

The Single Plan for Student Achievement

School: River Bluff Elementary School
CDS Code: 10-73965-6120521
District: Central Unified School District
Principal: Michelle Bergmann
Revision Date: September 14, 2017

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

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

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The District Governing Board approved this revision of the SPSA on November 14, 2017.

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School Vision and Mission

River Bluff Elementary School's Vision and Mission Statements

Our goal at River Bluff is to provide enriching, engaging, and challenging curriculum that will prepare students for success while at River Bluff and for the years that follow. We believe that students, parents, and teachers play a vital role in helping students reach their greatest potential.

Our mission is to provide a strong educational foundation for all children by focusing on being effective learners in effective classrooms. We do this by providing challenging experiences in a safe, flexible, positive environment. Our school has a highly qualified teaching staff that believes strongly in the power of professional learning communities and professional growth to promote student achievement.

School Profile

River Bluff (RB) Elementary School is located east of Highway 99 in Northwest Fresno. It is part of the Central Unified School District. The school's current population is 755 students in grades Transitional Kindergarten through sixth grade. Of the 755 students, 45% are Socio-economically disadvantaged.

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).

Parent surveys are sent out annually each Spring, allowing parents the opportunity to share their thoughts regarding the obstacles for educating the whole child. This year the surveys were sent electronically. The results are calculated for the district as a whole, and are not broken down by school site or school level. 89% of parents, who completed the survey, agreed that they receive regular communication from the their child's school. 82% of parents surveyed would recommend this school to a friend moving into the Fresno area.

Classroom Observations

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

River Bluff has drop-in observations (unscheduled weekly), scheduled observations, co-planning, and co-teaching elements conducted each school year. Classroom instructional aides are evaluated annually by their supervisor based on their date of hire. Currently all staff meet the standards set by the California Teaching Commission and Central Unified School District.

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)

Smarter Balanced Assessment Consortium (SBAC)

*Teachers use this data to identify CCSS areas in need or focus. The information is used to assess ongoing mastery of Science, Social Studies (History), ELA, and Math grade level content standards.

CELDT (California English Language Development Test)

*For the 2017-2018 school year, students who are first time enrolling in a California school, whose primary language is determined to be other than English, based on the Home Language Survey, will take the CELDT. It assesses students' achievement of English language proficiency in listening, speaking, reading and writing. English learners are serviced in groups based on their CELDT scores. In the spring of 2018, all others, established as English Learners, will take the ELPAC (English Language Proficiency Assessments for California). While the four reporting domains will remain the same (listening, speaking, reading, writing) the ELPAC is aligned with the 2012 ELD standards for California.

DIBELS

*Teachers in grades 3-6, use DIBELS reading fluency assessment to determine if a student is at risk in the area of Language Arts so that differentiated instruction may be tailored to address areas of weakness. Students identified as "at risk" or "intensive" are monitored on a bi-monthly basis and interventions are implemented in each classroom setting to increase student learning opportunities. This assessment is a "snap shot" of a students ability to determine initial leveling.

Fountas & Pinnell

*Individual student reading assessments in grades TK-2 identifying the following needs: Oral reading, Fluency, comprehension, and Writing. This is administered 2x a year in TK-Kindergarten and 3x a year in 1st and 2nd grade.

Accelerated Reader (AR) and STAR Reading

*Teachers use the STAR reading assessment to identify student reading levels. The students select books within their ZPD (zone of proximal development)/reading range and take comprehension tests to monitor their reading. The STAR reading test is administered quarterly to assess for growth.

District Benchmarks (Performance Tasks, ELA, and Mathematics)

*These assessments are developed from the district's state adopted curriculum materials and used to assess ongoing mastery of English Language Arts and math grade level content standards. These are assessments "for learning".

River Bluff teachers use the data to analyze and modify academic gaps in ELA and Math. Additional training is allocated for Professional Development, and Professional Learning Communities (PLCs) to establish and implement systems for data analysis and planned instruction.

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. 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, CELDT-2017 only, and the ELPAC, beginning in spring of 2018) 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 placement, monitoring and advancement.

Staffing and Professional Development

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

All Central USD employees meet current requirements for employment. The term 'highly qualified teacher' was no longer applicable to districts as on May 2017. The district is currently waiting on approved language and definitions from both state and federal Every Student Succeeds Act (ESSA).

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

All teachers meet the criteria for employment during the transition from NCLB to ESSA. 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 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)

Analysis of data, teacher data meetings, parent surveys, as well as formal and informal observations were utilized to determine staff development needs for the school year.

River Bluff will continue to align our goals with the Guiding Principles. The staff development plan for the 2017-2018 school year includes providing students with authentic feedback, creating success criteria for student ownership in their learning, integrating tablet technology into daily lessons, as well as any district initiatives that are designed to build the capacity of all staff with 21st century skills and CCSS, as well as formal and informal observations utilized to determine staff development needs for the school year.

In addition, our district is providing the following for staff development:

- * District wide grade level professional development focusing on the newly adopted curriculum
- *Quarterly the Administrative Council is a place for site and district educational leaders to continue professional development
- *Bi-weekly principal meetings to continue instructional leadership development

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 classroom management, technology, 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)

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 40 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

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

All core and intervention curriculum is CUSD Board adopted, and meets the criteria established by the State of California. All materials are aligned to the content and performance standards.

Teachers have created and utilized curriculum maps, and use backward mapping to ensure curriculum, instruction, and materials are aligned to CCSS and performance standards.

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 ELA and mathematics and intensive interventions as well as additional time for strategic support and English Language Development for students identified English Learners. This provides all students, including English Learners, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

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

The district and 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.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA/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 have required standards-based instructional materials appropriate for all student groups.

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 ELA/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)

Eligible migrant students at River Bluff 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 for the migrant PFS student.

14. Research-based educational practices to raise student achievement

Research-based educational practices that are proven to be effective in raising student achievement are the foundation of the Central Way. Developed with input from every school team, the Central Way identifies key expectations for the practices of teachers as well as the practices of students that should be developed in order to positively impact achievement. At the core of each of these practices are the characteristics of a multi-tiered system of support for teaching and learning that include student engagement, setting of standards-based learning intentions and success criteria based on diagnosis of student need, promotion of student ownership in learning with timely and the consistent use of effective feedback. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. The Central Way promotes teacher clarity, a research-based educational practice with the highest effect size (Hattie), through high-impact professional learning teams that rely on formative data to define progress and prescribe next steps for teaching and learning.

Parental Involvement

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

River Bluff Elementary, Central USD, and our community have a multitude of resources available to assist under-achieving students.

*ST Math is available at school and at home via the internet, in order to offer practice for students to affirm conceptual mathematical understanding of grade level standards

*Accelerated Reader progress monitoring is available from each home via the internet in order to inform and support student reading comprehension

*Teachers use Google Classroom informing families and students of multiple resources and information

*River Bluff has a website, and a weekly update informing families and students of multiple resources and information that will provide support for student achievement and understanding

*CUSD website has a technology support access for our community

*Parenting classes for family members to strengthen and support student achievement

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)

Parents provide input into River Bluff's Single Plan for Student Achievement (SPSA) and its allocated funds through the English Language Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Association (PTA), Annual Title I meeting, and parent education events.

Funding

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

River Bluff provides opportunities for students who are performing below level to meet standards by participating in pushing flexible groups, some of which are categorically funded. All students receive access to core curriculum throughout the school day. This access is proved through flexible groupings, utilizing instructional strategies which foster understanding of the standard regardless of the student's ability to read the information. Some of the programs that students have access to are the Mind Institute's Math and Music program, Accerated Reader, Promethean Boards/Box Light projectors for classrooms to stimulate learning, computers, additional technology, and functional/operable computer labs allow more access to computer based programs; specifically ST Math, Accelerated Reader, Spelling City, and BrainPop. Additionally, each student has a tablet/chromebooks to access technology through programs such as Google Classroom. In addition, extended learning opportunities are provided to support our under performing students.

