

The Single Plan for Student Achievement

School: Hayden Elementary School
CDS Code: 30667466030829
District: Westminster Elementary School District
Principal: Mark Murphy
Revision Date: October 2014

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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Position: Principal
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The District Governing Board approved this revision of the SPSA on January 15, 2015.

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School Vision and Mission

Hayden Elementary School's Vision and Mission Statements

All members of the Hayden School community will develop literacy skills across the curriculum that will enable them to become lifelong learners and self-sufficient, contributing members of a global society.

This community will encourage all individuals to reach their full potential through active participation. The primary emphasis will be on basic academic skills, good study habits, and life skills. We seek to instill within the Hayden community a sense of responsibility, citizenship, pride, accomplishment, and a positive self-image.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	506	540		9	12		2	1		348	365	
Growth API	888	877			863					932	928	
Base API	872	889								923	933	
Target	A	A								A	A	
Growth	16	-12								9	-5	
Met Target	Yes	Yes								Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	136	148		420	444		392	426		53	56	
Growth API	772	753		893	879		873	859		716	703	
Base API	753	772		878	893		863	873		746	720	
Target	5	5		A	A		A	A				
Growth	19	-19		15	-14		10	-14				
Met Target	Yes	No		Yes	Yes		Yes	Yes				

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	99	
Number At or Above Proficient	370	390		--	9		--			288	298	
Percent At or Above Proficient	73.1	72.2		--	75.0		--	--		82.8	81.6	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		--	--		Yes	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	97	
Number At or Above Proficient	65	71		309	321		270	291		26	27	
Percent At or Above Proficient	47.8	48.0		73.6	72.3		68.9	68.3		49.1	48.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	100		100	99	
Number At or Above Proficient	404	413		--	7		--			313	326	
Percent At or Above Proficient	79.8	76.6		--	58.3		--	--		89.9	89.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	99		100	97	
Number At or Above Proficient	73	68		340	344		303	312		31	31	
Percent At or Above Proficient	53.7	46.3		81.0	77.5		77.3	73.4		58.5	55.4	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	No		No	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			5	14	17	47	8	22	6	17	36
1	10	9	46	40	37	32	15	13	6	5	114
2	33	30	35	32	33	30	7	6	3	3	111
3	27	26	33	31	33	31	7	7	5	5	105
4	46	52	25	28	11	12	4	4	3	3	89
5	7	13	18	35	18	35	6	12	3	6	52
Total	123	24	162	32	149	29	47	9	26	5	507

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	496	512	507
Percent with Prior Year Data	99.6%	100.0%	100.0%
Number in Cohort	494	512	507
Number Met	394	376	379
Percent Met	79.8%	73.4%	74.8%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	561	70	584	71	558	64
Number Met	240	56	240	50	245	36
Percent Met	42.8%	80.0%	41.1%	70.4%	43.9%	56.3%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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/LCAP GOAL:
Student Achievement
SCHOOL GOAL #1:
ELD Proficiency Progress - Student groups and grade levels to participate in this goal and the anticipated annual performance growth for each group: 60.5% of all English Learners will move one CELDT level yearly; CELDT Level 3 students will move to Level four in one to two years. less than 5 yrs. 24.2% --more than five years 50.9%of all English Learners at CELDT Levels 4 and 5 will attain proficiency on the CELDT.
Data Used to Form this Goal:
Yearly CELDT tests SBAC data ELD data DIBELS
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Collaboration Meetings Staff Meetings School Leadership Team Meetings Standards Plus Grades 3-5 Fluency Program K-5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Make adequate ELD progress	Start Date : 9/16/2013 Completion Date : 6/20/2014	Administration Teachers Intervention Teachers Para educators	Conferences and Workshops	0000: Unrestricted	Title I	1200
			Parent Fluency Night	None Specified	District Funded	500
			Standards Plus	4000-4999: Books And Supplies	Title I	6800
			Accelerated Reader	0001-0999: Unrestricted: Locally Defined	Title I	7000
			.5 reading intervention teacher	1000-1999: Certificated Personnel Salaries	Title I	31000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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: Reading/Language Arts
LEA/LCAP GOAL:
Personal and Professional Development
SCHOOL GOAL #2:
ELA Proficiency Goal - Hayden Elementary School students grades K-5 will increase from 72% being proficient or above on the 3rd Trimester Westminster School District Benchmark in Language Arts during the 2013-14 school year to 77 % on the 3rd trimester 2014-15 Westminster School District Benchmark.
Data Used to Form this Goal:
Benchmarks
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
During monthly PLC meetings each grade level will analyses pre test data to determine the instruction needed in the classroom. Consistent formal and informal assessments will be given to monitor the students who need the most intensive instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet ELA Goal	Start Date : 9/23/2013 Completion Date : 6/20/2014	Classroom teachers Administrators Intervention teachers Para educators	Intervention Teachers	None Specified	Title I	
			Standards Plus	None Specified	LCFF	6200
					Supplemental/Concentration (At-Risk)	
			Accelerated Reader	None Specified	Unrestricted	7000
			IPAD Cart	4000-4999: Books And Supplies	LCFF	22000
					Supplemental/Concentration (At-Risk)	
		Conferences and Workshops	None Specified	Unrestricted	2400	
			None Specified	Other		

