

# Single Plan for Student Achievement

2015-2016 School Year



## Farragut

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

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.

## Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).

During the 2014-2015 school year, utilization of the instructional aide in kindergarten resulted in 82% of our Kindergartners being proficient or advanced in ELA. 22% of those students were one full year above grade level, reading at the end of the first grade level.

Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).

Staff participated in professional development in writing, balanced literacy, running records, guided reading, Daily 5 and Cafe as well as technology training. While the majority of the training was optional, writing was mandatory for all teachers. In addition, all staff members except one have been trained in running records as well as all staff members being trained in Daily 5 and Cafe.

Goal 3: To ensure open access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).

During the 2014-2015 school year all students, K-5 had access to an arts curriculum. All students participated in a visual arts curriculum that culminated in our Community Arts Day where the students art work was on display. Kindergarten drama was piloted with a nice increase in the students ability to write based on their learnings. For the 2015-2016 school year all Kindergarten classes will participate in the drama classes to promote writing.

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).

Initial School City Data for the 2014-2015 school year indicate the following: ELA- 67.3 percent proficient and advanced; Math-62.9 percent proficient and advanced. For the next school year, running record data will be gathered as well as math data to accurately measure the students progress prior to the SBAC results being published.

Goal 5: Engage, inform, and educate all stakeholders (Engagement).

The home reading program added a writing component to their program allowing students to write reviews of the books read. These reviews were housed in the library to encourage other students to read the book. Students were motivated by providing this additional layer to the program. We had several nights for parents that were geared toward education. We held a very successful Science Night, showing parents how to be prepared for our science fair. In addition reports are given monthly at PTA meetings to keep the parents up to date on the happenings at school.

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).

Farragut continues to grow its art programming, piloting a drama program in the Kindergarten classes. The pilot was successful and all Kindergarten classes will be taking the drama class this year. Farragut launched WIN (What I Need) time this year, working with small groups of children to improve their academics.

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).

The lunch bunch continues to be a strong intervention for students who need social emotional support. We are excited to be gaining a part time counselor this year that will further support our schools social emotional needs. This year we will be recommitting to a strong character education component, emphasizing the words of the month at our morning assemblies.

## Planned Improvements in Student Performance

Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are

- The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%.
- Rate of teachers that are fully credentialed for students they are teaching (currently 100%)
- Rate of teachers that are appropriately assigned will remain at 100%.
- Rate of teachers that are fully credentialed for students they are teaching will remain at 100%.
- The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%.
- The rate that CCUSD facilities are in good repair as determined in the Facilities Inspection Tool will increase from 80.5% to 85%.

### Expenditures

Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Utilize instructional assistant time to lower student to teacher ratio during instruction time in Kindergarten classrooms (instructional aides to provide review of materials provided by our trained teachers).	Early running record data indicates majority of students are not reading at Kindergarten expectations (Pre A). Aide will be utilized to reduce class size and target struggling students.	Walkthrough data, kindergarten proficiency data.	Classified	see goal 4		
Provide professional development opportunities on 21st century skills through District provided technology tosa and technology leadership team.	District adoption of new learning management system, first year of Google Drive for all students in CCUSD.	Agendas, attendance at CUE Conference, Student access of technology.	Services and Operating Costs		District Funded	
			Certificated	Fan Club/CCEF		
To support expanded use of technology provide software and applications for iPADS, computers and Chrome Books.	3 district provided chrome book carts, iPad carts, hardwired lab, technology in teachers classrooms.	Observation	Books and Supplies	Fan Club/CCEF		
			Books and Supplies	PTA		
			Books and Supplies	Common Core	(Chrome books)	
Provide professional development for new teachers to Farragut to ensure retention of new teachers to the profession.	Hired six new staff members. Prior to this year, hiring had been stagnant in CCUSD.	Agendas, BTSA survey, professional development attendance and implementation.				
Total Expenditures for Goal 1					0	0
Total Expenditures				43,420	39,922	0
Total Budget				43,420	39,922	0
Remaining						0

## Planned Improvements in Student Performance

Goal 2: Through PLC collaboration, all staff will share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the new California Standards (Conditions o

- The percentage of students that will be taught by teachers that will participate in PLC focused on student learning will increase from 86% to 90%.
- The percentage of students that will be taught by core staff that participate in regular PD opportunities in order to enhance collaboration will increase from 64% to 74%.
- The percentage of students that will be taught by core teachers that participate in regular PD opportunities on effective instruction aligned to the new California Standards will increase from 81% to 85%.
- The percentage of students that will be taught by core teachers that received training on the effective use of technology will increase from 80% to 85%.