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 ELA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEAP/LCAP 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 LEAP/LCAP Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Limitations of the current RB program to enable under performing students to meet standards are the following:

Changing demographics brought on by economic uncertainty of region and natural neighborhood cycles. Time and teacher capacity are two barriers to improving student achievement. Teacher capacity is consistently being built through participation in staff development including technology, analysis of data, lesson planning and effective instructional strategies. Site and District collaboration, technology use, and planning for differentiated instruction continues to take place at River Bluff to address the needs of all students.

Time and staffing levels create limitations to the school's ability to progress the students towards meeting standards. Providing the instructional staff the skill set to maximize best first teaching is critical. Adding small groups support to daily routine continues to provide opportunities for growth to those students in need of acceleration and compacting, as well as those who need extra support in the core program. Reallocating personnel, flexible grouping among grade levels, parent volunteers are being utilized to maximize the benefit of all towards meeting goals.

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	118	144	109	111	139	107	111	139	106	94.1	97.2	98.2
Grade 4	137	126	130	137	121	129	136	121	129	100.0	95.3	99.2
Grade 5	139	137	106	136	136	104	136	136	104	97.8	98.6	98.1
Grade 6	130	136	129	127	134	129	126	134	124	97.7	97.1	100
All Grades	524	543	474	511	530	469	509	530	463	97.5	97.1	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2403.7	2432.8	2418.1	15	28	22.64	23	26	23.58	29	21	22.64	32	25	31.13
Grade 4	2448.6	2461.2	2493.6	16	21	34.11	25	19	27.91	20	31	16.28	38	28	21.71
Grade 5	2470.5	2496.9	2496.6	13	19	21.15	26	29	27.88	19	20	22.12	41	32	28.85
Grade 6	2510.6	2539.3	2574.5	9	19	30.65	35	38	41.13	31	25	20.16	25	17	8.06
All Grades	N/A	N/A	N/A	13	22	27.65	27	28	30.45	24	24	20.09	34	26	21.81

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	18	24	30.19	39	44	34.91	43	32	34.91
Grade 4	21	18	25.58	40	49	54.26	40	33	20.16
Grade 5	19	23	24.04	38	42	43.27	43	35	32.69
Grade 6	10	19	28.93	50	48	54.55	40	34	16.53
All Grades	17	21	27.17	41	45	47.39	41	34	25.43

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	15	25	26.42	46	50	45.28	39	25	28.30
Grade 4	13	17	34.88	55	56	48.84	32	26	16.28
Grade 5	20	26	26.92	41	38	47.12	39	36	25.96
Grade 6	13	27	54.55	56	54	38.84	30	19	6.61
All Grades	15	24	36.30	50	49	45.00	35	27	18.70

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	13	21	17.92	63	66	64.15	24	13	17.92
Grade 4	14	13	24.03	64	72	62.02	22	15	13.95
Grade 5	15	20	18.27	61	61	68.27	24	19	13.46
Grade 6	13	19	24.79	67	72	69.42	21	9	5.79
All Grades	14	18	21.52	64	68	65.87	23	14	12.61

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	20	27	22.64	48	50	46.23	32	22	31.13
Grade 4	21	25	34.88	54	50	48.84	25	25	16.28
Grade 5	24	33	26.92	52	50	43.27	24	17	29.81
Grade 6	20	40	52.07	64	49	42.15	16	11	5.79
All Grades	21	32	34.78	55	50	45.22	24	19	20.00

Conclusions based on this data:

1. An analysis of initial ELA data reveals that 57% of students assessed met or exceeded standards.
2. An analysis of initial ELA data reveals that 46-% of SED subgroup met or exceeded standards.
3. An analysis of initial ELA data reveals that 9% of EL subgroup met or exceeded standards.

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	118	144	109	112	140	108	111	140	108	94.9	97.9	99.1
Grade 4	137	126	130	137	123	130	137	123	130	100.0	96.9	100
Grade 5	139	137	106	135	136	104	134	136	104	97.1	98.6	98.1
Grade 6	130	136	129	127	135	129	126	134	129	97.7	97.1	100
All Grades	524	543	474	511	534	471	508	533	471	97.5	97.6	99.4

* 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	2437.1	2454.9	2447.1	14	26	26.85	39	39	31.48	31	23	21.30	14	12	20.37
Grade 4	2466.3	2473.8	2498.0	9	11	24.62	31	39	33.85	39	37	30.00	20	14	11.54
Grade 5	2467.3	2504.6	2491.1	7	20	13.46	16	24	19.23	36	26	29.81	41	29	37.50
Grade 6	2510.8	2531.8	2566.9	10	16	31.78	20	33	23.26	41	24	29.46	28	27	15.50
All Grades	N/A	N/A	N/A	10	19	24.63	26	34	27.18	37	27	27.81	26	21	20.38

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	39	46	45.37	43	36	31.48	18	19	23.15
Grade 4	23	23	39.23	42	49	36.15	35	28	24.62
Grade 5	13	30	24.04	33	33	25.96	54	37	50.00
Grade 6	18	28	40.31	38	37	36.43	44	36	23.26
All Grades	23	32	37.58	39	38	32.91	39	30	29.51

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	19	30	26.85	60	52	50.93	21	18	22.22
Grade 4	19	15	26.15	49	58	50.77	32	27	23.08
Grade 5	4	17	17.31	48	47	41.35	48	36	41.35
Grade 6	11	19	33.33	54	52	49.61	35	28	17.05
All Grades	13	21	26.33	52	52	48.41	34	27	25.27

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	15	36	35.19	62	53	41.67	23	11	23.15
Grade 4	20	15	39.23	48	61	40.00	32	24	20.77
Grade 5	7	21	13.46	46	46	58.65	46	33	27.88
Grade 6	9	24	31.78	61	57	48.84	30	19	19.38
All Grades	13	24	30.57	54	54	46.92	33	22	22.51

Conclusions based on this data:

1. An analysis of initial Math data reveals that 23% of EL subgroup met or exceeded standards.
2. An analysis of initial Math data reveals that 37% of SED subgroup met or exceeded standards.
3. An analysis of initial Math data reveals that 52% of students assessed met or exceeded standards.

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				***	50	***	***			***	50				***
1		13		55	63	50	36	25	50	9					
2				30	17		40	67	50	20	17	17	10		33
3		7			14	33	75	50	33	25	14	33		14	
4		10	18	50	20	55	25	50	27	25	20				
5	25	50	9			73	50	50	18	25					
6				25	***		25	***	***	25			25		
Total	2	10	7	30	27	47	43	44	33	20	15	7	5	4	7

Conclusions based on this data:

1. An analysis of the 2016-2017 CELDT data reveals that 35% of the students tested in grades TK-6 scored Early Advanced.
2. An analysis of the 2016-2017 CELDT data reveals only 14% of the students tested scored Beginning.
3. An analysis of the 2016-2017 CELDT data reveals that 34% of the students assessed were in Kindergarten.

