	17	19	16.39
Grade 5	2553.4	2558.5	2546.4	44	38	35.59	32	43	28.81	17	11	28.81	7	8	6.78
All Grades	N/A	N/A	N/A	39	37	35.57	29	31	27.84	19	20	20.10	13	12	16.49

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	30	29	39.19	48	49	36.49	22	22	24.32	
Grade 4	32	41	34.43	48	41	50.82	18	17	14.75	
Grade 5	44	33	37.29	36	58	52.54	20	9	10.17	
All Grades	35	34	37.11	44	50	45.88	20	16	17.01	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	41	36.49	51	47	40.54	19	12	22.97
Grade 4	30	45	37.70	53	40	47.54	14	16	14.75
Grade 5	49	45	44.07	41	47	49.15	10	8	6.78
All Grades	36	44	39.18	48	45	45.36	14	12	15.46

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 3</b>	27	29	32.43	59	64	51.35	14	7	16.22
<b>Grade 4</b>	23	19	19.67	67	76	62.30	9	5	18.03
<b>Grade 5</b>	29	36	25.42	64	55	67.80	7	9	6.78
<b>All Grades</b>	26	28	26.29	63	65	59.79	10	7	13.92

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 3</b>	33	27	28.38	51	61	48.65	16	12	22.97
<b>Grade 4</b>	39	43	36.07	52	48	52.46	6	9	11.48
<b>Grade 5</b>	56	63	35.59	36	32	50.85	8	5	13.56
<b>All Grades</b>	43	45	32.99	46	47	50.52	10	8	16.49

**Conclusions based on this data:**

- 1.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	62	75	63	60	73	63	59	73	98.4	96.8	97.3
Grade 4	69	58	64	66	58	62	66	58	62	95.7	100	96.9
Grade 5	59	66	59	59	65	59	59	65	59	100.0	98.5	100
All Grades	192	186	198	188	183	194	188	182	194	97.9	98.4	98

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2440.9	2450.5	2440.0	19	27	21.92	33	32	28.77	30	27	27.40	17	14	21.92
Grade 4	2494.9	2490.9	2490.2	20	22	22.58	38	34	33.87	30	26	33.87	12	17	9.68
Grade 5	2540.9	2540.4	2523.4	34	28	28.81	31	37	23.73	19	25	25.42	17	11	22.03
All Grades	N/A	N/A	N/A	24	26	24.23	34	35	28.87	27	26	28.87	15	14	18.04

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	27	42	38.36	44	39	35.62	29	19	26.03	
Grade 4	30	31	37.10	47	38	41.94	23	31	20.97	
Grade 5	47	46	30.51	31	34	37.29	22	20	32.20	
All Grades	35	40	35.57	41	37	38.14	24	23	26.29	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	31	27.40	46	56	52.05	21	14	20.55
Grade 4	27	31	29.03	58	45	50.00	15	24	20.97
Grade 5	42	31	30.51	42	51	45.76	15	18	23.73
All Grades	34	31	28.87	49	51	49.48	17	19	21.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	46	31.51	51	36	60.27	17	19	8.22
Grade 4	35	29	25.81	44	47	51.61	21	24	22.58
Grade 5	31	29	22.03	46	49	50.85	24	22	27.12
All Grades	32	35	26.80	47	44	54.64	21	21	18.56

**Conclusions based on this data:**

1.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						60		63	20		25			13	20
1	40		26	60	32	39		63	30		5	4			
2		5	12	33	36	41	58	45	24	8	9	18		5	6
3	19	11	17	27	11	48	31	78	30	19		4	4		
4	25	22	22	35	33	56	35	28	22	5	17				
5	20	11		50	67	50	30	22	40			10			
<b>Total</b>	19	8	16	36	32	46	34	48	29	10	9	7	1	2	2

#### Conclusions based on this data:

1.



## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			6	17	14	17	28	36	33	34	36	6	21	14	39
1	19		26	38	32	39	35	63	30	4	5	4	4		
2		4	11	33	33	39	58	42	22	8	13	22		8	6
3	19	11	17	27	11	48	31	78	30	19		4	4		
4	23	22	20	36	33	50	32	28	20	5	17		5		10
5	18	10		45	70	50	27	20	40	9		10			
<b>Total</b>	13	6	15	31	30	39	33	43	29	15	16	8	7	6	9

#### Conclusions based on this data:

1.