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
To enable time for teachers to engage in sustained focus on PLC work in answering the four PLC questions. With a specific focus on underperforming targeted populations and intervention for these students. As learned in our Mattos and Muhammad PD.	EL Reclassification rate is only 22%, past CST data indicated between 10-15% of students were not proficient or advanced.	PLC agendas and artifacts.	Certificated			
Implement WIN (What I Need) time to provide targeted intervention for all students. As learned in our Mattos and Muhammad PD(K-2 Running Records discussions- \$2,000. District Funded.	EL Reclassification rate is only 22%, past CST data indicated between 10-15% of students were not proficient or advanced.	Common assessment data, intervention data	Certificated		District Funded	K-2 Running records
			Certificated		1,060.00	
Provide teachers with the tools necessary to implement Balanced Literacy, writing and Cotsen/CGI math strategies for instruction and intervention.	Teachers voluntarily attended balanced literacy training. For implementation to be successful, leveled materials are necessary	Walkthrough form	Books and Supplies		10,000	(Lucy Caulkins)
			Books and Supplies	Fan Club/PTA		
Provide leveled reading books to Kindergarten to fifth grade teams for intervention time to support Balanced Literacy Practices.	Teachers voluntarily attended balanced literacy training. For implementation to be successful, leveled materials are necessary	Walkthrough form	Books and Supplies		6,000	
			Books and Supplies	District Provided		
Provide training and PD for the leadership team to help strengthen PLCs in each grade level.	PLC indicators in most areas went up on the Farragut CEE survey. Farragut needs to continue to move forward with intervention and data driven decisions.	Agendas		District Provided		
Provide Teachers with Collaboration time to observe each other and develop best practices in all curricular areas (Kerby Days)	CEE survey indicated an increase in teachers collaborating and working on best practice together.	Kerby day Calendar- Each teacher is expected to chose 2 opportunities for observation.	Certificated	1,700		
Total Expenditures for Goal 2					1700	17,060
Total Expenditures					43,420	39,922
Total Budget					43,420	39,922
Remaining						0

## Planned Improvements in Student Performance

Goal 3: To ensure open access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).

- The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 100%.
- The percentage of students that will complete the required courses to be on track for college and career readiness based on their grade level will increase from 46.8% to 48%
- The percentage of students that will graduate will increase from 91% to 92%.

Expenditures							
Detail				Expenditure Amount			
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I	
All students in grades kindergarten through fifth will continue to have access to and gain knowledge from the arts. Kindergarten through fifth grade fine arts curriculum focuses on visual arts and music through the fine arts matrix. Additional arts experiences are available to all students through the after school enrichment program offered in three sessions per year for grades K-5th.	100% of students have access to visual and performing arts at Farragut	Fine arts matrix	Services and Operating Costs	Fan Club			
			Services and Operating Costs	District/Sony			
			Services and Operating Costs	District/8Create			
Provide students with appropriate academic pathways through WIN time (What I Need). Provided teachers and students with dedicated time to intervene and extend for their students.	100% of students are not meeting grade level proficiency based on report card data, past CST data and common assessment data in grade levels.	Common assessment data, grades					
Provide additional arts opportunities in Kindergarten Drama to enhance both Farragut Arts and compliment the writing program.	Pilot in 2 Kindergarten classes last year was very successful	Pilot Feedback, Teacher observation, Writing Prompts	Services and Operating Costs	District/8Create			
			Services and Operating Costs	Fan Club			
Add \$2,300 in new materials to Farragut Library to increase circulation with relevant, updated books. In addition to using site funds to support literacy.			Books and Supplies	District Funded			
			Books and Supplies	300			
Provide \$5,000 to Farragut Library to purchase a cart to begin moving library into a digital media center.	Library has limited technology. Does not meet the needs of 21st century learning for Farragut Students.	Cart, student research	Books and Supplies	District Funded			
Grow the Farragut Media Center by purchasing green screen materials to support teachers use of 21st century learning.	As a school of arts and technology, Farragut continues to publish their learning through the use of technology and 21st	Technology Artifacts					
				500			
Purchase additional Raz Kids licenses for those teachers interested in using guided reading and leveled reading with a technology focus.							
To enable time for teachers to engage in sustained focus on PLC work in answering the four PLC questions. With a specific focus on underperforming targeted populations and intervention for these students. As learned in our Matos and Muhammad PD. (3-5 \$2,000 district funded)	EL Reclassification rate is only 22%, past CST data indicated between 10-15% of students were not proficient or advanced.	PLC agendas and artifacts.	Certificated	District Funded			
			Certificated		1,060.00		
Total Expenditures for Goal 3					800	1060	0
Total Expenditures					43,420	39,922	0
Total Budget					43,420	39,922	0
Remaining							0

## Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).