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	6		24	29		18	18		47	24		6	24	
1		9		50	55		36	36		14					
2				21	10		36	40		29	40		14	10	
3		12			12		67	53		33	12			12	
4		7		40	14		40	50		20	29				
5	25	50					50	50		25					
6				25	***		25	***		25			25		
Total	3	9		25	23		36	40		30	19		6	9	

Conclusions based on this data:

1. An analysis of the 2016-2017 CELDT data reveals 14% of the students tested in grades K-6 scored Beginning
2. An analysis of the 2016-2017 CELDT data reveals 34% of the 71 students tested are in Kindergarten.
3. An analysis of the 2016-2017 CELDT data reveals % of the 71 students tested are in the 6th grade.

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, the percent of students mastering grade level common core standards in ELA will increase by 6% as measured by SBAC, and Fountas and Pinnell.
Data Used to Form this Goal:
District assessments, Fountas and Pinnell , common grade level assessments, teacher and student observations, and PLCs notes/agendas
Findings from the Analysis of this Data:
*ELA scores increased by 7% to 57% of students (grades 3-6) met/exceeded standards *205 out of 469 students who are in the subgroup of SED scored 46% meeting/exceeding standards on the (SBAC) *11 of the 469 students who are in the subgroup of English Learners scored 9% meeting/exceeding standards on the SBAC *83% of Kindergartners on level in reading as measured by Fountas and Pinnell *69% of First graders on level in reading as measured by Fountas and Pinnell *76% of Second graders on level in reading as measured by Fountas and Pinnell *Teachers need training in practice to increase student learning and creating critical thinking in their students
Means of evaluating progress & group data needed to measure gains:
1. District adopted assessments-Beginning to mid and end of year scores 2. Fountas & Pinnell (K-2) Beginning scores will be compared to mid and end of year scores 3. DIBELS- Beginning scores will be compared to mid and end of year scores 4. SBAC--(3-6) end of year results

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>*Employ and utilize classroom supports in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum.</p> <p>*Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support).</p> <p>*Provide instructional materials as needed to support small group instruction and concept attainment:</p> <p>*Provide small group opportunities for intervention, extended learning opportunities.</p> <p>*Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students.</p>	8/11/2017-6/7/2018	Administration, GIA, Instructional Support Coach, GATE coach, site leadership members, librarian, and teachers	Kgn aides to assist primary students in small group instruction	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	32063.09
			K-2 subs, F&P 34 subs (1 day/2x/year for 5 teachers) (1 day/3x/year for 8 teachers)	1000-1999: Certificated Personnel Salaries	LCFF	5500.00
<p>Staff development will be implemented through on and off site training by:</p> <p>*Observations of teacher practices of others through release time and coaching</p> <p>*Using data, Professional Learning Communities with a focus on common core standards</p> <p>*Flexible grouping for differentiated instruction opportunities</p> <p>*Instructional Support Coach to support/improve instruction of the curriculum using researched based</p>	8/11/2017-6/7/2018	Administration, Instructional Support Coach (ISC), GATE coach, site leadership members, librarian, and teachers	Professional development opportunities for staff in working with unduplicated student body	1000-1999: Certificated Personnel Salaries	LCFF	3000.00
			Professional development opportunities for staff in working with at risk students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>instructional practices</p> <p>*Analysis of student work samples in ELA to be used for planning instructional opportunities for all students</p> <p>*The creation and utilization of an assessment continuum identifying benchmark, strategic and intensive levels for all grades</p>						
<p>Provide instructional materials as needed to support small group instruction and concept attainment.</p> <p>*Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.</p>	8/11/2017-6/7/2018	Administration, teachers and school librarian	<p>Materials, books, supplies in working with unduplicated student body</p> <p>Materials, books, supplies in working with at risk students</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p> <p>LCFF</p>	<p>5696.82</p> <p>3900.00</p>
<p>*Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.</p>	8/11/2017-6/7/2018	Administration, Site Tech Aide, ISC, site leadership members, and teachers	<p>Technology for the classrooms-new or replacement in working with unduplicated student body</p> <p>Technology for assessment-keyboards, headphones, tablets, laptops in working with at risk students</p> <p>Library and technology student support</p> <p>Brain Pop annual license</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF</p> <p>Title I Part A: Allocation</p> <p>LCFF</p> <p>Title I Part A: Allocation</p>	<p>7000.00</p> <p>4356.34</p> <p>6000.00</p> <p>1915.00</p>
<p>Continue to increase the availability of books in the library by adding new titles for all levels of readers</p>	8/11/2017-6/7/2018	Administration, teachers, ISC, and library technician	<p>Increase in school library books</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF-SLIP</p>	<p>1587.27</p>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Increase in school library books Junior Guild	4000-4999: Books And Supplies	LCFF	2100.00
			Increase School library books	4000-4999: Books And Supplies	LCFF	3500.00
Provide a credentialed reading intervention support for Tier 2 and Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum. *Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.	8/11/2017-6/7/2018	Administration, ISC, and teachers	Reading Intervention teacher for grades 3-6	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	27000.00
			Leveled literacy intervention kit materials to support Tier 3 intervention	4000-4999: Books And Supplies	LCFF	1000.00
Provide extended learning opportunities for at-risk students below grade level support in ELA.	10/31/2016-6/8/2017	Teachers,	Certificated teachers on staff at RB providing extended learning opportunities	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	15500.00
			Classified support for Tutoring	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2014.00

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, the percent of students mastering grade level common core standards in Math will increase by 7% as measured by SBAC, district assessments,
Data Used to Form this Goal:
Spring 2017 SBAC results, District Benchmark data, and grade level performance tasks
Findings from the Analysis of this Data:
*Students in grade 3-6 had a 2% decrease in math to 50% based on SBAC data *13 out of 471 students who are in the subgroup of English Learner scored 23% meeting/exceeded standards based on the SBAC *205 out of 471 students who are in the subgroup SED scored 37% meeting/exceeding standards on the SBAC *RB needs continual professional development to support and provide multiple opportunities in problem solving, modeling, and data analysis
Means of evaluating progress & group data needed to measure gains:
1. Grade Level Curriculum-Embedded assessments 2. District Benchmark Assessments 3. ST Math reports 4. Common grade level assessments 5. SBAC

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide opportunities for staff development to support individual goal setting, whole class, and small group differentiated instruction	8/11/2017-6/7/2018	Principal, GIA, ISC, support staff and classroom teachers	Materials, books, and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	4583.33

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>through observations and on/off site training by staff, district personnel or consultants, and/or collaborative opportunities; CCSS, Pearson, and CGI.</p> <p>Provide educational materials and supplies identified to meet the needs of all students including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities.</p> <p>Allocation of materials, resources, technology, professional development, and systems support to meet the needs of all students.</p>			ST Math renewal K-5	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4000.00
<p>*Employ and utilize classroom supports in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum</p> <p>*Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support).</p> <p>*Provide instructional materials as needed to support small group instruction and concept attainment:</p> <p>*Provide small group opportunities for intervention, extended learning opportunities (after school)</p>	8/12/2016-6/8/2017	Principal, GIA, ISC, and classroom teachers	Kgn aides to assist primary students in small group instruction	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	32063.09

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
*Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students. *Provide opportunities for Tier 2 intervention and extended learning before and after school.						
Provide extended learning opportunities for tier 2 and 3 students of poverty support in Math	8/11/2017-6/7/2018	Principal, GIA, ISC, classroom teachers, and classified staff	Certificated teachers on staff at RB providing extended learning opportunities Classified staff providing extended learning opportunities	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Part A: Allocation Title I Part A: Allocation	15500.00 2014.00
*Provide opportunities for teachers to observe other teachers at school and in the district *Provide opportunities for teachers to become data teams and plan strategies for student achievement and intervention	8/11/2017-6/7/2018	Principal, GIA, ISC, classroom teachers, and classified staff	Hire substitutes for data team/planning, PLCs, and observation	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6000.00

