The Single Plan for Student Achievement

School: John Steinbeck Elementary School

CDS Code: 10-73965-6112775

District: Central Unified School District

Principal: Esther Kaercher, Principal

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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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School Vision and Mission

John Steinbeck Elementary School's Vision and Mission Statements
Steinbeck Elementary fosters a mutually respectful and positive learning environment promoting self-accountability through active engagement, effective and data driven instruction with opportunities for students to create, collaborate, communicate and think critically to achieve goals aligned with 21st century academic standards of success. The mission for Steinbeck in alliance with Central Unified's guiding principles vision and mission based on the belief that every child can learn while embedding the core values of character, leadership, innovation and continuous improvement.

School Profile

Steinbeck School is located within the city limits of Fresno and serves students in transitional kindergarten through sixth grade. Construction on Steinbeck was completed in Spring 1995, and the first students began in July 1995. The entire Steinbeck team is committed to providing a comprehensive academic program in a learning environment that maintains high academic and behavioral standards and promotes success for all students. Steinbeck Elementary School, with an attendance area of approximately 5 square miles, lies in a combination of an urban and agricultural setting. Steinbeck has 29 regular classroom teachers,one instructional support coach, two specialized academic instructors, a part-time speech therapist and school psychologist, two part-time instrumental music teachers, one part-time physical education teacher, three custodians, a principal's secretary, a clerk typist II, a part-time nurse and nurses aide, a guidance instructional advisor, and a principal.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual Parent Survey is administered to all Steinbeck parents and guardians. The area receiving the highest score, 95.5%, was feeling welcomed at school. Significant effort has and continues to be made regarding a helpful and positive environment in the office as well as Positive Behavior Interventions and Supports (PBIS) playing an essential part of shaping the culture and climate at Steinbeck for students, teachers, staff, and families. The area receiving the lowest score, 58.1%, was the opportunities to participate and learn visual and/or theater arts. Steinbeck currently has in place a part-time music teacher, part-time choir teacher, and dance classes offered after school. In addition, the after school program has done an annual school play. A next step already in action to increase participation with visual and performing arts is to partner the after school program with a teacher on staff as well as a community volunteer with theater experience. The goal of this collaboration is to open the opportunity for participation to all Steinbeck students (not just those enrolled in the after school program) as well as to enhance the overall quality of production.

Classroom Observations

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

Every teacher meets individually at the beginning of the school year to discuss instructional and behavioral expectations, set goals, and discuss the evaluation process and schedule. Drop-In observations are completed weekly with adherence to the instructional evaluation process agreed upon by District administration and Central Unified Teachers Association (CUTA). Evaluations for probationary teachers are completed annually by the 90th day of instruction and the 130th day of instruction. Evaluations are completed every other year by the 145th day of instruction for tenured teachers. Classified instructional aides are evaluated biannually for probationary status and annually for permanent.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

Standards, Assessment, and Accountability

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

   Multiple measures are used to assess the needs of students at Steinbeck Elementary School. Assessments utilized for program placement and instruction include Smarter Balanced and Assessment Consortium (SBAC), California State Test 5th Grade Science (CST), Accelerated Reader (AR), Fountas & Pinnell (F&P), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), California English Language Development Test (CELDT), Kindergarten School Entrance Profile (KSEP), and local assessments in reading, writing, and mathematics.

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

   The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. KSEP, Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as SBAC, STAR and CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in classroom instruction, progress monitoring, and advancement.

Staffing and Professional Development

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

   All staff are highly qualified and fully credentialed per ESEA requirements.

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

   All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaboratives, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

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

Professional development is planned to support classroom instruction and meet the needs of all students in accordance with the goals outlined in the Single Plan for Student Achievement (SPSA). At the end of the last school year, teachers were provided release time to build their capacity on common core standards implementation, 21st century skills (collaboration, communication, problem solving, critical thinking, creativity, and innovation), and planning for instruction that provides differentiation, in-depth understanding, including procedural and conceptual learning. Professional development for this school year, through focused training and support, will be provided based on student learning and staff need to fulfill Steinbeck's vision and mission. CUSD elementary collaboratives will be provided this year and will focus on literacy development within mathematics to develop a comprehensive plan for teaching mathematics in conjunction with reading, writing, listening, speaking, and thinking in a connected and engaged classroom.

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

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

Steinbeck facilitates and supports no less than 40 minutes of weekly structured collaboration time for Professional Learning Communities to analyze, discuss, and utilize the results of common assessments, local assessments, informal assessments, and writing samples. Information from this collaborative time is used for instructional planning and progress monitoring for all students.

Teaching and Learning

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

Teachers have developed and are effectively utilizing curriculum plans and backward mapping to ensure instruction, curriculum, and materials are aligned to meet requirements for use of content and performance standards. Teachers are also utilizing district prepared K-12 CCSS Maps in both Literacy and Math.

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for Reading/Language Arts (R/LA) and mathematics and intensive interventions as well as additional time for strategic support and English language development (ELD) for identified English learners (ELs). This provides all students, including ELs, students with disabilities (SWDs), students with learning difficulties (SWLDs), and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA: Core--Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours
R/LA small group/guided reading---Grades K-2 60 minutes---Grades 3-6 30 minutes
Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour
Mathematics small group---Grades K-6 30 minutes
ELD Grade K 20 minutes---Grades 1-6 30 minutes

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

Grade level teams school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. Grade level teams also utilize the K-12 CCSS Maps provided by the district in both Literacy and Math. The use of backwards mapping provides the foundation to guide planning for the strategic support class. Grade level teams use backwards mapping of the Common Core State Standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

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

All students are provided district adopted core textbooks and consumable books to support instruction in each grade level.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD- CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

Steinbeck teachers are committed and are held accountable for providing differentiated instruction, implementing engagement strategies and maximizing opportunities for students to read, write, listen and speak. English Language Development strategies, aligned with Best Teaching Practices are a school wide expectation.Eligible migrant students at Steinbeck Elementary are evaluated annually with a migrant "Needs Assessment". If they are determined to be Priority for Service (PFS), then the migrant liaison and the classroom teacher complete a migrant student learning plan(SLP) with recommended interventions and alternative supports During independent practice and based on formal and informal assessment results, individual and small groups of students receive reteaching, intervention, or extension work. In class intervention support is provided during the direct instruction model for strategic students. A push-in model is utilized for students with special needs. Utilization of a variety of engagement strategies and instructional models beyond direct instruction is a classroom expectation.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measureable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

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

Steinbeck Elementary, the school district, and our community have many resources available to assist under-achieving students.

- Leveled literacy intervention program
- HMH EL Medallion supplemental intervention for ELD instruction
- ST Math is availble at both home and school as a web based application to support conceptual math development
- Accelerated Reader progress monitoring is available to inform and support student achievement in reading comprehension
- Lexia is a web based reading intervention program available to students before and after the school day in Shark island
- Steinbeck maintains a web site informing families of resources and further information to provide support for student achievement
- CUSD also maintains a web site informing families of resources and further information to provide support for student achievement
- Steinbeck hosts a parent education workshop series provided by Fresno County Office of Education

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Steinbeck utilizes a variety of strategies to encourage community and parental involvement. ELAC, Annual Title I, and quarterly SSC meetings provide opportunity for parents to receive training, gain understanding of how to maintain high expectations, and develop a common vision. An active English Learner Advisory Committee (ELAC), comprised of parents and staff, offer ideas and makes recommendations regarding our English Learner program. The role of the School Site Council is to assist with development of and recommend a single plan for student achievement. The School Site Council, following approval of a single plan for student achievement by the school district governing board, shall have on-going responsibility to review with the principal, teachers, and other personnel the implementation of the school improvement program and to assess periodically the effectiveness of such program. Modifications or any improvement to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner. The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to success in that program. A Home School Compact is reviewed annually. The signed compact underscores the importance of education to each student and provides the roles and responsibilities of teacher, student, and parents. Parent Education is offered during the year for parents to make a partnership between the school and the home. The parents become directly involved with the improvement of student achievement. The Steinbeck campus is in constant use after normal school hours for community meetings, recreational activities,boy scouts, girl scouts, tutoring services provided by outside vendors, community based programs, and athletic events.