**Planned Improvements in Student Performance**

**School Goal #1**

<b>SUBJECT: CCSS Aligned Curriculum</b>	
<b>LEA GOAL:</b>	
The district provides a comprehensive curriculum that engages, challenges, and prepares all students for college and career readiness.	
<b>SCHOOL GOAL #1:</b>	
Continue to implement and develop school-wide use of effective instructional strategies and methodologies so that 100% of our students receive CCSS instruction in E/LA and Mathematics.	
<b>Data Used to Form this Goal:</b>	
2017-20 LCAP 2016-17 School Professional Development Plans Student, parent, and teacher surveys	
<b>Findings from the Analysis of this Data:</b>	
Ongoing professional development needed in the areas of: Next Generation Science Standards (NGSS) ELD standards and framework Academic Language Development (ALD) Engage NY modules (mathematics) Technology integration	
<b>How the School will Evaluate the Progress of this Goal:</b>	
School PD plan Support ongoing, as-needed and year-long professional development Principal observation and feedback Results and interim and benchmark assessments Parent, student, and teacher feedback	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
1.1 Continue to master and implement Engage NY math curriculum.	2018-19	Principal, Teachers	Engage NY math reproduction	4000-4999: Books And Supplies	Lottery: Instructional Materials 9,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Continue to implement writing performance tasks	2018-19	Principal, teachers	E/LA Wonders implementation and writing assessment plan			
1.3 Continue implementation of Wonders E/LA curriculum in grades K-3 to teach ELA and ELD standards.	2018-19	Principal, teachers	Begin year 3 of Wonders implementation	4000-4999: Books And Supplies	Lottery: Instructional Materials	1,900
1.4 Provide two grade level collaborative planning release days per school-year	2018-19	Principal, teachers	District provides grade level teams with two full release days per year for collaborative planning.	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	1,750
1.5 Weekly PLC meetings focused on student data and instruction	2018-19	Principal, teachers	Provide teachers with early release, collaborative planning time every Monday from 1:30-3:30.	3000-3999: Employee Benefits 1000-1999: Certified Personnel Salaries	LCFF - Supplemental	46,054
1.6 Faculty meetings focus, in part, on best practices related to instruction	2018-19	Principal, teachers	Principal or designated teachers devote part of every faculty meeting to sharing of best practices related to instruction.	3000-3999: Employee Benefits	LCFF - Supplemental	8,724
1.7 Principal walk-throughs	2018-19	Principal	Principal visits every classroom on a regular basis in order to support instruction.			
1.8 Monthly Principal Newsletter	2018-19	Principal	Principal communicates key activities and opportunities related to school instruction.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
1.9 Provide opportunities for parent & community engagement related to instruction.	2018-19	Principal, teachers	Principal and teachers develop, support and implement opportunities for parent engagement and empowerment related to CCSS instruction.		
1.10 Explore, develop, and implement school-wide system of MTSS (multi-tiered system of supports) for ALL students.	2018-19	Parent, teachers	Principal and MTSS Leadership team attend region-wide MTSS Summits to learn best practices related to support of all students' academic, social/emotional, and behavioral development.	5000-5999: Services And Other Operating Expenditures  1000-1999: Other Certified Personnel Salaries 3000-3999: Employee Benefits	5,000  4,204 796
1.11 Continue to develop and implement NGSS (Next Generation Science Standards)	2018-19	Principal, lead science teachers	Continue to seek and support professional development opportunities related to the implementation of NGSS. (Budget included in 1.13)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.12 Continue to implement STEAM through grades 4-5 STEAM rotations and after-school STEM Club (grade 4).	2018-19	4th & 5th grade teachers	Students in grades 4 & 5 rotate teachers during STEAM rotations in order to learn key components of STEAM. 4th grade students participate in after-school STEM Club.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,697
1.13 Develop strategic, monthly professional development plan	2018-19	Teacher in Charge, Principal	Identify professional development needs of the staff and develop plan that targets these needs.	5000-5999: Services And Other Operating Expenditures  1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base  LCFF - Base	8,400  1,750
1.14 Convert unused science/art room into 'Maker Space' for science, technology, engineering, and math enrichment.	2018-19	Principal	Clean out unused clutter and materials from science/art room and convert the space into a thriving science enrichment center.	4000-4999: Books And Supplies	LCFF - Base	3,000