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 of 2018, K-6 students will increase the English language reclassification rate by 3%.			
Data Used to Form this Goal:			
Current CELDT data, ELA support materials and assessments, common assessments, SBAC			
Findings from the Analysis of this Data:			
*11 of the 469 students who are in the subgroup of English Learners scored 9% meeting/exceeding standards on the SBAC *13 out of 471 students who are in the subgroup of English Learner scored 23% meeting/exceeded standards based on the SBAC 66% of students taking the CELDT scored Intermediate 9 of 41 English Learners have been in program 5 years or more			
Means of evaluating progress & group data needed to measure gains:			
CELDT assessment ELD Benchmarks ELA and Math district benchmark assessments SBAC data			

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide for every teacher PD in best	8/10/2016-	Principal, GIA, ISC,				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>first teaching practices using SDAIE strategies across the curriculum throughout the school day.</p> <p>*Allocate materials/resources, technology, and system supports for staff and teachers to meet the needs of students</p>	6/8/2017	grade level teachers, District EL Support Coach				
Provide educational materials and supplies identified to meet the needs of English learners including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities.	8/11/2017-6/7/2018	Principal, GIA, ISC, grade level teachers, District EL Support Coach	Materials, books, supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	2700.00
Identify and communicate with students and families, goal setting with students to understand criteria for reclassification on the CELDT exam during EL Parent Night	8/11/2017-6/7/2018	Principal, GIA, ISC, grade level teacher	Interpreters for EL Parent Communication night and EL parent involvement activities	2000-2999: Classified Personnel Salaries	LCFF	500.00
			Subs for CELDT testing to identify EL students	1000-1999: Certificated Personnel Salaries	LCFF	500.00

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 of 2018, 100% of all students will prepare for and participate in a visual and performing arts event as measured by group attendance rosters, 43% of all fourth through sixth graders will participate in at least one athletic including but not limited to visual and performing arts, service learning, character education, athletics, and various on campus clubs as measured by event programs, schedules, and teacher lesson plans, and 86% of all TK through sixth grade will participate in a site level, district/county level academic events as measured by event programs, and teacher lesson plans.
Data Used to Form this Goal:
Rosters from athletics, dance, choir, band, TK-3 class rosters, and clubs.
Findings from the Analysis of this Data:
100% of 4th grade students participated in folk dancing, which culminated into a final barn dance 58% of students in grades 3-6 participated in athletics All students in grades TK-2 participated in music once a week All 3rd graders participated in learning to play recorders, which culminated in field trip to the Fresno Philharmonic 29 students in 4th-6th grade participated and achieved Block RB service learning and leadership 25% of students in 4th-6th grade participated in visual and performing arts
Means of evaluating progress & group data needed to measure gains:
Event programs, lesson plans, team rosters, parent surveys, school wide behavior data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
The school's PBIS (positive behavior intervention supports) team will systematically collect, summarize, and use student behavior data for decision making, and supporting positive student behavior. PBIS team will plan and train for our RTI Tiers 2 & 3 to maximize a positive impact on behavior.	8/11/2017-6/9/2018	Principal, GIA, ISC, PBIS team, grade level teachers, Athletic Directors, Drama, Band & Choir teachers	SWIS	5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
			Supplemental pay for Family Nights	1000-1999: Certificated Personnel Salaries	LCFF	300.00
Build the character of students and the community through service learning projects, presentations, community events, building relationships and building opportunities for the community to be involved with the school	8/11/2017-6/9/2018	Principal, GIA, ISC, PBIS team, grade level teachers	Motivational materials- Student recognition for PBIS, academics, character and service recognition	4000-4999: Books And Supplies	LCFF	4145.33
			SEL presentation-Morris Brothers presentation about bullying	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1300.00
Implement opportunities for students to build character and provide service learning opportunities to develop the whole student to be prepared for college, career, and community	8/11/2017-6/9/2018	Principal, GIA, ISC, PBIS team, grade level teachers	Transportation and fees for service learning training in conflict resolution	5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	2500.00
Support student safety by reinforcing Teir 1 expectations in the cafeteria and on the playground. Increase student, staff safety and catastrophic preparation with school wide communication devices and safety materials.	8/11/2017-6/9/2018	Principal, GIA, ISC, PBIS team, grade level teachers	Safety equipment: radios, flashlights, first aid equipment	4000-4999: Books And Supplies	LCFF	6005.77
			Additional Yard Duty support to ensure student safety	2000-2999: Classified Personnel Salaries	LCFF	2000.00
Provide planners for students to promote college readiness skill.	08/11/2017-6/9/2018	Principal, GIA, ISC, teachers in grades 3-6	Student planners	4000-4999: Books And Supplies	LCFF	2100.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement opportunities for students, including foster youth, English Learners, and students of poverty to build character and provide learning opportunities to develop the whole student to be prepared for college, career and community.	8/11/2017-6/9/2018	Principal, GIA, ISC, school psychologist, Student Council teacher leaders	Transportation to provide educational experiences for all 6th grade students to attend the Egyptian Museum in San Jose, CA	5700-5799: Transfers Of Direct Costs	LCFF	3500.00

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
By June 2018, parent engagement at school events (in addition to BTS and Open House) will increase by 16% as measured by volunteer logs, event sign in sheets, and parent surveys.
Data Used to Form this Goal:
Sign in sheets from Title One meeting, English Language Advisory Committee, School Site Council, Parenting Education classes, Jog-a-Thon, and Book fair, LCAP parent surveys
Findings from the Analysis of this Data:
*88% of parents agree that there are ways for parents to be involved *84% of parents believes that parents are an important partner in their child's education *89% of parents receive regular communication from their child's school
Means of evaluating progress & group data needed to measure gains:
Event sign in sheets, visitor/volunteer logs, and Spring 2017-2018 parent survey

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide parent education nights during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities.	8/11/2017-6/9/2018	Administration, classified staff, and teachers	Child care for family events	2000-2999: Classified Personnel Salaries	LCFF	130.00
			Materials for family events	4000-4999: Books And Supplies	LCFF	500.00
			Parent Education Classes Valley PBS	5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1568.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Parent Education Classes with Valley PBS	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4000.00
			Interpreters for parent education events	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	145.33

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	53,581.10	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,587.27	0.00
Title I Part A: Allocation	165051.00	0.00
Title I Parent Involvement	1568.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	53,581.10
LCFF-SLIP	1,587.27
Title I Part A: Allocation	165,051.00
Title I Parent Involvement	1,568.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	76,300.00
2000-2999: Classified Personnel Salaries	76,929.51
4000-4999: Books And Supplies	51,089.86
5000-5999: Services And Other Operating Expenditures	9,568.00
5700-5799: Transfers Of Direct Costs	6,000.00
5800: Professional/Consulting Services And Operating	1,900.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	9,300.00
2000-2999: Classified Personnel Salaries	LCFF	8,630.00
4000-4999: Books And Supplies	LCFF	30,251.10
5700-5799: Transfers Of Direct Costs	LCFF	3,500.00
5800: Professional/Consulting Services And	LCFF	1,900.00
4000-4999: Books And Supplies	LCFF-SLIP	1,587.27
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	67,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	68,299.51
4000-4999: Books And Supplies	Title I Part A: Allocation	19,251.49
5000-5999: Services And Other Operating	Title I Part A: Allocation	8,000.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	2,500.00
5000-5999: Services And Other Operating	Title I Parent Involvement	1,568.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	125,132.52
Goal: Mathematics	64,160.42
Goal: English Language Development	3,700.00
Goal: School Culture	22,451.10
Goal: Parent Engagement	6,343.33