Funding

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

There are many services provided by categorical funds to enable under-performing students to meet standards. EL - Teachers are trained to administer CELDT to their students to gather information on student need, EL students receive ELD instruction utilizing core materials, primary language and English AR books, listening centers, and software to build English proficiency. School wide - Intensive instructional opportunities are provided during several Saturdays throughout the school year, technology supports ST math and AR implementation, two literacy intervention teachers provide push-in and pull-out support for students performing two or more levels below grade level, literacy is supported through AR books, guided reading materials and support, and professional development for all staff. Differentiated instruction and effective use of technology for instruction is supported as staff receive ongoing training.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA). The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Steinbeck Elementary School is faced with several challenges to improving student achievement. Currently, there are 773 students enrolled at Steinbeck with 85% of them being Socio-Economically Disadvantaged. Thus Steinbeck is faced with the challenge of meeting the needs of our growing at-risk population. Steinbeck has a population of 13% EL students and 7% students with disabilities (SWD). Many students also face a language development barrier because they are not supported or engaged at home with academic language. Additionally, ongoing site professional development along with district professional development continue to strengthen staff ability to effectively utilize technology for instruction.

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	110	116	106	110	114	104	110	114	104	100.0	98.3	98.1
Grade 4	123	112	116	121	111	114	121	111	112	98.4	99.1	98.3
Grade 5	101	124	110	97	120	108	97	120	108	96.0	96.8	98.2
Grade 6	89	104	109	88	104	109	88	104	109	98.9	98.1	100
All Grades	423	456	441	416	449	435	416	449	433	98.3	98	98.6

* 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	2362.6	2394.2	2391.6	6	12	10.58	13	18	23.08	23	31	31.73	58	39	34.62
Grade 4	2386.2	2409.7	2432.4	3	11	10.71	11	11	22.32	15	22	27.68	71	57	39.29
Grade 5	2431.2	2441.4	2458.8	5	5	9.26	20	18	25.00	21	19	24.07	55	58	41.67
Grade 6	2452.5	2479.1	2485.0	3	2	6.42	16	26	26.61	25	33	29.36	56	39	37.61
All Grades	N/A	N/A	N/A	5	8	9.24	14	18	24.25	20	26	28.18	61	48	38.34

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	5	10	8.74	35	45	44.66	60	45	46.60
Grade 4	5	6	9.91	28	36	45.05	67	58	45.05
Grade 5	5	3	12.04	36	36	46.30	59	61	41.67
Grade 6	6	6	7.41	34	45	46.30	60	49	46.30
All Grades	5	6	9.53	33	40	45.58	62	53	44.88

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	6	14	13.59	42	45	54.37	52	41	32.04
Grade 4	2	9	12.61	32	45	56.76	63	46	30.63
Grade 5	4	11	16.67	38	38	40.74	58	51	42.59
Grade 6	6	7	9.26	35	45	51.85	59	48	38.89
All Grades	4	10	13.02	37	43	50.93	58	46	36.05

Listening Demonstrating effective communication skills									
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	5	12	6.80	64	60	66.02	32	28	27.18
Grade 4	3	7	9.91	53	60	54.95	44	32	35.14
Grade 5	6	3	12.96	49	55	54.63	44	42	32.41
Grade 6	5	10	4.63	52	67	72.22	43	23	23.15
All Grades	5	8	8.60	55	60	61.86	41	32	29.53

Research/Inquiry Investigating, analyzing, and presenting information									
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	8	12	14.56	42	61	56.31	50	27	29.13
Grade 4	7	13	19.82	40	47	52.25	52	41	27.93
Grade 5	15	12	20.37	52	60	40.74	33	28	38.89
Grade 6	14	16	19.63	53	64	53.27	33	19	27.10
All Grades	11	13	18.65	46	58	50.58	43	29	30.77

Conclusions based on this data:

1. A significant opportunity for growth exists in student learning for ELA. This conclusion is based on 67% of Steinbeck students in grades 3-6 not meeting achievement standards for ELA.
2. Major learning gaps exist in the expected CCSS ELA Listening domain; Demonstrating effective communication skills in grades 3-6. This conclusion is based on the Standard Not Met category (the lowest category) being the most significant percentage for grades 3-6 (grade 3, 27%; grade 4, 35%; grade 5, 32%; grade 6, 23%).
3. Research/Inquiry are the ELA claims indicating the most improvement for students in grades 3-6. This conclusion is based on the percentage scoring above standard in grades 3-6 as 19% . over previous years proficiency of 13%.

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	110	116	106	110	114	104	110	114	104	100.0	98.3	98.1
Grade 4	123	112	116	121	112	113	121	112	112	98.4	100	97.4
Grade 5	101	124	110	97	120	109	97	119	109	96.0	96.8	99.1
Grade 6	89	104	110	88	104	109	88	104	109	98.9	99	99.1
All Grades	423	456	442	416	450	435	416	449	434	98.3	98.5	98.4

* 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	2397.8	2417.2	2421.8	5	15	12.50	26	20	30.77	28	36	30.77	40	29	25.96
Grade 4	2428.7	2412.9	2439.8	2	4	8.93	18	11	17.86	44	34	36.61	36	52	36.61
Grade 5	2453.4	2438.2	2457.7	5	3	7.34	14	8	11.01	34	31	31.19	46	58	50.46
Grade 6	2452.3	2461.9	2484.7	3	3	5.50	11	14	16.51	31	35	39.45	55	48	38.53
All Grades	N/A	N/A	N/A	4	6	8.53	18	13	18.89	35	34	34.56	44	47	38.02

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	20	23	20.19	32	39	47.12	48	39	32.69
Grade 4	7	4	16.96	29	32	28.57	64	63	54.46
Grade 5	7	6	11.93	38	22	25.69	55	72	62.39
Grade 6	3	4	13.76	30	36	33.03	67	61	53.21
All Grades	10	9	15.67	32	32	33.41	58	59	50.92

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	7	17	25.96	51	45	50.96	42	39	23.08
Grade 4	6	4	11.61	50	41	51.79	45	55	36.61
Grade 5	5	4	6.42	33	29	37.61	62	67	55.96
Grade 6	3	9	5.50	41	43	48.62	56	48	45.87
All Grades	6	8	12.21	44	39	47.24	50	53	40.55

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	12	20	15.38	45	59	59.62	43	21	25.00
Grade 4	5	8	11.61	51	37	48.21	44	55	40.18
Grade 5	3	3	9.17	51	41	38.53	46	56	52.29
Grade 6	6	6	6.42	39	43	47.71	56	51	45.87
All Grades	6	9	10.60	47	45	48.39	47	46	41.01

Conclusions based on this data:

1. A significant opportunity for growth exists in student learning for Mathematics. This conclusion is based on 79% of Steinbeck students in grades 3-6 not meeting achievement standards for Mathematics.
2. The learning gap for Mathematics of grade level expectations compared to student performance widens with each progressing grade level for grades 3-6. This conclusion is based on Standards Exceeded and Standards Met combined in grade 3 of 31%. grade 4 of 20%, grade 5 of 19%, and grade 6 of 14%.
3. Concepts and Procedures is the most significant claim of need for grades 3-6. This conclusion is based on 58% of students in grades 3-6 scoring Below Standard, the lowest of the three claims.

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			11	40	100	33	40		33	20		22			
1	11	13	14	53	46	7	32	42	50	5		14			14
2	4			36	22	30	40	11	65	12	44		8	22	5
3				21	32	13	53	45	25	16	9	63	11	14	
4		6	22	27	35	44	47	35	33	20	18		7	6	
5	9		7	36	25	43	45	58	43		8	7	9	8	
6				25	29	17	75	71	50			25			8
Total	4	4	8	35	37	28	44	41	45	11	11	14	6	7	4

Conclusions based on this data:

1. The vast majority of English learners in grades 3-6 are approaching being reclassified as English proficient (RFEP). This conclusion is based on 39 of 49 English learners (80%) in grades 3-6 scoring either Intermediate, Early Advanced, or Advanced on CELDT (Early Advanced or Advanced are required to pass CELDT, a prerequisite for RFEP).

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		31	43		53	23		9	17	
1	9	14		52	38		26	41		9	3		4	3	
2	4			39	18		36	9		14	45		7	27	
3				19	28		57	48		14	12		10	12	
4	12	6		24	35		41	35		18	18		6	6	
5	17			33	19		42	50			13		8	19	
6				20	33		60	67					20		
Total	5	4		28	27		38	42		21	15		8	12	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

Goal: English Language Arts

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts

LEA GOAL:

LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading.
LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.

SCHOOL GOAL:

By June 2018, Steinbeck will improve from 33% to 40% of students in grades 3-6 who will achieve CCSS Standard Met or Standard Exceeded as measured by SBAC.
By June 2018, Steinbeck will demonstrate 10% growth in grades TK-2 who will achieve Meets or Exceeds Expectations as measured by Fountas & Pinnell from previous school year.