**Planned Improvements in Student Performance**

School Goal #2

<b>SUBJECT: Academic Growth</b>
<b>LEA GOAL:</b> All students will demonstrate academic growth in ELA, Mathematics and English Language Development.
<b>SCHOOL GOAL #2:</b> Enhance and refine the academic, ELD and MTSS programs so that all students show on site-based assessments by trimester and significant subgroups will have 10% mores students meeting proficiency in ELA and Math by May, 2019.
<b>Data Used to Form this Goal:</b> 2017-18 CELDT data 2016-17 CAASPP data RTI Universal Screeners and Progress Monitoring data, 2017-18 2017-20 LCAP
<b>Findings from the Analysis of this Data:</b> School-wide achievement in ELA and Math has improved steadily over the past three years. The achievement gap for English Learners is closing but EL students continue to score lower on local and state benchmark assessments. Reclassified English Proficient students score significantly higher than non-reclassified students on local and state benchmark assessments.
<b>How the School will Evaluate the Progress of this Goal:</b> CAASPP scores Formative and summative interim assessments CELDT / ELPAC scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
2.1 Develop strategies and locate resources to address student interventions in academics, social/emotional, and behavioral supports.	2018-19	MTSS team and teachers	MTSS trainings Social and Emotional Curriculum (Budget included in 1.10)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Identify key kids who will receive appropriate MTSS services in academics, social/emotional, and behavioral supports and share with principal in Professional Development Meetings.	2018-19	MTSS team and teachers	Using data from multiple sources (CASSPP, Dibels, screening tools, CELDT, etc.), identify students needed extra supports.			
2.3 Identify students in need of intensive academic interventions and provide support in Club Read and Club Math.	2018-19	Principal, RTI Coordinator, teachers, Club Read staff	As needed, provide intensive academic supports in Tier 2 setting.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	31,580 4,915
2.4 Progress monitor students throughout the school-year for growth in MTSS.	2018-19	RTI Coordinator, MTSS team, teachers	Provide ongoing progress monitoring to monitor student growth and create Tier 1 and Tier 2 groups needing strategic interventions.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	1,576 424
2.5 Meet in Student Success Teams (SSTs) on a regular basis to discuss key kids and other students who have been identified as needing additional supports.	2018-19	RTI Coordinator, teachers	Provide roving subs for teachers 1 day a month to attend SST meetings to discuss. \$105 X 10 days.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	1,050 174
2.6 Weekly early release days (1 X week) for grade-level PLCs for identification of students and planning of strategies to meet students' differentiated needs,	2018-19	Principal, teachers	Provide teachers with early release collaborative planning time 1:30-3:30 p.m.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	46,054 8,724

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.7 Employ RTI Coordinator at 90%.	2018-19	Superintendent, Principal	RTI Coordinator coordinates intervention program.	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits 1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base LCFF - Base Title I	49,589 15,615 26,702 8,408
2.8 Purchase and utilize technology-based interventions programs at all grade levels.	2018-19	Principal, teachers	Continue to purchase Lexia, Reading Plus, Raz Kids and ST Math licenses.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,770
2.9 Continue before school homework help, 7:30-8:25 a.m.	2018-19	Principal, designated aide	Employ aide in the MP Room daily beginning at 7:30 a.m. to assist students with homework. 90 hr X \$18	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,620
2.10 Review key kids progress monitoring results with teachers and principal by trimester	2018-19	RTI Coordinator, teacher	RTI Coordinator shares progress monitoring data with teachers and develops strategies to meet the needs of students. (Budget included in 2.7)	3000-3999: Employee Benefits	LCFF - Supplemental	421