- California High School Exit Exam 10th grade census pass rate will increase from ELA 93.8 to 94% and math from 93.2 to 94%
  - The percentage of students that will complete all "a-g" coursework will increase from 46.8% to 48%.
  - The percentage of students that will graduate will increase from the 2014 rate 91% to 92%.
  - The percentage of English Language Learners (ELL) progressing toward English Proficiency (CELDT) will increase from 61.6% to 62%
  - The percentage of English Language Learners (ELL) that will reclassify will remain at 15% or higher.
  - The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 79% to 80%.
  - The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 53% to 54%.
  - The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 41% to 42%.
  - The percentage of students that met or exceeded standard in math will not be measured this year. (No metric available)
  - The percentage of students that met or exceeded standard in ELA will not be measured this year. (No metric available)
  - The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.
  - High school graduation rate increase for low income students from 91.4% to 92%
  - High school graduation rate increase for English learner students from 85.5% to 88%
  - High school graduation rate increase for special education students from 79% to 82%
  - High school graduation rate increase for Hispanic students from 91.5% to 92%
  - High school graduation rate increase for Asian students from 92.6% to 93%
  - High school graduation rate increase for African American students from 86.7% to 88%
  - High school graduation rate increase for white, not Hispanic students from 95.7% to 96%
- Math: Subgroups will show an increase in students meeting or exceeding during the 2015-2016 school year: 3rd grade Hispanic from 54% to 57%, LI from 67% to 70%; 4th grade Hispanic from 30% to 35%, Black from 36% to 40% and LI from 21% to 25%; 5th grade Hispanic from 52% to 55%, Black from 50% to 53% and LI from 32% to 35% as measured by the SBAC test.
- ELA: Subgroups will show an increase in students meeting or exceeding during the 2015-2016 school year: 3rd grade Hispanic from 46% to 50%, LI from 50% to 53%; 4th grade Hispanic from 30% to 33%, Black from 45% to 47% and LI from 26% to 29%; 5th grade Hispanic from 56% to 60%, Black from 69% to 73% and LI from 47% to 50% as measured by the SBAC test

### Expenditures

Detail		Expenditure Amount			
Utilize instructional assistant time to lower student to staff ratio during instruction time in Kindergarten classrooms (instructional aides to provide review of materials provided by our trained teachers).	Early running record data indicates majority of students are not reading at Kindergarten expectations (Pre A) - Aide will be utilized to reduce class size and target struggling students.	Walkthrough data, kindergarten proficiency data.	Classified	27,624	
Teachers will analyze student assessment data by student by standard to answer question 3 and 4.	Grade levels who have utilized Fontous and Pinell have found several struggling readers. Additional data will be obtained through common assessments as determined by PLCs	Intervention data			
Every child, by the end of fifth grade will be proficient or advanced in technology use and application.	Growth over time in students digital portfolio.	Digital portfolio for each student			
All students will demonstrate proficiency in visual arts.	Growth over time in student proficiency in visual arts.	Displayed work at community arts day			
Teachers will participate in common core Professional Development focused in writing.	All teachers grades K-5 including our mentor and special education teacher.	Walkthrough data, increase in writing proficiency as determined by grade level scoring guides.			
Teachers will be given the option to participate in Running records, Guided Reading and Daily 5 training to increase student achievement and support Common Core instruction. (subs for leveling of students)	As part of voluntary PD Farragut currently has 26 teachers trained or going through the training. A total of 26 teachers voluntarily signed up for the training.	Walkthrough data	Certificated	6,120	
Teachers will be given the option to participate in Cotsen Professional Development to improve math instruction through implementation of CGI strategies.	As part of the phase 1 grant, Farragut currently has 3 Kindergarten Teachers, a First Grade Teacher and a Third Grade teacher participating in Cotsen with 1 mentor teacher.	Walkthrough data			
Teachers will be given the opportunity to participate in Phase 2 of CGI training.	Initial indicators indicate that Farragut is "all in" with phase 2. Teachers will be provided intensive training and coaching to improve mathematics instruction for students.	Grades, common assessments, surveys, pd opportunities, pd implementation.	Certificated	5,000	
Farragut will offer an additional round of technology to support Guided Reading instruction to better support our subgroups and support 21st century skills. Options include a set of 7 iPADS to be used in Guided Reading or a set of 6 chrome books for Daily 5 activities.	Initial response to the first round of technology was positive. The majority of teachers are trained in Guided Reading and ALL Farragut teachers have received training in Daily 5/Cafe	Grades, PD opportunities, PD implementation, Common Assessments.	Books and Supplies	10,000	
Provide targeted intervention for students needing additional support including our subgroup populations. (Intervention Aide)	Farragut continues to have an ELD population and did not meet AMO 3 in third grade.	Grades, Common Assessments, Observation.	Classified	District Funded	
Provide leveled reading opportunities for our students, especially our english learners, low socio economic and foster youth to increase reading achievement (A-Z and Razz Kids)	Running record data indicates 59% of 1st, 67% of 2nd, 45% of 3rd, 53% of 4th and 53% of 5th grade students are proficient or advanced in reading skills.	Grades, common assessments, surveys, pd opportunities, pd implementation.	Books and Supplies	1,699.00	
Provide technology to enhance and support the guided reading initiatives to ensure all students are reading at their guided reading levels and reading at high levels.	Running record data indicates 59% of 1st, 67% of 2nd, 45% of 3rd, 53% of 4th and 53% of 5th grade students are proficient or advanced in reading skills.	Grades, SBAC, Use of Razz Kids	Books and Supplies	5000	
We will purchase materials and supplies for our subgroups and students who are working below proficiency levels.			Books and Supplies	2279	0
<b>Total Expenditures for Goal 4</b>				<b>39,903</b>	<b>17819</b>
<b>Total Expenditures</b>				<b>43,420</b>	<b>39,922</b>
<b>Total Budget</b>				<b>43,420</b>	<b>39,922</b>
<b>Remaining</b>					<b>0</b>