Data Used to Form this Goal:

- Prior school year SBAC data and Fountas & Pinnell data
- 33% of third through sixth grade students met or exceeded CCSS ELA standards as measured by 2017 SBAC.
- 28% of third through sixth grade students nearly met CCSS ELA standards as measured by SBAC.
- 67% of transitional kindergarten through second grade students on level in reading as measured by Fountas & Pinnell.

Findings from the Analysis of this Data:

- Students will demonstrate progress towards grade level proficiency as measured by F & P literacy assessment.
- Student learning would benefit from improved Tier 1 instruction (first best teaching) that align with the shifts of CCSS.
- Student learning would benefit from improved lesson and unit design using CCSS.
- Student learning would benefit from improved incorporation of collaboration, communication, critical thinking and problem solving, and creativity and innovation (21st century skills) into every lesson.

Means of evaluating progress & group data needed to measure gains:

- District benchmarks
- Local assessments
- Student writing samples
- Classroom observation data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Establish, monitor, and sustain common Tier 1 instructional practices that align with the shifts of CCSS.	08/12/17 - 06/08/18	Principal, GIA, site ISCs, district ISCs	Weekly campus-wide walk-throughs to assess and address equity of common instructional practices Daily classroom drop-in observations with specific instructional feedback Specific and strategic instructional coach support in common Tier 1 instructional practices through modeling, co-planning, co-teaching, and instructional feedback			
			Substitute teachers for peer observations, coaching days, planning days, and data analysis days	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,640.00
Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.	08/12/17 - 06/08/18	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Subs to provide Lesson Design through shoulder to shoulder lesson development and implementation.	5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
			Professional development conference and workshop fees	5000-5999: Services And Other Operating Expenditures	LCFF	3,500.00
			Materials and supplies to support CCSS Instruction.	4000-4999: Books And Supplies	Title I Part A: Allocation	15,760.50
Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention	08/12/17 - 06/08/18	Principal, GIA, site ISCs, district ISCs, librarian, site aides,	Literacy intervention and support staff	1000-1999: Certificated Personnel Salaries	LCFF	45,385.12

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
support.		classroom teachers	Literacy Intervention - Teaching Fellows	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	17,671.68
			Subscriptions and supplemental library materials to support literacy development	4000-4999: Books And Supplies	LCFF-SLIP	1,498.97
			Technology to supplement intervention support	4000-4999: Books And Supplies	Title I Part A: Allocation	20,431.79
			Administration and staff extra work agreements for literacy and intervention alternative supports beyond the instructional day.	3000-3999: Employee Benefits	Title I Part A: Allocation	10,500.00
			Materials and supplies for intervention support beyond the instructional day	4000-4999: Books And Supplies	Title I Part A: Allocation	1,157.55
Classified aides to support primary (TK & K) math instruction.	8/12/17-06/08/18	Principal, GIA, Site ISC	Classified support to assist primary students (small group instruction, differentiation, teacher support)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,614.00
Computers for the use of supplemental online reading programs will be replaced at a 10% yearly cycle. Supplemental programs and software will be purchased to aide in students reading proficiency.	8/01/17-6/08/18	Principal, GIA, ISC	Technology	4000-4999: Books And Supplies	Title I Part A: Allocation	10,000.00
			Tech supplies to use with programs such as headsets	4000-4999: Books And Supplies	Title I Part A: Allocation	5,000.00
Reading materials provided to enhance and support core ELA instruction.	8/01/17-6/08/18	Principal, GIA, ISC	Grade level literature sets	4000-4999: Books And Supplies	LCFF	12,502.95

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Classroom Technology to support core instruction and enhance student engagement.	8/01/17-6/08/18	Principal, GIA, ISC	Promethean Interactive Boards chromebook carts, bulbs etc.	4000-4999: Books And Supplies	Title I Part A: Allocation	50,771.00
Reading subscriptions to support CCSS ELA standards.	8/01/7 -6/10/17	Principal, GIA, ISC	Newsela-school wide subscription for differentiated support through fiction and nonfiction text through technology.	4000-4999: Books And Supplies	Title I Part A: Allocation	8,000.00
Scientifically researched ELD supplemental materials aligned to the Common Core State Standards, which may include technology, software, and progress monitoring materials.	8/01/17-6/10/17	Principal, GIA, ISC	Supplemental materials technology such as Imagine Learning, Waterford, Language for Learning (or related supplemental materials).	4000-4999: Books And Supplies	LCFF	12,000.00

Planned Improvements in Student Performance

Goal: Mathematics

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics

LEA GOAL:

LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.
LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.

SCHOOL GOAL:

By June 2018, Steinbeck will improve from 27% to 40% of students in grades 3-6 who will achieve CCSS Mathematics Standard Met or Standard Exceeded as measured by SBAC.
By June 2018 Steinbeck will improve from a mean average of 24% to 40% of students meeting proficiency in 3-6 on benchmark assessments

Data Used to Form this Goal:

- Prior school year SBAC data and benchmark data
- 28% of third through sixth grade students met or exceeded CCSS mathematics standards as measured by SBAC
- Students in grade 3 improved from 3.1% to 25% proficiency in benchmark assessments.
- Students in grade 4 improved from 8% to 35% proficiency in benchmark assessments.
- Students in grade 5 improved from 10% to 27% proficiency in benchmark assessments.
- Students in grade 6 improved from 3% to 23% proficiency in benchmark assessments.

Findings from the Analysis of this Data:

- Student learning would benefit from math instruction that focuses on problem solving and critical thinking in conjunction with the eight math practices.
- Student learning would benefit from improved Tier 1 instruction (first best teaching) that balances conceptual learning, procedural learning, and real-life application opportunities.
- Student learning would benefit from improved incorporation of collaboration, communication, critical thinking and problem solving, and creativity and innovation (21st century skills) into every lesson.

Means of evaluating progress & group data needed to measure gains:

- District benchmarks
- Local assessments
- ST Math
- SBAC assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Classified aides to support primary (TK & K) math instruction.	8/01/17-6/08/18	Principal, GIA, Site ISC	Classified support to assist primary students (small group instruction, differentiation, teacher support)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,614.50
Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS. Establish, monitor and sustain specific instructional coach support in coach Tier 1 instructional practice.	08/12/17 - 06/08/18	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Professional development in balanced math instruction, math practices, and 21st century skills.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4922.35
			Professional development conference and workshop fees	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1,500.00
			Subs for teachers to attend PD	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1200.00
Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.	08/12/17 - 06/08/18	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	ST Math TK-6 curriculum	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3,750.00
			Technology aide employment for 7 hours daily, which includes 3.5 supplemental hours daily above and beyond the 3.5 hours paid for by district	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22,616.05
Supplemental Materials to support core curriculum (e.g. basic math facts (multiplication)	08/12/17-06/08/18	Principal, GIA, Teachers	flash cards, motivational materials	4000-4999: Books And Supplies	Title I Part A: Allocation	3,500.00
			Awards for Math Progress	4000-4999: Books And Supplies	Title I Part A: Allocation	2,000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Remedial intervention programs before, during and after school to students to improve Math proficiency for Tier 2 and Tier 3 supports.	8/12/17-06/08/18	Principal, GIA, Teachers	Teacher hourly rate for intervention program	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10764.40
			Teacher Benefits for hourly rate	3000-3999: Employee Benefits	Title I Part A: Allocation	2,600.00
Maintaining current levels of technology/ supplies.	8/12/17-06/08/18	Principal, GIA, Teachers	Classroom Technology replacements as needed; overhead projectors, bulbs, laptop, microphones	4000-4999: Books And Supplies	LCFF	10,000.00

Planned Improvements in Student Performance

Goal: English Language Development

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development

LEA GOAL:

LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.

SCHOOL GOAL

By June 2018, Steinbeck will improve

Data Used to Form this Goal:

- 33% of EL students in grades 3-6 Met or Exceeded Proficiency in 2017 SBAC assessments.
- 27% of EL sudents in grades 3-6 Nearly Met Proficiency in 2017 SBAC assessments.
- 40% of EL students in grades 3-6 Did Not Meet Proficiency in 2017 SBAC assessments.

Findings from the Analysis of this Data:

- Student learning would benefit from improved Tier 1 ELD integrated instruction (first best teaching) that aligns to ELD standards.
- Student learning would benefit from improved utilization of formative and summative assessment to drive ELD instruction.
- Student learning would benefit from improved incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.
- Student learning would benefit from improved designated ELD instruction.