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.11 Encourage and solicit parent involvement in SST, MTSS, and intervention processes.	2018-19	RTI Coordinator, Principal, teachers	Actively invite and encourage parents to take an active role in MTSS processes. Host events that bring in parents to learn about MTSS, including Technology Night, Math Night, Open House, etc.			
2.12 Key kids bi-weekly progress monitoring.	2018-19	RTI Coordinator and aides	Hourly monitoring of 90 students (average) every 2 weeks. (Budget included in 2.3)			
2.13 Continue to support and promote summer remediation and enrichment programs.	2018-19	Principal	School will help promote summer programs in the Santa Ynez Valley that support the continued academic growth of students during the summer.			
2.14 Purchase and utilize social & emotional support programs at all grade levels.	2018-19		MTSS team will explore, pilot and adopt social and emotional support curriculum = Second Step.			
2.15 Present regular updates to relevant stakeholders concerning MTSS.	2018-19		Members of the MTSS Committee will collaborate to create and share presentations that explain the progress made on implementing social, emotional, academic, and behavioral interventions.			

**Planned Improvements in Student Performance**

**School Goal #3**

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b> All students will demonstrate academic growth in the areas of English/Language Arts, Mathematics, and English Language Development (ELD).
<b>SCHOOL GOAL #3:</b> All EL (English Learner) students will receive the appropriate level of ELD (English Language Development) instruction daily with research-based programs and strategies. EL students will demonstrate progress on the ELPAC (English Language Proficiency Assessment for California) and ADEPT (A Developmental Proficiency Test) with a minimum of one year's growth in one year's time.
<b>Data Used to Form this Goal:</b> EL student-specific CAASPP data 2016-17 CELDT data 2017-18 ELPAC data 2017-18 Reclassification data 2017-18 ADEPT data Grade level ELD groups and schedules Faculty feedback on ELD program Title III Plan 2017-20 LCAP
<b>Findings from the Analysis of this Data:</b> The majority of EL students not proficient in ELA and Math are students at the intermediate level. 51% of EL students in BUSD were reclassified as English Language Proficient in 2017-18. All teachers have been trained in Academic Language Development (ALD) and English Language Development (ELD). Teachers are trained in ADEPT assessments and utilize results to group students and differentiate instruction. New grades K-3 ELA Wonders adoption requires teachers to implement new ELD program - continued development needed. ELPAC has replaced CELDT. Teacher development has been provided district-wide. ELPAC administration team has been trained and ELPAC has been administered to all EL students.
<b>How the School will Evaluate the Progress of this Goal:</b> 2017-18 CELDT data 2017-18 EL-specific CAASPP data 2017-18 Reclassification rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Keep staff up-to-date on ELD framework.	Aug, 2018	Principal	Principal will review ELD framework. Principal will encourage integration of ELD standards into all academic areas.			
3.2 Teachers will identify ELD/ALD groups based on ADEPT and ELPAC data.	Aug. 2018	Teachers	Students will be placed in ELD and ALD groups based on data and provided with appropriate instruction.			
3.3 Teachers will implement ELD/ALD groups for 40 min X 4 times a week.	2018-19	Teachers	Based on data, students will be placed in either ELD or ALD groups and receive ELD or ALD instruction for 40 min a day, 4 times a week.			
3.4 In grades K-3, teachers will utilize Wonders materials to implement ELD instruction.	2018-19	K-3 teachers	Teachers in grades K-3 will continue to develop and implement Wonders ELD curriculum.			
3.5 In grades 4-5, teachers will embed ELD instruction into STEAM rotations.	2018-19	4-5 teachers	Teachers in grades 4-5 will continue to utilize ELD matrix to guide implementation of embedded ELD instruction into daily STEAM rotations.			
3.6 Provide teacher professional development as needed for ELD development.	2018-19	Principal, Teacher in Charge	Principal and Teacher in Charge will identify areas of improvement in ELD program and provide teachers with PD in ELD strategies as needed.	5000-5999: Services And Other Operating Expenditures	Title III	1,000
3.7 Utilize aide to support ELD and assist with newcomers.	2018-19	Principal	Use Title III to fund an aide for ELD support.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.8 Create 'newcomers toolkit' which provides scaffolded resources for EL newcomers.	2018-19	Principal, teachers	A toolkit of available and possibly 'to purchase' resources will be created to meet the needs of EL newcomer students.	4000-4999: Books And Supplies	Title III Immigrant Education Program	3,500
3.9 Provide TK-5 ELPAC testing for reclassification. Reclassify EL students as English Proficient based on results.	2018-19	ELPAC Coordinator, Principal, teachers	ELPAC Coordinator will oversee ELPAC testing on EL students. Teachers will identify students needing to be reclassified based on ELPAC results. Principal will reclassify students and recognize these students at BUSD Board Meeting ceremony.			
3.10 Teachers will move students in/out of ELD/ALD groups based on ELPAC results as well as ongoing ADEPT results.	2018-19	Teachers, Principal	Teachers will move students in/out of ELD/ALD groups based on ELPAC results as well as ongoing ADEPT results.			
3.11 Teachers will utilize ADEPT data as well as CAASPP data to create group placements for upcoming school-year.	May-Aug, 2018	Teachers, Principal	Teachers will use spring ADEPT data as well as CAASPP results to create balanced student groups for the 2018-19 school-year.			
3.12 Provide ongoing PD to ELPAC Coordinator(s) in new ELPAC administration	2018-19	Principal, ELPAC Coordinator	ELPAC Coordinator or designee will attend PD on new ELPAC assessment. (Budget included in 1.13)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.13 Strengthen and foster DELAC Committee and parent involvement	2018-19	Principal	Principal will provide ongoing opportunities for parent involvement and engagement in the schools through the input and guidance of the DELAC (District English Learners Advisory Committee)			