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
Brian Gumm		X			
Tammi Pennington				X	
Michelle Bergmann	X				
Taryn Yribarren				X	
Craig Schorling		X			
Lara Ragsdale		X			
Melissa Saunders				X	
Lynette Garabedian				X	
Amanda Golden				X	
Ann Marjollet			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) 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

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Michelle Bergmann

Typed Name of School Principal

Signature of School Principal

Date

Tammi Pennington

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Name _____ Grade TK/K 1 2 3 4 5 6 Date _____

**River Bluff Elementary School
HOME-SCHOOL COMPACT 2017-2018**

Three-Way School Pledge

Our mission statement at River Bluff is to read, lead, and succeed. This is accomplished when families, students, and staff work in partnership to help each student reach his/her potential through high quality curriculum and instruction. The following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

River Bluff Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement
- Create an environment that is motivating and challenging to teach grade level skills and concepts in alignment with California State Standards and make curriculum fully accessible to meet the needs of all students
- Have high expectations and help every child to develop a love of learning
- Communicate with families about student progress through progress reports, report cards, and conferences
- Provide a safe, positive, and healthy learning environment
- Provide meaningful daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching, learning and support partnerships with families and the community
- Actively participate in collaborative decision making and consistently work with families and colleagues to make River Bluff an accessible and welcoming place for students and families
- Provide opportunities to differentiate instruction using ST Math, Accelerated Reader, and Brain Pop
- Respect the school, students, staff and families

River Bluff Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on time, ready to learn and work hard
- Bring necessary materials, completed assignments and homework DAILY
- Be an active learner by participating, asking questions, and contributing to discussions
- Know and follow school and class rules and uphold the 3in Me
- Take all communication home to my parent(s)/guardian(s) and return communication back to the classroom as needed
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school
- Stay on task and allow others the opportunity to learn
- Follow Central Unified School District dress code policy
- Make my education a priority above extra-curricular and outside activities
- Study and read every day after school
- Take advantage of learning opportunities using ST Math, Accelerated Reader, and Brain Pop
- Respect the school, classmates, staff and families

River Bluff Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for my child to complete homework daily
- Make education a priority for my child above all extra-curricular and outside activities
- Read to my child, and monitor my child's daily required reading (20 min. for grades K-3 and 30 min. for grades 4-6)
- Ensure that my child attends school every day, arrives on time, receives an adequate amount of sleep, regular medical attention and proper nutrition including healthy snacks at school
- Regularly monitor my child's progress in school
- Participate at school in various activities such as volunteering, attending parent-teacher conferences, SSC and ELAC meetings, Family Nights, Back-to-School Night, Open House, Parent Teacher Association meetings, Carnival Committee, etc
- Check for home/school communication regularly, return papers in a timely manner, and provide feedback when necessary
- Communicate the importance of education and learning to my child
- Discuss, and/or visit the ST Math, Accelerated Reader, and Brain Pop websites to view and support my child's learning
- Respect the school, classmates, staff and families

9/13/2017

Teacher Signature

Student Signature

Parent/Guardian Signature



River Bluff (SSC) 1st Quarter Meeting

Date of Posting: September 8, 2017

Meeting Date: September 14, 2017

Location: Room 17

Starting Time: 3:30 pm

Ending Time: 4:30 pm

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, Safety Plan, 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 and 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	2 minutes
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	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	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	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal	2 minutes

River Bluff Elementary School Parental Involvement Policy 2017-2018 School Year

Knowing that parent involvement is a vital portion of student success, River Bluff has developed a written parental involvement policy with input from parents. The policy is reviewed each spring by the school site advisory committee and English Language Advisory Committee for any needed revisions. Both committees consist of parents, support staff, and teachers at River Bluff. River Bluff Elementary School's Parent Involvement Policy is included in the Parent-Student Handbook that is distributed to all families during the first week of school in August 2017. The policy below describes means River Bluff will carry out to involve parents.

Involvement of Parents in School Programs

- 1. River Bluff convenes annual meetings to inform parents of the importance of participating in their child's education.**
 - At the beginning of the school year, River Bluff hosts a Back to School night for our students and parents to explain programs, policies, and meet teachers and staff
 - Parents are invited to attend the quarterly School Site Advisory committee meetings by way of either being nominated then elected, or as a visitor. These meetings are held afterschool in our conference room
 - After the first nine weeks of school, teachers meet with parents to discuss student academics and behavior. Then in ten weeks into the spring semester, parent-teacher conferences are held for students at-risk of retention or those having behavior concerns
 - During the first quarter of the school year, River Bluff will host an English Learner Parent Night. At the meeting, our vice principal reviews what curriculum is used, the exit criteria for the EL program, and goal setting
- 2. River Bluff offers a flexible number of meetings.**
 - During Back to School night, parents are informed of the administration's "open door policy" allowing for parents to request other meetings as needed
- 3. River Bluff involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.**
 - All parents are invited to attend regularly scheduled quarterly meetings of the School Site Advisory Committee and English Language Advisory Committee to participate in the review, planning, and improvement of school programs, the Parent Involvement Policy and the Home School Compact
 - During the monthly Parent Teacher Association (PTA) the principal discusses current school programs as well as parent involvement. The parents in attendance ask questions, seek clarifications (if needed), as well as provide input
- 4. River Bluff provides parents timely information about their programs.**
 - During Back to School Night, the administration team and teachers provide parents with information regarding Parent Teacher Association, School Site Advisory Committee, as well as other opportunities to volunteer at school
 - PTA meetings are used a forum to share and discuss Information Teachers send home newsletters as well as maintain websites to share information River Bluff sends a weekly update of current happenings to the community electronically

- The school and district provide a Parent Information link on their websites to provide parents with information regarding policies and suggested ways of supporting their child
- 5. River Bluff provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.**
 - This information is covered with parents during various times throughout the school year. This includes Back to School Night, School Site Advisory committee meetings, English Learner Advisory Committee meetings, and parent-teacher conferences
 - Teachers provide curriculum descriptions, common core grade level standards, and grading policies, during Back to School Night and parent conferences
- 6. If requested by parents, River Bluff provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.**
 - All parents are invited to attend the School Site Advisory and English Learner Advisory Committee meetings. The meetings are held quarterly during a set time and located in the school's conference room. Notices of these meetings are provided in the Weekly Update. The agendas are posted on the Falcon 411 Community board, located in the school's foyer
 - Parents of students needing additional supports can request a Student Study Team meeting (SST) to aid in decisions relating to the education of their child.
 - Parents of students who have been identified and placed on an Individual Education Plan (IEP) can request a meeting to discuss and participate in decisions relating to the education of their child

School-Parent Compact

River Bluff distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's academic standards. It addresses the following items, as well as other items suggested by parents.

1. The school's responsibility to provide high-quality curriculum and instruction
2. The ways parents will be responsible for supporting their children's learning
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Home-School Compact is updated annually. It is reviewed by grade level chairpersons, parents, and staff. It is discussed with parents at the first parent-teacher conference in the fall of each school year and signed by all participants. The original copy is filed with the student information and the duplicate is given to the parent/guardian.

Building Capacity for Involvement

River Bluff engages 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.

The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Distribute district rubrics and grade level common core standards pamphlets at parent teacher conferences, which are held in the fall
- Progress reports
- Parent Resources link on our district website as well as River Bluff's website
- Parent conferences held in the spring (as needed)
- Student Success Team meetings

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Onsite training opportunities for parents
- Newsletters, booklets, and other printed material
- Spatial-Temporal Math (ST Math)
- Accelerated Reader Home Connect
- Standards based, and technology resources via teacher/school website
- Bilingual books available for parent checkout in the school library

With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- Parent-Student handbook
- Staff development meetings with parent communication topics
- English Language Advisory Committee (ELAC)
- School Site Advisory Committee (SSA)
- Parent Teacher Association (PTA)

The school coordinates and integrates the 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.