Means of evaluating progress & group data needed to measure gains:

- District benchmarks
- Local assessments
- Student writing samples
- SBAC Assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Utilize formative and summative assessments to improve incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.	08/12/17 - 06/08/18	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Substitute teachers to allow for professional learning and data analysis	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000.00
			Supplemental ELD Materials and supplies to train and support SDAIE strategies	4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00
			Student awards	4000-4999: Books And Supplies	Title I Part A: Allocation	541.00
Tutorial Academy (Saturday School) to target English Language Acquisition	8/01/17-6/09/18	Principal, GIA, ISC,	Targeted instruction for at risk students during intercession.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	15,000.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	1,950.00
Reading Materials provided to enhance and support English Language Development	8/01/2017-6/10/18	Principal, GIA, ISC	Supplemental Leveled Reading Books	4000-4999: Books And Supplies	Title I Part A: Allocation	8,000.00

Planned Improvements in Student Performance

Goal: School Culture

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture

LEA GOAL:

LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
LEAP Performance Goal 5: All students will graduate from high school.
LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students.
LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.

SCHOOL GOAL

By June 2018, Steinbeck will improve school culture and campus safety by decreasing yearly suspension rates by 5% from 9.9% in 2016-17 as measured in Aeries.
By June 2018, Steinbeck will improve school attendance as measured in Aeries.

Data Used to Form this Goal:

9.9% of students with behavior infractions resulting in suspension in 2016-2017 as measured by Aeries.

Findings from the Analysis of this Data:

-Student learning would benefit from enhanced and improved Tier 1, Tier 2, and Tier 3 Positive Behavior Supports and Interventions (PBIS) components to maximize appropriate student behavior and minimize classroom disruptions.

Means of evaluating progress & group data needed to measure gains:

- Aeries data system
- SWIS data system
- Suspension rates
- Attendance reports

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.	08/12/17 - 06/08/18	Principal, GIA, site ISCs, district ISCs, librarian, site aides,	School wide PBIS resources; banners, posters,	4000-4999: Books And Supplies	Title I Part A: Allocation	6,322.18

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
		classroom teachers	SWIS data analysis system renewal	5800: Professional/Consulting Services And Operating Expenditures	LCFF	400.00
			Assemblies to promote PBIS		Title I Part A: Allocation	6,000.00
Enhancing and improving Tier 2 and 3 Positive Behavior Supports and Interventions (PBIS) components through Safe Schools Programs	08/12/17 - 06/08/18	Principal, GIA, site ISCs, district ISCs, librarian, site aides, classroom teachers	Play equipment to engage students in safe and structured opportunities.	4000-4999: Books And Supplies	LCFF	7,458.00
			Resources and supplies to support Tier 2 and 3 PBIS components	4000-4999: Books And Supplies	LCFF	3,307.18
			School Wide Material and Awards to support PBIS	4000-4999: Books And Supplies	LCFF	6,305.45
Literacy Support to provide small group interventions, redirection and assistance.	08/12/17-06/08/18	Principal, GIA, ISC	Push in supports	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	43,458.00
Intervention Aide	08/12/17-06/08/18	Principal, GIA, ISC	Behavior Support & Intervention to provide behavior instruction through structured play with supervision (PBIS: Tier I, II, and III).	2000-2999: Classified Personnel Salaries	LCFF	7,644.10

Planned Improvements in Student Performance

Goal: Parent Engagement

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
The goal for this school year is to have at least 10 parent participants at each school event (parent teacher conferences, Back to School Night, Literacy Meetings, SSC/ELAC committees, site Title 1 meeting). Sign in sheets will be reviewed after each event and participation logged. Base line data will be attained at the end of the school year for which to build upon for future years.
Data Used to Form this Goal:
No specific data was used to determine the goal. Emphasis on parent participation was based on school and district vision statement and guiding principals to emphasize efforts to increase parent participation at all sites.
Findings from the Analysis of this Data:
Student learning would benefit from an increase in parent knowledge and skills about literacy and their child's education in order to provide adequate support at home.
Means of evaluating progress & group data needed to measure gains:
A spreadsheet will be used to track parent involvement using sign in sheets. Parents will be invited to attend meetings via flyers, blackboard connect, monthly calendars and on the school marquee located in front of the school.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.	08/12/17 - 06/08/18	Principal, GIA, site ISCs, district ISCs, community liaison	Parent education workshops/ child care/ production of materials and light snacks	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	2,592.00
			Parent education workshops to support students academic, emotional and social well being.	5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	7,276.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Supplemental pay for district staff to provide interpretation and parent education workshop support	2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	2,500.00
			Materials and supplies related to parent education workshops	4000-4999: Books And Supplies	21st Family Literacy Grant	7,453.00
Materials, supplies, childcare will be provided for parents during parent involvement activities. Childcare will be provided by CUSD para professionals.	08/12/17-06/08/18	Principal, Classified staff	Resources, childcare	2000-2999: Classified Personnel Salaries	LCFF	5,000.00
				4000-4999: Books And Supplies	Title I Part A: Allocation	2,000.00
				4000-4999: Books And Supplies	Title I Parent Involvement	232.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	115,502.80	0.00
21st Family Literacy Grant	17,229.00	0.00
LCFF-SLIP	1,498.97	0.00
Title I Part A: Allocation	297285.00	0.00
Title l Parent Involvement	2824.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
21st Family Literacy Grant	17,229.00
LCFF	115,502.80
LCFF-SLIP	1,498.97
Title I Part A: Allocation	297,285.00
Title l Parent Involvement	2,824.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	6,000.00
1000-1999: Certificated Personnel Salaries	124,369.87
2000-2999: Classified Personnel Salaries	57,580.65
3000-3999: Employee Benefits	15,050.00
4000-4999: Books And Supplies	195,241.57
5000-5999: Services And Other Operating Expenditures	5,500.00
5800: Professional/Consulting Services And Operating	30,597.68

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	2,500.00
4000-4999: Books And Supplies	21st Family Literacy Grant	7,453.00
5800: Professional/Consulting Services And	21st Family Literacy Grant	7,276.00
1000-1999: Certificated Personnel Salaries	LCFF	45,385.12
2000-2999: Classified Personnel Salaries	LCFF	12,644.10
4000-4999: Books And Supplies	LCFF	51,573.58
5000-5999: Services And Other Operating	LCFF	5,500.00
5800: Professional/Consulting Services And	LCFF	400.00
4000-4999: Books And Supplies	LCFF-SLIP	1,498.97
	Title I Part A: Allocation	6,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	78,984.75
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	39,844.55
3000-3999: Employee Benefits	Title I Part A: Allocation	15,050.00
4000-4999: Books And Supplies	Title I Part A: Allocation	134,484.02
5800: Professional/Consulting Services And	Title I Part A: Allocation	22,921.68
2000-2999: Classified Personnel Salaries	Title l Parent Involvement	2,592.00
4000-4999: Books And Supplies	Title l Parent Involvement	232.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	227,433.56
Goal: Mathematics	71,467.30
Goal: English Language Development	27,491.00
Goal: School Culture	80,894.91
Goal: Parent Engagement	27,053.00

School Site Council Members

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
Esther Kaercher	X				
Alesa Berndt		X			
Crystal Holmes		X			
Eric Caskey		X			
Sonia Blanco			X		
Scott Parnell				X	
William Arvance				X	
Christina Alanis				X	
Rebecca Cheever				X	
Jessica Cardiel				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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)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	Ilma Barraza 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 September 26, 2017.