**Planned Improvements in Student Performance**

**School Goal #4**

<b>SUBJECT: Technology</b>
<b>LEA GOAL:</b>
Students and teachers will utilize technology effectively to support instruction and learning.
<b>SCHOOL GOAL #4:</b>
All students will receive the appropriate level of technology instruction daily with research based programs and strategies based on the district technology standards. All staff will receive appropriate professional development in order to utilize technology to support instruction and learning.
<b>Data Used to Form this Goal:</b>
District Technology Committee feedback Parent, student, and teacher feedback 2017-18 LCAP
<b>Findings from the Analysis of this Data:</b>
School-wide use of Apple devices (2:1) = Macbooks, I pads, computer lab Professional development needed in implementation of technology scope and sequence Professional development needed for technology components of Wonders Monthly tech focus needed at faculty meetings
<b>How the School will Evaluate the Progress of this Goal:</b>
Successful implementation of professional development plan Student, staff and parent survey feedback related to technology

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Identify district level tech leads and establish monthly tech PD calendar.	Aug., 2018	Principal, teachers	District level tech leads establish tech standards and plan.	1000-1999: Certified Personnel Salaries	LCFF - Base	3,500
				3000-3999: Employee Benefits	LCFF - Base	663

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Continue implementation of school-wide technology-based curriculum.	2018-19	Principal, teachers	Continue to implement ST Math, Lexia, Reading Plus, Scholastic Reading Inventory (SRI) both at school and at home in order to provide targeted instruction at students' individual mastery levels in math and reading. (Budget included in 2.8)			
4.3 Identify and pilot new technology and web-based resources for enhancing existing curriculum, including school-wide keyboarding program.	2018-19	Principal, teachers	Tech leads will seek out, pilot, and share new technology resources with faculty. Tech leads will seek out online resources to support implementation of NGSS (Next Generation Science Standards)			
4.4 Utilize Parent Square as a centralized method of technology-based school communications, including mobile app.	2018-19	District, principal, teachers	Continue usage of Parent Square school-wide for district, school and teacher communications.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,890
4.5 Utilize CAASPP interim assessments and practice tests.	2018-19	Teachers	Distribute grades 3-8 SSID logins asap in 2018-19 for trimester and block/comprehensive CAASPP assessments.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.6 Coordinate opportunities for teachers to collaborate with other teachers both in and out of the district to support technology implementation.	2018-19	Principal	Teachers will be provided with a sub 2 X year in order to visit other teacher at Oak Valley and Jonata who are utilizing classroom technologies.	1000-1999: Certified Personnel Salaries	LCFF - Supplemental	750
4.7 Create Maker Space for STEM enrichment	2018-19	Principal and lead tech and science teachers	Convert unused art room Maker Space for STEM enrichment for all grade levels.			
4.8 Continue implementation of Office 365	2018-19	Principal, teachers	Continue to use Office 365 in as a platform for student work.			
4.9 Establish vertical articulation of technology implementation and plan collaboratively.	2018-19	Principal, teachers	Grade level teachers will meet with other grades in order to ensure scaffolded student learning of key technology skills/ (Budget included in 4.6 above)			
4.10 Promote model school site visits.	2018-19	Principal, tech leads	Tech leads will identify model schools for technology implementation and principal will provide opportunities for collegial visits to other schools.		LCFF - Supplemental	120