- Back to School Night
- Open House
- Talent Show
- Jog-a-thon
- Parent Teacher Association involves parents in many activities throughout the school year

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- Blackboard Connect text and voice messages from school site and district are sent out
- School website

- Newsletters and flyers
- Edlio (website)

The school provides support for parental Involvement activities requested by parents.

- Community events
- Open House
- Fall & spring conferences
- Book Fair
- Young Authors Fair
- Peach Blossom
- Talent Show
- Parent Teacher Association (PTA)
- School Site Committee (SSC)
- English Language Advisory Committee (ELAC)
- Classroom Volunteer
- Back to School Night
- Winter Program
- Band performance
- Choir performance
- Drama production
- Sports/Cheer
- Red Ribbon Week
- Jog-a-thon

Accessibility

River Bluff provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Blackboard Connect voice and text messages from the school site and district are sent out to the community
- Spanish, Hmong, and Punjabi translators may be accessible for parent-teacher conferences, and other meetings as requested
- Report cards are available in English and Spanish

River Bluff ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 09/19/2017

Total Number of ELAC Members:

 6 ELAC parents/guardians of English learners
 0 ELAC parents/guardians of other students
 6 School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

 5 ELAC parents/guardians of English learners
 0 ELAC parents/guardians of other students
 4 School staff

A quorum of 6 members must be present in order to conduct business. The number of committee members in attendance is 9:

- ☒ Has been met
☐ Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
	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.
09/19/2017	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])
09/19/2017	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 (time) 3:37pm by Ann Marjollet .

A quorum of the members was present. The GIA welcomed all ELAC Representatives.

2. Changes/Additions to the Meeting Agenda:

The following changes/additions were made to the agenda: No changes were made.

3. Secretary's Report:

No Secretary's Report as this is the first meeting of the year.

4. Committee Reports:

None

5. Public Comments:

The following public comments were presented to the ELAC: None

6. Unfinished Business: None

7. New Business

- a. CUSD Guiding Principles – *Reviewed and explained by Mrs. Marjollet*
- b. Review the purpose of the ELAC – *Through the use of the by-laws, Mrs. Marjollet read the purpose of ELAC to all members.*
- c. Review the duties of ELAC members - *Through the use of the by-laws, Mrs. Marjollet read the purpose of ELAC to all members.*
- d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers:
 - o Chairperson – *Manpreet Kaur nominated herself. Approved.*
 - o Vice-chairperson – *Amar Hussein nominated himself. Approved.*
 - o Secretary – *Ann Marjollet nominated herself. Approved*
 - o DELAC representative – *Manpreet Kaur nominated herself. Approved*
 - o DELAC alternate – *Amar Hussein nominated himself. Approved.*
- e. By-laws-initial review – *By-laws were reviewed and explained by Ann Marjollet. Lara Ragsdale motioned to approved the by-laws. Amar Hussein 2nd the motion. Approved.*
- f. Progress reports – SBAC, AMAO's – *Mrs. Marjollet explained how EL students are expected to make 1 years progress in their English Language abilities. SBAC scores were just coming out and would be mailed to all parents. SBAC results for River Bluff will be reviewed in the 2nd Quarter meeting.*
- g. EL program entrance & exit criteria – *Mrs. Marjollet provided handouts of the HLS as the entrance criteria for the EL Program. Mrs. Marjollet explained that only new students to school or to the United States will take the CELDT in September and October. All students will take the ELPAC in the Spring and when Mrs. Marjollet is trained on the ELPAC, this exam will be explained to the ELAC committee.*
- h. Site program for ELD & access to core – *Mrs. Marjollet explained the District adopted new ELA curriculum – Wonders – which has a wonderful ELD component that is directly aligned with the weekly story read in class. This is different from the HMH program, which was not aligned with the ELA stories. Teachers are excited about the new curriculum and the ELD component.*
- i. Advise on site plan EL goals – *Mrs. Bergmann explained that EL students are expected to make 1 years growth in their English Language skills, how the ELPAC is much more rigorous than the CELDT, and she reviewed all monies in all goals in the SPSA.*
- j. LEAP/LCAP – *Mrs. Bergman reviewed the LCAP, how ELAC will provide input next year's SPSA by providing input for the LCAP and the goals she has set for the SPSA for this year, based upon information provided by all stakeholders last year.*
- k. CELDT review & student goal setting – *Mrs. Marjollet explained that River Bluff is in the process of CELDT testing ONLY new students and that students will set goals with their teachers.*
- l. Parent Involvement Policy/Compact 2017-18 – *Mrs. Marjollet provided the committee with the PIP for 2017-18 and informed the committee that they will have input for the 2018-19 PIP.*

Motion to approve the HSC by Amar Hussein. 2nd by Michelle Bergmann. Approved.

- m. District Parent Education Opportunities – Mrs. Marjollet explained that through Valley PBS, River Bluff and 3 other sites will provided workshops for EL parents on various workshops and EL parents will be notified first of the workshops.*
- n. Discuss future meeting dates, training, and agenda items – Mrs. Marjollet provided the dates for the upcoming ELAC meetings, as well as DELAC meetings from the District. 2nd Quarter Meeting – November 16, 2017; 3rd Quarter meeting – February 8, 2018; 4th Quarter Meeting – April 17, 2018.*

8. Evaluation:

Members provided written evaluation of the meeting.

9. Adjournment

The meeting was adjourned at __4:25pm__, (1st by Amar Hussein; 2nd by Michelle Bergmann) with a reminder that our next ELAC meeting is on November 16, 2017.

Respectfully submitted,

Ann Marjollet

ELAC Secretary
10/10/17



River Bluff
English Learner Advisory Committee (ELAC) Meeting
1st Quarter

Date of Posting: September 15, 2017

Meeting Date: September 19, 2017

Location: Library

Starting Time: 3:30 pm

Ending Time: 4:30 pm

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, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members. 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	2 minutes
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	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 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	10 minutes
Unfinished Business	TBD	Principal	0 minutes

New Business a. CUSD Guiding Principles 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. By-laws-initial review f. Progress reports-SBAC, AMAOs g. EL program entrance & exit criteria h. Site program for ELD & access to core i. Advise on site plan EL goals j. LEAP/LCAP k. CELDT review & student goal setting l. Parent Involvement Policy/Compact current year m. District Parent Education Opportunities n. Discuss future meeting dates, training, and agenda items.	Information and discussion.	Principal	2 min 2 min
	Discussion, nomination and election of officers.		2 min 2 min
	Information and discussion		5 min 2 min 2 min
			5 min 5 min 2 min 2 min
			1 min 2 min
			2 min
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	2 min 1 minute

List of handouts: e.g. Guiding Principles, by-laws, Site plan EL goals.