Attested:

Esther Kaercher, Principal Typed Name of School Principal	Esther Kaercher Signature of School Principal	9-26-17 Date
Rebecca Cheever Typed Name of SSC Chairperson	Rebecca K. Cheever Signature of SSC Chairperson	9-26-17 Date

Steinbeck School

SCHOOL-FAMILY COMPACT TO LEARNING

Three-Way School Pledge

Teacher Pledge: I will

- Create a partnership with every family in my class
- Explain my approach to teaching, expectations, and grading system to students and their families
- Monitor student progress in reading and math and update parents regularly
- Make sure all students get help as soon as it's needed
- Continually work on my teaching strategies so that I can successfully teach all children
- Make sure students understand the assignment and what they'll learn from it, and grade it promptly
- Provide opportunities for parent volunteers and participation in your child's education
- Send home school information promptly

_____

Teacher's Signature Date

Students Pledge: I will

- Get to class on time
- Let my teacher know if I need help
- Read on my own and with my family everyday
- Work on my math and reading skills at home, using the materials my teacher sends home
- Write down assignments, do my homework every day, and turn it in when it's due
- Participate in all intervention programs that are offered to me
- Take school information home to parents, regularly

_____

Student's Signature Date

Parent's Pledge: I will

- Let the teacher know if my child has any problems with learning, attend annual conferences and meetings
- Use reading and math materials the school sends home each week to help my child
- Read to/with my child 20 minutes a day
- Provide a quiet place/time for my students to complete homework
- Help my child see how to use reading and math to pursue his/her interests and goals
- Get my child to school on time everyday
- Read school information nightly

_____

Parent's/Guardian's Signature Date

John Steinbeck Elementary Title 1 Parent Involvement Policy

2017-2018 School Year

Recognizing the valuable role parents play in the educational development of their children, Steinbeck's goal is to develop a strong partnership with its parents. Our policy was developed with input from our English Language Advisory Committee (ELAC) and School Site Council (SSC). John Steinbeck Elementary School's Title 1 Parent Involvement Policy is distributed to all students during the first week of the school year and describes the process and means for carrying out parental involvement activities.

Definition of Title 1 Parental Involvement: Participation of parents on a regular basis with the Steinbeck community. There will be two way communication involving student academics, and other school activities. The intent of this policy is to clearly define current practices in more efficient, consistent, and effective manner, as well as generate new ways of strengthening the partnership between parents, students, community members, and Steinbeck Elementary.

Building Capacity for Involvement

John Steinbeck Elementary engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. John Steinbeck Elementary School provides Title 1 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children:
    - Parent/teacher conferences in the fall and spring
    - Progress reports and report cards (provided once each semester). Teachers may also provide weekly progress updates as needed and requested by parents
    - Parent Resource Link on District Website and John Steinbeck Elementary web site
    - Student Success Team (SST) meetings as needed

2. John Steinbeck Elementary School provides Title 1 parents with materials and training to help them work with their children to improve their children's achievement.
    - On-site training opportunities through existing parent advisory groups, ELAC, SSC, and PTA
    - On-site training opportunities through FCOE Parent Training Workshops
    - Spatial and Temporal Math (ST Math)

- Accelerated Reader (AR)
- Parent Resource section in the library and front school office
- Parents are able to check-out library books; English and Bilingual

3. With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
    - Parent Literacy meeting held in fall and spring semesters
    - ELAC
    - SSC
    - PTA

4. John Steinbeck Elementary School coordinates and integrates the Title 1 parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
    - Active PTA membership
    - Parent resource materials in the school library and front office
    - Back to School Night
    - Open House
    - Parent Literacy meetings

5. John Steinbeck Elementary School distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that parents understand.
    - Blackboard Connect messages are sent out on Sunday at 7:00PM in both English and Spanish
    - Spanish, Hmong, and Punjabi translators may be accessible for parent/teacher conferences and other meetings as needed
    - Our Bilingual Community Liaison is on-site daily each morning to provide information and support to our parents

6. John Steinbeck Elementary School provides support for parental involvement activities requested by Title 1 parents.
    - Character Education
    - Community Events
    - Open House
    - Fall and Spring Parent/Teacher Conferences
    - Scholastic Book Fair
    - Science Fair
    - History Day
    - Peach Blossom
    - Talent Show
    - Educational Field Trips

- PTA
- SSC
- ELAC
- Classroom Volunteering
- Back to School Night
- PTA Sponsored Fundraisers
- Winter and Spring Programs
- Band and Choir Performances
- Red Ribbon Week
- Jog-a-thon
- Grandparent's Luncheon
- Pastries with Parents

Parent Information and Resource Centers (PIRCs)

PlRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project lnspire at the California Association of Bilingual Education,Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

http://www.nationalpirc.org/directory/CA - 7.html

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 201 1. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs parent.php. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PlRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 201 1.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

http://www.calpirc.org/

Name_____ Grade_____

Steinbeck Elementary School
English Learner Advisory Committee (ELAC) Meeting
1st Quarter

Date of Posting: 9/11/2017 **Meeting Date: 9/14/2017**

Location: Library

Starting Time: 8:45 a.m. **Ending Time: 9:45 a.m.**
Outcomes: Participants will be able to:

- **Recognize the importance of CUSD Guiding Principles**
- **Explain the purpose of ELAC**
- **Explain the roles and responsibilities of the ELAC members**
- **Elect officers and DELAC representative**
- **Determine meeting dates and times**
- **Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities**

Representatives & Staff: ELAC members (**Esther Kaercher/Ying Lee, Emily Bennett, Alma De la Mora, Irma Barraza, Alejandra Pardo, Maria Delgado**). All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal/GIA	2 minutes
Roll Call—establish quorum	None	Principal/GIA	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal/GIA	1 minute
Secretary's Report	Approval/Amendments	Principal/GIA	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal /GIA	10 minutes

New Business a. Training b. Review the purpose of the ELAC c. Review the duties of ELAC members. d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: o Chairperson o Vice-chairperson o Secretary o DELAC representative o DELAC alternate e. Discuss district/site parent education opportunities f. EL program g. SPSA/LCAP h. Discuss future meeting dates, training, and agenda items	Information Information & discussion. Information & discussion. Nomination and elect officers Information Information Input and approval Information	Principal/GIA	20
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

ELAC Sign-In
September 14, 2017

School Site **Steinbeck Elementary**

	Name	Sign in
1	Esther Kaercher/Ying Lee (Principal Designee – GIA)	
2	Emily Bennett	
3	Alma De la Mora	
4	Laura Gutierrez	
5	Irma Barraza	
6	Alejandra Pardo	
7	Maria Delgado	

STEINBECK ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 9/14/2017

Total Number of ELAC Members:
5-ELAC parents/guardians of English learners
0-ELAC parents/guardians of other students
2- School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
4 ELAC parents/guardians of English learners
0 ELAC parents/guardians of other students
1 School staff

A quorum of 4 members must be present in order to conduct business. The number of committee members in attendance is 5:
X Has been met
Has not been met

DATE(S)	**Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)**
9/14/2017	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (*EC* 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
	Advising the principal and staff on the school's program for English learners. (*EC* 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (*5 CCR* 11308[c][1])
	Advising the school on the administration of annual language census. (*5 CCR* 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
9/14/2017	Elect at least one member to the DELAC or has participated in a Proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (*5 CCR* 11308[b])
9/14/2017	ELAC training and training materials, planned in full consultation with Committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (*EC* 11308[d])
	Training on district's Uniform Complaint Procedures, including William's Requirements.

1. Call the Meeting to Order:
The meeting was called to order at 8:45 a.m. by Mrs. Lee.
In attendance were: Ying Lee,Sonia Blanco, Alejandra Pardo, Alma Dela Mora-Garcia, Laura Gutierrez, and Maria Delgado.

2. Changes/Additions to the Meeting Agenda:
None

3. Secretary's Report: *None*

4. Committee Reports: None

5. Public Comments: None

6. Unfinished Business: *None*

7. New Business:
a) Training-Mrs. Lee explained to parents CUSD's Guiding Principles.
b) Review the purpose of the ELAC-Mrs. Lee reviewed the purpose of the English Language Advisory Committee and explained that the committee is opened to all parents interested.
c) Review the duties of ELAC members-Only members can vote and others can make suggestions. Committee members vote on actions and if we do not agree, we are respectful. Majority wins vote.
d) Review the roles and responsibilities of ELAC officers-Mrs.Lee explained the duties of each committee member. The chairperson is in charge of facilitating the meeting and following the agenda, starts meeting and ends meeting, and calls for a motion. Vice-chairperson fulfills the chairperson's role when the chairperson is absent. Secretary takes notes. Mrs. Lee called for nominations. Mrs. De la Mora nominated Mrs. Barraza for Chairperson. Mrs. Delgado seconded the motion. Mrs. Delgado nominated Mrs. Pardo for Vice-Chairperson. Mrs. De la Mora seconded the motion. Mrs. Pardo nominated Ms. Bennett for Secretary. Mrs. Delgado seconded the motion. All motions were unanimously approved. Mrs. De la Mora will serve her second term as DELAC representative. Mrs. Pardo nominated Mrs. Delgado for DELAC alternate. Mrs. Gutierrez seconded the motion and all approved.
e) Parent education opportunities – Mrs. Lee reviewed the school Parent Involvment Policy. Mrs. Lee announced that the annual school Title 1 meeting will be held on 9/21/17 at 4:00 pm. Mrs. Blanco informed everyone that Steinbeck is partnering with Centro la Familia to hold parent workshops to address social emotional/mental health issues. Workshops will begin in January 2018.
f) EL program –Mrs. Lee explained that the school uses both designated ELD and integrated ELD instruction. Some grade levels have chosen to use a deployment model and some grade levels are providing small group designated ELD within their own classroom. Mrs. Pardo expressed that it is important for students to keep their primary language but also notices that her son is learning English very quickly. Mrs. Lee affirms

that students who are fluent in their native language will learn the English language at a faster rate. Mrs. Lee explained that only initial CELDTs will be administered this fall and all annuals will be administered in the spring using the new test, ELPAC. Mrs. Delgado asked if the ELPAC is the same test as the CELDT with a new name. Mrs. Lee answered that it is a different test with some similarities, but that it is more aligned to the ELD standards.