**Planned Improvements in Student Performance**

School Goal #5

<b>SUBJECT: Safety and Family Engagement</b>
<b>LEA GOAL:</b> The district will foster a school climate of safety, engagement and school connectedness for students, staff and families.
<b>SCHOOL GOAL #5:</b> The school will foster a school climate of safety, engagement and school connectedness for students, staff and families.
<b>Data Used to Form this Goal:</b> 2016-17 California Healthy Kids Survey 2017-18 Parent Survey 2016-17 Staff Survey 2017-20 LCAP
<b>Findings from the Analysis of this Data:</b> <ul style="list-style-type: none"> <li>• 96% of 5th grade students feel that their teachers care about them.</li> <li>• 96% of 5th grade students feel that their teachers believe in them.</li> <li>• 100% of students believe that teachers do not allow bullying.</li> </ul> <p>There is room for growth in social/emotional and behavioral interventions. There is room for growth in empowering students to make important decisions in and out of the classroom.</p>
<b>How the School will Evaluate the Progress of this Goal:</b> Implement multi-tiered system of supports (MTSS) school-wide in order to provide ALL students with targeted academic, social, emotional, and behavioral supports as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
5.1 Continue to develop team of teachers and school leaders to investigate and implement MTSS programs.	2018-19	MTSS team	District and school leadership and designated grade level and department leads will meet as an MTSS team to develop strategies to provided students with targeted academic, social/emotional and behavioral interventions. MTSS team will attend regional workshops and serve as a Knowledge Development Site for other schools wishing to learn from our model program. (Budget included in 1.10)		
5.2 Maintain safe, orderly, and clean school facilities.	2018-19	Principal, custodial staff, teachers	School team will work to ensure that school is always safe, secure, clean, and promotes positive learning.		
5.3 Implement Second Step district-wide.	2018-19	MTSS team	MTSS team, in collaboration with teachers and key stakeholders, will implement Second Step program district-wide in the 2018-19 school year. (Budget included in 1.10)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.4 Continue Awards Recognition assemblies.	2018-19	Principal, teachers	Continue with program of 2 X trimester awards assemblies (Best Assemblies) as well as end-of-year recognition assemblies for grades 4-5.	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500
5.5 Explore additional opportunities for student leadership, including kindness clubs, etc.	2018-19	Principal, teachers	Empower students to take ownership of school climate, beautification, and positive social interactions through clubs and leadership opportunities.			
5.6 Continue Garden Program.	2018-19	PTSA	Continue to fund Garden Educator in order to extend learning outside of the classroom and provide students with positive interactions with peers and natural world.	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,000
5.7 Promote a variety of character development assemblies.	2018-19	Principal	Explore trimester assemblies which promote positive character development, i.e. kindness, anti-bullying, celebrating diversity, etc.	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	350
5.8 Promote field trips to help connect students to the greater world.	2018-19	Principal, teachers	Teachers will take field trips that help extend learning outside of the classroom and help students gain a greater understanding of the outside world.	5700-5799: Transfers Of Direct Costs	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.9 Provide parents with multiple and varied ways to provide feedback on school programs.	2018-19	Principal	Superintendent and principal will actively seek and utilize feedback from parents using a variety of forums and methods.			
5.10 Promote DELAC parent engagement opportunities.	2018-19	Principal, DELAC	Principal and District English Learners Advisory Committee will create and promote opportunities for parent engagement of non-English speaking parents and family members.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	770
5.11 Utilize Parent Square for parent communications.	2018-19	District, principal and teachers	School district will purchase Parent Square. Teachers will be trained in Parent Square functions. All district personnel will use Parent Square in order to communicate with parents and community. (Budget included in 4.4)	3000-3999: Employee Benefits	LCFF - Supplemental	420
5.12 Provide staff with opportunities to provide feedback on school programs.	2018-19	Principal	Principal will actively seek and utilize feedback from staff on school programs and operations using a variety of methods.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.13 Continue support of counseling program within MTSS model of behavioral and social/emotional supports.	2018-19	Counselor	Employ counselor at 50% to support students needing behavioral, social and emotional supports.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	39,472
5.14 Continue SST (Student Study Team) meetings.	2017-18	Principal, MTSS Coordinator, teachers	Identify students in need to extra academic, behavioral, and social/emotional supports and meeting with parents, teachers, and other school personnel in order to develop and implement targeted plans. (Budget included in 2.7)	3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental LCFF - Supplemental	12,848 5,000