*****Thank you for coming*****

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

ELAC

School Site River Bluff Elementary Date 9/19/17

	Name	Name
1	Michelle Bergmann	Michelle Bergmann - Principal
2		Brian Gumm - teacher
3	Lara Ragsdale	Lara Ragsdale - teacher
4		Craig Schorling - teacher
5	Ann Marjollet	Ann Marjollet - GIA
6	Amar Hussein	Amar Hussein - parent
7		Mandeep Kaur - parent
8	Manpreet Kaur	Manpreet Kaur - parent
9	Mandeep Mand.	Mandeep Mand - parent
10	Paramjit Brar	Paramjit Brar - parent
11	Jesjit Kaur	Jesjit Kaur - parent
12	Birdevinder Dhillon	Birdevinder Dhillon - translator

Guests:

River Bluff - SSC

School Site River Bluff Date 9/14/2017

	Name	Position with Grade level per teacher
1		Michelle Bergmann/Principal
2		Mr. Schorling /6 th grade
3	<i>Br A</i>	Mr. Gumm/5 th grade
4	<i>Lara Ragsdale</i>	Mrs. Ragsdale/3 rd grade
5	<i>Ann Marjollet</i>	Ann Marjollet/GIA

Parent Name	Signature
1 Lynette Garabedian	
2 Amanda Golden	
3 Tamara Pennington	<i>[Signature]</i>
4 Melissa Saunders	<i>Melissa Saunders</i>
5 Taryn Yribarren	<i>Taryn Y</i>

RIVER BLUFF SCHOOL SITE COUNCIL (SSC) 1ST QUARTER MEETING MINUTES

09/14/17

1. Call the Meeting to Order:

- Meeting was called to order at 3:39 p.m. by Ann Marjollet. Everyone was welcomed. Present were:

Parent/Guardian	Present	Staff	Position	Present
Amanda Golden		Michelle Bergmann	Principal	
Melissa Saunders	X	Craig Schorling	Teacher	
Taryn Yribarren	X	Brian Gumm	Teacher	X
Tamara Pennington	X	Lara Ragsdale	Teacher	X
Lynette Garabedian		Ann Marjollet	GIA	X

	Guest		Non-member staff	Position
1		1		
2		2		
3		3		
4		4		

2. Roll Call:

- Sign-in sheet
- Chairperson announced
 - 6 members needed to establish a quorum
 - 6 members present; 4 members absent
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda
- Motion to approve the 09/14/17 agenda from Mrs. Ragsdale; seconded by Mr. Gumm

4. Secretary's Report:

- No report until election of a secretary

5. Committee Reports:

- Will be determined by site SSC

6. Public Comment:

- No public comment

7. Unfinished Business:

- None

8. New Business:

- CUSD Guiding Principles** – handout provided by Mrs. Marjollet
- SSC Training - Review purpose of SSC** – SSC By-laws provided by Mrs. Marjollet and adopted on 9/14/17.
- Review duties, roles and responsibilities of SSC officers/Nominate and elect SSC officers** –
 - Chairperson – Tammi Pennington volunteered. All members approved

- Vice Chairperson – Taryn Yribarren volunteered. All members approved.
 - Secretary – Melissa Saunders volunteered. All members approved.
 - DAC Representative – All members asked to have either Mrs. Golden or Mrs. Garabedian volunteer for this position, as the rest of the parents could not make the evening meeting commitment. Upon contact, Mrs. Golden volunteered for this position.
 - DAC Alternate – All members asked to have either Mrs. Golden or Mrs. Garabedian volunteer for this position, as the rest of the parents could not make the evening meeting commitment. Upon contact, Mrs. Garabedian volunteered for this position.
 - **Review and approve SPSA** – SPSA expenditures and reviewed by Mrs. Marjollet.
 - **HSC 17-18** – HSC was reviewed by the SSC committee. Motion to approve HSC was made by Brian Gumm and seconded by Melissa Saunders. All members approved.
 - **Discuss district/site parent education opportunities** – Mrs. Marjollet reviewed various ways the district and RB are getting information to parents, including Peach jar emails and the bulletin board in the hallway at RB
 - **Safety Plan** – reviewed by Mrs. Marjollet. The Safety Plan designates locations, personnel, and duties in the event of a crisis. Fire, earthquake, and lockdown drills are conducted regularly. Motion to approve Safety Plan was made by Lara Ragsdale and seconded by Taryn Yribarren. All members approved. SSC Chairperson signed the School Safety Plan.
 - **Discuss future meeting dates, training, and agenda items** – SSC agreed to meet on the following dates:
 - November 7, 2017 at 3:30pm
 - February 20, 2017 – at 3:30pm
 - May 1, 2017 – at 3:30pm
9. **Evaluation & Adjournment:**
- Evaluation (ways to improve the meeting) – Evaluations given to Mrs. Marjollet by SSC members.
 - Meeting was adjourned by at 4:07 pm. A motion to adjourn was made by Taryn Yribarren and seconded by Brian Gumm.

Respectfully submitted,

Melissa Saunders

Melissa Saunders

River Bluff SSC Secretary

09/15/17

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature
Signature
Signature
Signature
Signature
Signature
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 .

Attested:

Michelle Bergmann

Typed Name of School Principal

Signature of School Principal

9/14/17

Date

Tammi Pennington

Typed Name of SSC Chairperson

Signature of SSC Chairperson

9/14/17

Date

Budget By Expenditures

River Bluff Elementary School

Funding Source: LCFF

\$53,581.10 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
K-2 subs, F&P 34 subs (1 day/2x/year for 5 teachers)(1 day/3x/year for 8 teachers)	1000-1999: Certificated Personnel Salaries	\$5,500.00	English Language Arts	*Employ and utilize classroom supports in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum.*Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support). *Provide instructional materials as needed to support small group instruction and concept attainment.*Provide small group opportunities for intervention, extended learning opportunities.*Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students.
Professional development opportunities for staff in working with unduplicated student body	1000-1999: Certificated Personnel Salaries	\$3,000.00	English Language Arts	Staff development will be implemented through on and off site training by:*Observations of teacher practices of others through release time and coaching*Using data, Professional Learning Communities with a focus on common core standards*Flexible grouping for differentiated instruction opportunities*Instructional Support Coach to support/improve instruction of the curriculum using researched based instructional practices*Analysis of student work samples in ELA to be used for planning instructional opportunities for all students*The creation and utilization of an assessment continuum identifying benchmark, strategic and intensive levels for all grades
Materials, books, supplies in working with at risk students	4000-4999: Books And Supplies	\$3,900.00	English Language Arts	Provide instructional materials as needed to support small group instruction and concept attainment.*Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.
Technology for the classrooms-new or replacement in working with unduplicated student body	4000-4999: Books And Supplies	\$7,000.00	English Language Arts	*Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.

River Bluff Elementary School

Library and technology student support	2000-2999: Classified Personnel Salaries	\$6,000.00	English Language Arts	*Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.
Leveled literacy intervention kit materials to support Tier 3 intervention	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	Provide a credentialed reading intervention support for Tier 2 and Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum.*Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.
Increase in school library booksJunior Guild	4000-4999: Books And Supplies	\$2,100.00	English Language Arts	Continue to increase the availability of books in the library by adding new titles for all levels of readers
Increase School library books	4000-4999: Books And Supplies	\$3,500.00	English Language Arts	Continue to increase the availability of books in the library by adding new titles for all levels of readers
Interpreters for EL Parent Communication night and EL parent involvement activities	2000-2999: Classified Personnel Salaries	\$500.00	English Language Development	Identify and communicate with students and families, goal setting with students to understand criteria for reclassification on the CELDT exam during EL Parent Night
Subs for CELDT testing to identify EL students	1000-1999: Certificated Personnel Salaries	\$500.00	English Language Development	Identify and communicate with students and families, goal setting with students to understand criteria for reclassification on the CELDT exam during EL Parent Night
SWIS	5800: Professional/Consulting Services And Operating Expenditures	\$600.00	School Culture	The school's PBIS (positive behavior intervention supports) team will systematically collect, summarize, and use student behavior data for decision making, and supporting positive student behavior.PBIS team will plan and train for our RTI Tiers 2 & 3 to maximize a positive impact on behavior.
Supplemental pay for Family Nights	1000-1999: Certificated Personnel Salaries	\$300.00	School Culture	The school's PBIS (positive behavior intervention supports) team will systematically collect, summarize, and use student behavior data for decision making, and supporting positive student behavior.PBIS team will plan and train for our RTI Tiers 2 & 3 to maximize a positive impact on behavior.
Motivational materials-Student recognition for PBIS, academics, character and service recognition	4000-4999: Books And Supplies	\$4,145.33	School Culture	Build the character of students and the community through service learning projects, presentations, community events, building relationships and building opportunities for the community to be involved with the school
SEL presentation-Morris Brothers presentation about bullying	5800: Professional/Consulting Services And Operating Expenditures	\$1,300.00	School Culture	Build the character of students and the community through service learning projects, presentations, community events, building relationships and building opportunities for the community to be involved with the school