g) SPSA/LCAP – Mrs. Lee explained how the Local Control Accountability Plan (LCAP) budget allows each school district to decide how money is spent for various school programs to achieve goals for all students. All stakeholders, including teachers, staff members, parents, and students are involved in this process and all are encouraged to provide input in how money should be spent to meet student needs. Mrs. Lee reviewed the current SPSA and how money is allocated to help support instruction, student achievement, and student social emotional needs such as PBIS. Mrs. Delgado expressed that the school wide behavior charts in the classroom is working well. Her daughter is motivated to have her clip moved up and it also helps to deter classroom behavior issues with her daughter.

h) Next Meeting *will be on November 9, 2017 at 8:45am. Future dates are: February 15, 2018, and May 3, 2018 all starting at 8:45 a.m.*

8. Adjournment

Mrs. Pardo motioned to end the meeting at 9:39 a.m. and Mrs. Gutierrez seconded the motion. All in favor.

Respectfully submitted,
Ying Lee
ELAC staff member
Date: October 16, 2017

(NOTE: Copies of all distributed materials should be attached to the secretary's Official minutes. These minutes should be maintained for three years.)

Steinbeck Elementary
3550 N. Milburn Ave.
Fresno, CA 93722
(559) 276-3141

Esther Kaercher, Principal
Ying Lee, GIA

Halima Macias, Secretary

School Site Council (SSC) 1st Quarter Meeting

Date of Posting: 09/13/2017 **Meeting Date: 9/18/2017**

Location: Library Meeting

Starting Time: 3:30 pm **Ending Time:**

Outcomes: Participants will be able to:

- **Recognize the importance of CUSD Guiding Principles**
- **Explain the purpose of SSC, roles and responsibilities of the SSC members**
- **Elect officers and District Advisory Committee (DAC) representative**
- **Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning**
- **Discuss and begin to analyze school's academic instructional program**
- **Determine future meeting dates, times and training schedules**

Representatives & Staff: SSC members **Esther Kaercher, Alesa Berndt, Crystal Holmes, Eric Caskey, Sonia Blanco, William Arvance, Jessica Cardiel, Rebecca Cheever, Scott Parnell, Christina Alanis**
Guests:
All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	1minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal until election of secretary	1 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	1 minute
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal until election of chairperson	10 minutes

New Business a. SSC Training Review the purpose of the SSC b. Review the duties of SSC members. c. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: • Chairperson • Vice-chairperson • Secretary • DAC representative • DAC alternate d. Review and approve SPSA e. Discuss district/site parent education opportunities f. Safety Plan g. Discuss future meeting dates, training, and agenda items.	Information Information & discussion. Information & discussion. Nomination and elect officers Information Information Information Information	Principal until chairperson is elected	14 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal until election of chairperson	1 minute

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

"Every Student, Every Classroom, Every Day"

STEINBECK ELEMENTARY
SCHOOL SITE COUNCIL
SIGN IN SHEET

Monday, September 18, 2017
3:30pm Steinbeck Elementary

Esther Kaercher	Esther Kaercher
Alesa Berndt	Alesa Berndt
Crystal Holmes	Crystal Holmes
Eric Caskey	Eric Caskey
Sonia Blanco	Sonia Blanco
William Arvance	William Arvance
Jessica Cardiel	
Rebecca Cheever	Rebecca K. Cheever
Scott Parnell	Scott M. Parnell
Christina Alanis	
Paula Martinez	
Ying Lee	

Steinbeck Elementary
3550 N. Milburn Ave.
Fresno, CA 93722
(559) 276-3141

Esther Kaercher, Principal
Ying Lee, GIA
Halima Macias, Secretary

SSC Minutes 9/14/2016

1. **Call the Meeting to Order**
   - The meeting was called to order at 3:35 p.m. by Mrs. Kaercher. Everyone was welcomed and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	William Arvance	X	1	Eric Caskey	Teacher	X
2	Jessica Cardiel	X	2	Crystal Holmes	Teacher	X
3	Rebecca Cheever	X	3	Alesa Berndt	Teacher	X
4	Scott Parnell	X	4	Sonia Blanco	Other	
5	Christina Alanis		5	Esther Kaercher	Principal	X

2. **Roll Call:**
   - Sign in Sheet
   - 6 members are needed to establish a quorum.
   - 8 members are present, 2 members absent
   - A quorum has been established.

3. **Changes/Additions to the Meeting Agenda:**
   none

4. **Secretary's Report:**
   Steinbeck's current enrollment is 773 students in TK-6. Mrs. Kaercher shared information on the guiding principles of CUSD, and the composition of the SSC committee. Mrs. Kaercher provided information regarding By Laws, SSC responsibilities, and the goal of effective school site councils. Robert Rules of Orders and By Laws were handed out for review. Mrs. Kaercher also shared information on SBAC scores, discipline data for last school year and key components of PBIS. The site plan was then presented to committee members for review with the expectation of making modifications and/or approval at next SSC meeting.

5. **Committee Reports:**
   Mrs. Lee shared information on our school's Safety Plan. She stated that this plan includes information on: disaster procedures, mandated reporters, emergency procedures, how drills are executed.

6. **Public Comment:**
   - Mr. Arvance inquired about the effectiveness of PBIS. Mr. Caskey provided information on how using the (PBIS) clip chart in his classroom has improved the climate in his room. Miss Holmes added how positive reinforcement works for all grade levels and how great it is to see even the upper grades with consistent procedures being utilized. Mr. Arvance added that consistency of school wide PBIS expectations will only help to improve behaviors overall.
   - Mr. Arvance asked about the PD provided to staff on emergency drills and procedures. Mrs. Lee stated that the sheriff's department does provide an annual training on Run, Hide, Fight, while other PD on drills is provided on site by admin.

- Paula Martinez stated that 195 students are currently enrolled in the afterschool program and there is a large 6th grade wait list and a current 5th/6th grade combo to accommodate the large student need.
- Mrs. Hullender, an 18 year teacher of Steinbeck would like to thank admin. for the changes in implementing high expectations for behavior. She would also like to thank parents for their support.

7. **Unfinished Business:**
   - None

8. **New Business**
   - Mrs. Cheever motions to approve the school site safety plan. Seconded by Mr. Arvance. Members voted. Motion carried.
   - Mrs. Cheever volunteered to serve as Chair Person of SSC. Seconded by Mr. Caskey. Members voted. Motion carried.
   - Mr. Arvance volunteered to serve as Vice Chair, seconded by Miss Berndt. Members voted, motion carried.
   - Miss Holmes volunteered to serve as Secretary. Seconded by Mr. Arvance. Members voted, motion carried.
   - Discussion held on future SSC dates. Mr. Arvance suggested that future dates are determined at the next scheduled SSC meeting on 9/26/17 to allow for additional committee member's input.

9. **Evaluation & Adjournment**
   - The Steinbeck Elementary SSC meeting was adjourned by Mrs. Kaercher at 4:27 pm.