## 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	54,839.00
3000-3999: Employee Benefits	LCFF - Base	16,558.00
4000-4999: Books And Supplies	LCFF - Base	3,000.00
5000-5999: Services And Other Operating	LCFF - Base	12,170.00
5800: Professional/Consulting Services And	LCFF - Base	1,890.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	153,403.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33,970.00
3000-3999: Employee Benefits	LCFF - Supplemental	40,222.00
5000-5999: Services And Other Operating	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	11,400.00
1000-1999: Certificated Personnel Salaries	Other	4,204.00
3000-3999: Employee Benefits	Other	796.00
5000-5999: Services And Other Operating	Other	5,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	850.00
5700-5799: Transfers Of Direct Costs	Parent Teacher Association/Parent Faculty	4,000.00
5800: Professional/Consulting Services And	Parent Teacher Association/Parent Faculty	7,000.00
1000-1999: Certificated Personnel Salaries	Title I	26,702.00
3000-3999: Employee Benefits	Title I	8,408.00
5000-5999: Services And Other Operating	Title III	1,000.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	3,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF - Base	88,457.00
LCFF - Supplemental	232,595.00
Lottery: Instructional Materials	11,400.00
Other	10,000.00
Parent Teacher Association/Parent Faculty Club	11,850.00
Title I	35,110.00
Title III	1,000.00
Title III Immigrant Education Program	3,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	239,148.00
2000-2999: Classified Personnel Salaries	33,970.00
3000-3999: Employee Benefits	65,984.00
4000-4999: Books And Supplies	18,750.00
5000-5999: Services And Other Operating Expenditures	23,170.00
5700-5799: Transfers Of Direct Costs	4,000.00
5800: Professional/Consulting Services And Operating	8,890.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	111,507.00
<b>Goal 2</b>	200,622.00
<b>Goal 3</b>	4,500.00
<b>Goal 4</b>	6,923.00
<b>Goal 5</b>	70,360.00

## 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:

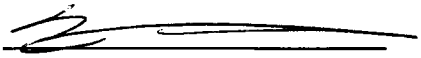
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Hans Rheinschild	X				
Kim Nabarro		X			
Morgan Casey		X			
Misty Sedehi		X			
Paul Arredando			X		
Aimee Piersma				X	
Deanne Armstrong				X	
Katie Tucciarone				X	
Rebecca Letts				X	
Adrianna Palacios				X	
<b>Numbers of members of each category:</b>					

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**

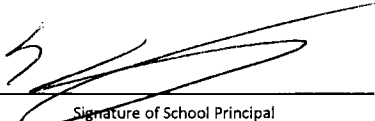

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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
X	English Learner Advisory Committee	 _____ Signature
	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 June 13, 2018.

Attested:

<p>_____ Hans Rheinschild Typed Name of School Principal</p>	<p style="text-align: center;"> _____ Signature of School Principal</p>	<p style="text-align: center;">6-1-18 _____ Date</p>
<p>_____ Aimee Piersma Typed Name of SSC Chairperson</p>	<p style="text-align: center;"> _____ Signature of SSC Chairperson</p>	<p style="text-align: center;">6/1/18 _____ Date</p>