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Safety equipment: radios, flashlights, first aid equipment	4000-4999: Books And Supplies	\$6,005.77	School Culture	Support student safety by reinforcing Teir 1 expectations in the cafeteria and on the playground.Increase student, staff safety and catastrophic preparation with school wide communication devices and safety materials.
Additional Yard Duty support to ensure student safety	2000-2999: Classified Personnel Salaries	\$2,000.00	School Culture	Support student safety by reinforcing Teir 1 expectations in the cafeteria and on the playground.Increase student, staff safety and catastrophic preparation with school wide communication devices and safety materials.
Student planners	4000-4999: Books And Supplies	\$2,100.00	School Culture	Provide planners for students to promote college readiness skill.
Transportation to provide educational experiences for all 6th grade students to attend the Egyptian Museum in San Jose, CA	5700-5799: Transfers Of Direct Costs	\$3,500.00	School Culture	Implement opportunities for students, including foster youth, English Learners, and students of poverty to build character and provide learning opportunities to develop the whole student to be prepared for college, career and community.
Child care for family events	2000-2999: Classified Personnel Salaries	\$130.00		Provide parent education nights during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities.
Materials for family events	4000-4999: Books And Supplies	\$500.00		Provide parent education nights during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities.
LCFF Total Expenditures:		\$53,581.10		
LCFF Allocation Balance:		\$0.00		

Funding Source: LCFF-SLIP

\$1,587.27 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase in school library books	4000-4999: Books And Supplies	\$1,587.27	English Language Arts	Continue to increase the availability of books in the library by adding new titles for all levels of readers
LCFF-SLIP Total Expenditures:		\$1,587.27		
LCFF-SLIP Allocation Balance:		\$0.00		

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Funding Source: Title I Part A: Allocation

\$165,051.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Kgn aides to assist primary students in small group instruction	2000-2999: Classified Personnel Salaries	\$32,063.09	English Language Arts	*Employ and utilize classroom supports in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum.*Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support). *Provide instructional materials as needed to support small group instruction and concept attainment.*Provide small group opportunities for intervention, extended learning opportunities.*Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students.
Reading Intervention teacher for grades 3-6	1000-1999: Certificated Personnel Salaries	\$27,000.00	English Language Arts	Provide a credentialed reading intervention support for Tier 2 and Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum.*Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.
Transportation and fees for service learning training in conflict resolution	5700-5799: Transfers Of Direct Costs	\$2,500.00	School Culture	Implement opportunities for students to build character and provide service learning opportunities to develop the whole student to be prepared for college, career, and community
Parent Education Classes with Valley PBS	5000-5999: Services And Other Operating Expenditures	\$4,000.00		Provide parent education nights during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities.
Interpreters for parent education events	2000-2999: Classified Personnel Salaries	\$145.33		Provide parent education nights during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities.
Certificated teachers on staff at RB providing extended learning opportunities	1000-1999: Certificated Personnel Salaries	\$15,500.00	English Language Arts	Provide extended learning opportunities for at-risk students below grade level support in ELA.
Classified support for Tutoring	2000-2999: Classified Personnel Salaries	\$2,014.00	English Language Arts	Provide extended learning opportunities for at-risk students below grade level support in ELA.

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Materials, books, and supplies	4000-4999: Books And Supplies	\$4,583.33	Mathematics	Provide opportunities for staff development to support individual goal setting, whole class, and small group differentiated instruction through observations and on/off site training by staff, district personnel or consultants, and/or collaborative opportunities; CCSS, Pearson, and CGI. Provide educational materials and supplies identified to meet the needs of all students including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities. Allocation of materials, resources, technology, professional development, and systems support to meet the needs of all students.
ST Math renewal K-5	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Mathematics	Provide opportunities for staff development to support individual goal setting, whole class, and small group differentiated instruction through observations and on/off site training by staff, district personnel or consultants, and/or collaborative opportunities; CCSS, Pearson, and CGI. Provide educational materials and supplies identified to meet the needs of all students including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities. Allocation of materials, resources, technology, professional development, and systems support to meet the needs of all students.
Kgn aides to assist primary students in small group instruction	2000-2999: Classified Personnel Salaries	\$32,063.09	Mathematics	*Employ and utilize classroom supports in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum*Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support). *Provide instructional materials as needed to support small group instruction and concept attainment:*Provide small group opportunities for intervention, extended learning opportunities (after school) *Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students.*Provide opportunities for Tier 2 intervention and extended learning before and after school.
Certificated teachers on staff at RB providing extended learning opportunities	1000-1999: Certificated Personnel Salaries	\$15,500.00	Mathematics	Provide extended learning opportunities for tier 2 and 3 students of poverty support in Math
Classified staff providing extended learning opportunities	2000-2999: Classified Personnel Salaries	\$2,014.00	Mathematics	Provide extended learning opportunities for tier 2 and 3 students of poverty support in Math

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Hire substitutes for data team/planning, PLCs, and observation	1000-1999: Certificated Personnel Salaries	\$6,000.00	Mathematics	*Provide opportunities for teachers to observe other teachers at school and in the district*Provide opportunities for teachers to become data teams and plan strategies for student achievement and intervention
Materials, books, supplies	4000-4999: Books And Supplies	\$2,700.00	English Language Development	Provide educational materials and supplies identified to meet the needs of English learners including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities.
Brain Pop annual license	4000-4999: Books And Supplies	\$1,915.00	English Language Arts	*Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.
Technology for assessment-keyboards, headphones, tablets, laptops in working with at risk students	4000-4999: Books And Supplies	\$4,356.34	English Language Arts	*Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.
Professional development opportunities for staff in working with at risk students	1000-1999: Certificated Personnel Salaries	\$3,000.00	English Language Arts	Staff development will be implemented through on and off site training by:*Observations of teacher practices of others through release time and coaching*Using data, Professional Learning Communities with a focus on common core standards*Flexible grouping for differentiated instruction opportunities*Instructional Support Coach to support/improve instruction of the curriculum using researched based instructional practices*Analysis of student work samples in ELA to be used for planning instructional opportunities for all students*The creation and utilization of an assessment continuum identifying benchmark, strategic and intensive levels for all grades
Materials, books, supplies in working with unduplicated student body	4000-4999: Books And Supplies	\$5,696.82	English Language Arts	Provide instructional materials as needed to support small group instruction and concept attainment.*Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.
Title I Part A: Allocation Total Expenditures:		\$165,051.00		
Title I Part A: Allocation Allocation Balance:		\$0.00		

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Funding Source: Title I Parent Involvement

\$1,568.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Education Classes Valley PBS	5000-5999: Services And Other Operating Expenditures	\$1,568.00		Provide parent education nights during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities.

Title I Parent Involvement Total Expenditures: \$1,568.00

Title I Parent Involvement Allocation Balance: \$0.00

River Bluff Elementary School Total Expenditures: \$221,787.37