Respectfully Submitted,

Mrs. Esther Kaercher

9/23/16

Steinbeck Elementary
3550 N. Milburn Ave.
Fresno, CA 93722
(559) 276-3141

Esther Kaercher, Principal
Ying Lee, GIA

Halima Macias, Secretary

School Site Council (SSC) #2 **1st Quarter Meeting**

AGENDA

Date of Posting: 09/22/2017 **Meeting Date: 9/26/2017**

Location: Library Meeting

Starting Time: 3:30 pm **Ending Time:**

Outcomes: Participants will be able to:

- **Review, modify, and/or approve School Site Plan**
- **Elect District Advisory Committee (DAC) representative and alternate**
- **Receive information Parent Involvement**
- **Determine future meeting dates, times and training schedules**

Representatives & Staff: SSC members **Esther Kaercher, Alesa Berndt, Crystal Holmes, Eric Caskey, Sonia Blanco, William Arvance, Jessica Cardiel, Rebecca Cheever, Scott Parnell, Christina Alanis**
Guests:
All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	1minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Secretary	1 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes

New Business a. SSC Training Review the purpose of the SSC b. Review the duties of SSC members. c. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: • Chairperson • Vice-chairperson • Secretary • DAC representative • DAC alternate d. Review and approve SPSA e. Discuss district/site parent education opportunities f. Shark Island ASP g. Discuss future meeting dates, training, and agenda items.	Information Information & discussion. Information & discussion. Nomination and elect officers Information Information Information Information	Chairperson	14 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

"Every Student, Every Classroom, Every Day"

STEINBECK ELEMENTARY
SCHOOL SITE COUNCIL
SIGN IN SHEET

Tuesday, September 26, 2017
3:30pm Steinbeck Elementary

Esther Kaercher	
Alesa Berndt	Alesa Berndt
Crystal Holmes	Crystal Holmes
Eric Caskey	E/ Caskey
Sonia Blanco	Sonia Blanco
William Arvance	
Jessica Cardiel	
Rebecca Cheever	Rebecca K Cheever
Scott Parnell	
Christina Alanis	Christina Alanis
Erilynne Christiansen	
Monika Chauhan	
Kelvin Her	Kelvin K. Her

JOHN STEINBECK ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
Date of meeting: 2/27/2017

1. **Call the Meeting to Order:**
   - The meeting was called to order at 3:35 by Ms. Cheever/ Mrs. Kaercher. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	William Arvance	x	1	Crystal Holmes	Teacher	x
2	Rebecca Cheever	x	2	Eric Caskey	Teacher	x
3	Christina Alanis	x	3	Alesa Berndt	Teacher	x
4	Scott Parnell	x	4	Sonia Blanco	Other	
5	Jessica Cardiel		5	Esther Kaercher	Principal	x

	Guest		Non member staff	Position
1	Rosario Aldana	1		
2		2		
3		3		
4		4		

2. **Roll Call:**
   - (Sign in Sheet).
   - Chairperson announced
     - 6 members are needed to establish a quorum
     - 8 members are present, 2 members are absent
     - A quorum has been established

3. **Changes/Additions to the Meeting Agenda:**
   - No changes to the meeting agenda posted.
   - Minutes approved at 3:34 motioned by Ms. Cheever, seconded by Mr. Arvance.

4. **Secretary's Report:**
   - Reviewed Secretary Report from previous visit. At 3:35 Ms. Cheever motioned, seconded by Ms Berndt
   - Minutes and meeting started at 3:45.

5. **Committee Reports:**
   - No report from DAC this week.
   - Motion for Ms Alanis to continue DAC responsibilities, and appoint Mr. Parnell as alternate, by Mr Parnell, all approved
   - Discussion Topics:
     - Mrs Kaercher opened comments to parents: no comments or concerns
     - Ms Alanis shared Fall Carnival information. Last Friday of October (10-27-17), Shark Island Haunted House - $1 entrance fee, food and entertainment
     - Mr Caskey shared positive outcomes from Mr Parnell's lunch activities. Helps keep students motivated and has positive effect on student behaviors.
     - Ms Aldana shared positive support of yard supervision. More adults outside for students and transitions in and out to lunch.
     - Parent Question: Mr. Arvance asked how are parents able to acquire knowledge of school PBIS strategies (as listed above) - Mrs Kaercher replied with PTC meetings held each month, school to home communication dialers, parent individual communications
     - Mr Arvance shared an idea of utilizing the school's website page as a means of communication for concerns or just check ins as to strategies already set in

place. Parents could sign into the school's webpage and be directed to an email system that sends out an email to Mrs Kaercher. Through a directory of various topics, parent emails can be delegated out to the most appropriate person or persons. ie. Questions about Shark Island could be sent out to Mrs. Martinez who would be able to respond better than asking the front office. System could be set up to allow a 2-3 week window for response as to not bombard any one individual with a surplus amount of questions.
    - Mr Parnell shared a concern about the set-up for the online process and making sure it's accessible for parents and Steinbeck Staff.
- Mrs Kaercher asked for a review or approval of SPSA items.
    - Mr. Parnell asked about Multiplication flashcards and if they were needed for 6th graders and not "too easy". Mr Caskey shared the benefits of maintaining math foundational skills and fluency in multiplication facts. The flashcards are useful in Multiplication Mania for 3-6th graders to promote sportsmanship and healthy competition among classes and grade levels. Benefits shared by Mrs Kaercher were better math scores on Star tests, and teacher recommendations to begin the competition sooner in the school year.
    - Mr. Arvance asked about Teaching Fellows and where the funding goes. Mrs Kaercher shared the funds go to keep the program here at Steinbeck and it helps to fund the teachers they employ for our students.
    - Motion to approve SPSA items made at 3:57 by Ms. Cheever, all aproved

6. <u>Unfinished Business:</u>

- None

7. <u>New Business</u>

- Ms Alanis shared Fall Carnival information. Last Friday of October (10-27-17), Shark Island Haunted House - $1 entrance fee, food and entertainment
- Mr Caskey shared positive outcomes from Mr Parnell's lunch activities. Helps keep students motivated and has positive effect on student behaviors.
- Ms Aldana shared positive support of yard supervision. More adults outside for students and transitions in and out to lunch.
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- Mr Parnell shared a concern about the set-up for the online process and making sure it's accessible for parents and Steinbeck Staff.

- Mrs Kaercher asked for a review or approval of SPSA items.
    - Mr. Parnell asked about Multiplication flashcards and if they were needed for 6th graders and not "too easy". Mr Caskey shared the benefits of maintaining math foundational skills and fluency in multiplication facts. The flashcards are useful in Multiplication Mania for 3-6th graders to promote sportsmanship and healthy

competition among classes and grade levels. Benefits shared by Mrs Kaercher were better math scores on Star tests, and teacher recommendations to begin the competition sooner in the school year.

- Mr. Arvance asked about Teaching Fellows and where the funding goes. Mrs Kaercher shared the funds go to keep the program here at Steinbeck and it helps to fund the teachers they employ for our students.
- Motion to approve SPSA items made at 3:57 by Ms. Cheever, all approved

8. Public Comment:.

- Mrs Kaercher shared flyer for Families Together Program and Parent Workshops
- Various topics and workshops for parents provided through FCOE at zero cost and child-care supervision.
- Ms Cheever getting married in October, her name will change to Wharton. Make note of change on future meetings.

9. Evaluation & Adjournment:

- The John Steinbeck Elementary School SSC meeting was adjourned by Ms. Cheever at 4:06.

Respectfully submitted,
Crystal Holmes

Crystal E. Holmes
SSC Secretary
September 26, 2017

Budget By Expenditures

John Steinbeck Elementary School

Funding Source: 21st Family Literacy Grant **$17,229.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent education workshops to support students academic, emotional and social well being.	5800: Professional/Consulting Services And Operating Expenditures	$7,276.00		Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.
Supplemental pay for district staff to provide interpretation and parent education workshop support	2000-2999: Classified Personnel Salaries	$2,500.00		Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.
Materials and supplies related to parent education workshops	4000-4999: Books And Supplies	$7,453.00		Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.

21st Family Literacy Grant Total Expenditures:	$17,229.00
21st Family Literacy Grant Allocation Balance:	$0.00

Funding Source: LCFF **$115,502.80 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Resources, childcare	2000-2999: Classified Personnel Salaries	$5,000.00		Materials, supplies, childcare will be provided for parents during parent involvement activities. Childcare will be provided by CUSD para professionals.
Behavior Support & Intervention to provide behavior instruction through structured play with supervision (PBIS: Tier I, II, and III).	2000-2999: Classified Personnel Salaries	$7,644.10	School Culture	Intervention Aide
Subs to provide Lesson Design through shoulder to shoulder lesson development and implementation.	5000-5999: Services And Other Operating Expenditures	$2,000.00	English Language Arts	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.
Professional development conference and workshop fees	5000-5999: Services And Other Operating Expenditures	$3,500.00	English Language Arts	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.