## Planned Improvements in Student Performance

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Provide educational opportunities for parents in topics identified through a needs assessment (i.e. technology, common core standards, safety)	Monthly PTA/Fan Club events	Attendance at PTA and Fan Club sponsored events.				
Enhance students love of reading through Fan Club/PTA provided Home Reading Program	Students currently participate in home reading by turning in a log. We are adding an additional writing component where	Home Reading Logs, Book Review Binder.	Books and Supplies	Fan Club/PTA		
Total Expenditures for Goal 5				0	0	0
Total Expenditures				43,420	39,922	0
Total Budget				43,420	39,922	0
Remaining						0

## Planned Improvements in Student Performance

Goal 6: Ensure every student is connected to school through academics, athletics, activities, and the arts with a focus on having a relationship with a caring adult (Engagement).

- Based on California Healthy Kids Survey (CHKS), students that feel like they are a part of their school will increase from 81% to 83% or more at every site.
- Based on CHKS, students reporting that there is a teacher or some other adult who really cares about them will increase from 56% to 60%.
- School attendance rate to stay above 96 %.
- Chronic absenteeism will remain below 4%
- The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 1.8% to 1.5%
- The Culver City Middle School annual dropout rate will remain below .1%
- High school graduation rate increase from 91.4% to 92%

Farragut: Chronic absenteeism is currently at 3%. During the 2015-2016 school year we will continue to meet district expectations, remaining below 4%.

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
All students in grades kindergarten through fifth will continue to have access to and gain knowledge from the arts. Kindergarten through fifth grade fine arts curriculum focuses on visual						
Meet regularly with parents to promote the importance of regular attendance.	SARB numbers	ADA				
Continue to monitor and provide support for reclassified ELD students as well as provide support for english learners not making adequate yearly progress.	AMO data	AMO data, school city				
<b>Total Expenditures for Goal 6</b>				0	0	0
<b>Total Expenditures</b>				43,420	39,922	0
<b>Total Budget</b>				43,420	39,922	0
<b>Remaining</b>						0



## Planned Improvements in Student Performance

Goal 7: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making (Engagement).

- Student Suspension rate to remain at or below 2%.
- Student Expulsion rate to remain below 1%
- Based on CHKS results, 90% or more of the respondents in each grade level will feel safe in their school.
- Based on CHKS results, 88% or more of the respondents in each grade level feel close to people at their school.

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Ensure all teachers have Caring School Community and Olweus kits to ensure the physical and emotional safety of our students.	olweus data(7/9/14)	Class meeting data, discipline data, family data.				
Recognize students for positive display of character traits (Fox Paws).	olweus data	Number of Fox paws earned by student.	Books and Supplies	500		
Provide students with social and emotional education through lunch bunch.	Social Emotional data/teacher input.	Discipline data.				
Provide students with social and emotional education through a counselor (school site to provide .05% and share with El Marino)	Social Emotional data/teacher input	Observation, Discipline Data	Certificated	District Funded		
			Certificated	517	3983	
Total Expenditures for Goal 7				1017	3983	0
Total Expenditures				43,420	39,922	0
Total Budget				43,420	39,922	0
Remaining						0

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 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.
- The SSC sought and considered all recommendations from the ELAC.
- 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.
- 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.

This SPSA was adopted by the SSC at a public meeting on: 10/6/2015

Dr. Rebecca Lynch		
Typed Name of Principal	Signature of Principal	Date
William Lamb		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

<b>Site Council Membership</b>				
Name	Principal (1)	Teacher (3)	Other Staff (1)	Parent (5)
Dr. Rebecca Lynch	X			
Stacy Thompson		X		
Stephanie Manglinong		X		
Ann Fredal		X		
Angela Penchansky			X	
William Lamb				X
Rachel Burris				X
Josette Trux				X
Christine Ramsey				X
Barry Goldstein				X