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Literacy intervention and support staff	1000-1999: Certificated Personnel Salaries	$45,385.12	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support.
Supplemental materials technology such as Imagine Learning, Waterford, Language for Learning (or related supplemental materials).	4000-4999: Books And Supplies	$12,000.00	English Language Arts	Scientifically researched ELD supplemental materials aligned to the Common Core State Standards, which may include technology, software, and progress monitoring materials.
Classroom Technology replacements as needed; overhead projectors, bulbs, laptop, microphones	4000-4999: Books And Supplies	$10,000.00	Mathematics	Maintaining current levels of technology/ supplies.
Grade level literature sets	4000-4999: Books And Supplies	$12,502.95	English Language Arts	Reading materials provided to enhance and support core ELA instruction.
SWIS data analysis system renewal	5800: Professional/Consulting Services And Operating Expenditures	$400.00	School Culture	Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.
Play equipment to engage students in safe and structured opportunities.	4000-4999: Books And Supplies	$7,458.00	School Culture	Enhancing and improving Tier 2 and 3 Positive Behavior Supports and Interventions (PBIS) components through Safe Schools Programs
Resources and supplies to support Tier 2 and 3 PBIS components	4000-4999: Books And Supplies	$3,307.18	School Culture	Enhancing and improving Tier 2 and 3 Positive Behavior Supports and Interventions (PBIS) components through Safe Schools Programs
School Wide Material and Awards to support PBIS	4000-4999: Books And Supplies	$6,305.45	School Culture	Enhancing and improving Tier 2 and 3 Positive Behavior Supports and Interventions (PBIS) components through Safe Schools Programs

	LCFF Total Expenditures:	$115,502.80
	LCFF Allocation Balance:	$0.00

Funding Source: LCFF-SLIP **$1,498.97 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Subscriptions and supplemental library materials to support literacy development	4000-4999: Books And Supplies	$1,498.97	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support.

LCFF-SLIP Total Expenditures:	$1,498.97
LCFF-SLIP Allocation Balance:	$0.00

Funding Source: Title I Part A: Allocation **$297,285.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology to supplement intervention support	4000-4999: Books And Supplies	$20,431.79	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support.
Administration and staff extra work agreements for literacy and intervention alternative supports beyond the instructional day.	3000-3999: Employee Benefits	$10,500.00	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support.
Materials and supplies for intervention support beyond the instructional day	4000-4999: Books And Supplies	$1,157.55	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support.
Classified support to assist primary students (small group instruction, differentiation, teacher support)	2000-2999: Classified Personnel Salaries	$8,614.00	English Language Arts	Classified aides to support primary (TK & K) math instruction.
Technology	4000-4999: Books And Supplies	$10,000.00	English Language Arts	Computers for the use of supplemental online reading programs will be replaced at a 10% yearly cycle. Supplemental programs and software will be purchased to aide in students reading proficiency.
Tech supplies to use with programs such as headsets	4000-4999: Books And Supplies	$5,000.00	English Language Arts	Computers for the use of supplemental online reading programs will be replaced at a 10% yearly cycle. Supplemental programs and software will be purchased to aide in students reading proficiency.
Literacy Intervention -Teaching Fellows	5800: Professional/Consulting Services And Operating Expenditures	$17,671.68	English Language Arts	Students will be provided opportunities for Tier 2 small group and Tier 3 individualized intervention support.
Materials and supplies to support CCSS Instruction.	4000-4999: Books And Supplies	$15,760.50	English Language Arts	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS.
Classified support to assist primary students (small group instruction, differentiation, teacher support)	2000-2999: Classified Personnel Salaries	$8,614.50	Mathematics	Classified aides to support primary (TK & K) math instruction.

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Professional development in balanced math instruction, math practices, and 21st century skills.	1000-1999: Certificated Personnel Salaries	$4,922.35	Mathematics	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS. Establish, monitor and sustain specific instructional coach support in coach Tier 1 instructional practice.
Professional development conference and workshop fees	5800: Professional/Consulting Services And Operating Expenditures	$1,500.00	Mathematics	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS. Establish, monitor and sustain specific instructional coach support in coach Tier 1 instructional practice.
Subs for teachers to attend PD	1000-1999: Certificated Personnel Salaries	$1,200.00	Mathematics	Teachers will be provided professional development in Tier 1 instruction (first best teaching) that align with the shifts of CCSS. Establish, monitor and sustain specific instructional coach support in coach Tier 1 instructional practice.
ST Math TK-6 curriculum	5800: Professional/Consulting Services And Operating Expenditures	$3,750.00	Mathematics	Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.
Technology aide employment for 7 hours daily, which includes 3.5 supplemental hours daily above and beyond the 3.5 hours paid for by district	2000-2999: Classified Personnel Salaries	$22,616.05	Mathematics	Students will be provided opportunities for math instruction that balances conceptual learning, procedural learning, and real-life application opportunities.
flash cards, motivational materials	4000-4999: Books And Supplies	$3,500.00	Mathematics	Supplemental Materials to support core curriculum (e.g. basic math facts (multiplication)
Awards for Math Progress	4000-4999: Books And Supplies	$2,000.00	Mathematics	Supplemental Materials to support core curriculum (e.g. basic math facts (multiplication)
Teacher hourly rate for intervention program	1000-1999: Certificated Personnel Salaries	$10,764.40	Mathematics	Remedial intervention programs before, during and after school to students to improve Math proficiency for Tier 2 and Tier 3 supports.
Teacher Benefits for hourly rate	3000-3999: Employee Benefits	$2,600.00	Mathematics	Remedial intervention programs before, during and after school to students to improve Math proficiency for Tier 2 and Tier 3 supports.
Push in supports	1000-1999: Certificated Personnel Salaries	$43,458.00	School Culture	Literacy Support to provide small group interventions, redirection and assistance.
Assemblies to promote PBIS		$6,000.00	School Culture	Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.
Promethean Interactive Boardschromebook carts, bulbs etc.	4000-4999: Books And Supplies	$50,771.00	English Language Arts	Classroom Technology to support core instruction and enhance student engagement.

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Newsela-school wide subscription for differentiated support through fiction and nonfiction text through technology.	4000-4999: Books And Supplies	$8,000.00	English Language Arts	Reading subscriptions to support CCSS ELA standards.
Substitute teachers to allow for professional learning and data analysis	1000-1999: Certificated Personnel Salaries	$1,000.00	English Language Development	Utilize formative and summative assessments to improve incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.
Supplemental ELD Materials and supplies to train and support SDAIE strategies	4000-4999: Books And Supplies	$1,000.00	English Language Development	Utilize formative and summative assessments to improve incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.
Student awards	4000-4999: Books And Supplies	$541.00	English Language Development	Utilize formative and summative assessments to improve incorporation of speaking, listening, reading, and writing into explicit as well as embedded ELD instruction.
Targeted instruction for at risk students during intercession.	1000-1999: Certificated Personnel Salaries	$15,000.00	English Language Development	Tutorial Academy (Saturday School) to target English Language Acquisition
	3000-3999: Employee Benefits	$1,950.00	English Language Development	Tutorial Academy (Saturday School) to target English Language Acquisition
Supplemental Leveled Reading Books	4000-4999: Books And Supplies	$8,000.00	English Language Development	Reading Materials provided to enhance and support English Language Development
School wide PBIS resources; banners, posters,	4000-4999: Books And Supplies	$6,322.18	School Culture	Enhancing and improving Tier 1 Positive Behavior Supports and Interventions (PBIS) components.
Substitute teachers for peer observations, coaching days, planning days, and data analysis days	1000-1999: Certificated Personnel Salaries	$2,640.00	English Language Arts	Establish, monitor, and sustain common Tier 1 instructional practices that align with the shifts of CCSS.
	4000-4999: Books And Supplies	$2,000.00		Materials, supplies, childcare will be provided for parents during parent involvement activities. Childcare will be provided by CUSD para professionals.

Title I Part A: Allocation Total Expenditures:	$297,285.00
Title I Part A: Allocation Allocation Balance:	$0.00

Funding Source: Title l Parent Involvement **$2,824.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

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	4000-4999: Books And Supplies	$232.00	Materials, supplies, childcare will be provided for parents during parent involvement activities. Childcare will be provided by CUSD para professionals.
Parent education workshops/ child care/ production of materials and light snacks	2000-2999: Classified Personnel Salaries	$2,592.00	Parents will be given opportunities to develop knowledge and skills about literacy and their child's education.

Title I Parent Involvement Total Expenditures:	$2,824.00
Title I Parent Involvement Allocation Balance:	$0.00
John Steinbeck Elementary School Total Expenditures:	$434,339.77