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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/LCAP GOAL:
Learning Environment
SCHOOL GOAL #3:
Mathematics Proficiency Goal - Hayden School students K-5 will increase from 84 % being proficient or above on the 3rd trimester Westminster School District Benchmark in Mathematics during the 2013-14 school year to 89% on 3rd trimester 2014-15 Westminster School District Benchmark.
Data Used to Form this Goal:
Benchmark data
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
During our bi-weekly PLC's teachers will analyze the growth of each student and create a plan to re-teach certain standards and concepts. We have also developed intervention groups for each grade level to reinforce the math standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meeting Math Proficiency Goal	Start Date : 9/20/2014 Completion Date : 6/18/2015	Administrators Teachers RSP teacher and aide paraeducators	Workshops and Conferences	5000-5999: Services And Other Operating Expenditures	Title I	1500
			ST Math	4000-4999: Books And Supplies	Title I	500
			CGI Training	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration (At-Risk)	8000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	49714	1,214.00
LCFF Supplemental/Concentration (At-	36996	96.00
LCFF Supplemental/Concentration	15687	0.00
Unrestricted	46401	37,001.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	500.00
LCFF Supplemental/Concentration (At-Risk)	36,900.00
LCFF Supplemental/Concentration (English Learners)	15,687.00
Title I	48,500.00
Unrestricted	9,400.00

Summary of Expenditures in this Plan

Centralized Service Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Other	88,103.00
Title I	27,075.00
Title II Part A: Improving Teacher Quality	45,163.00
Title III	68,982.00

Summary of Expenditures in this Plan

Centralized Service Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	8,741.00
2000-2999: Classified Personnel Salaries	6,905.00
4000-4999: Books And Supplies	2,168.00
5000-5999: Services And Other Operating Expenditures	9,261.00
None Specified	202,248.00

Summary of Expenditures in this Plan

Centralized Service Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	8,741.00
2000-2999: Classified Personnel Salaries	Title I	6,905.00
4000-4999: Books And Supplies	Title I	2,168.00
5000-5999: Services And Other Operating	Title I	9,261.00
None Specified	Other	88,103.00
None Specified	Title II Part A: Improving Teacher Quality	45,163.00
None Specified	Title III	68,982.00

Summary of Expenditures in this Plan

Centralized Service Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	229,323.00

Summary of Expenditures in this Plan

Combined Total Expenditures by Funding Source

Total Expenditures by Funding Source (School Goals)		Total Expenditures by Funding Source (Centralized Service)	
Funding Source	Total Expenditures	Funding Source	Total Expenditures
District Funded	500.00	Other	88,103.00
LCFF Supplemental/Concentration (At-Risk)	36,900.00	Title I	27,075.00
LCFF Supplemental/Concentration (English Learners)	15,687.00	Title II Part A: Improving Teacher Quality	45,163.00
Title I	48,500.00	Title III	68,982.00
Unrestricted	9,400.00		

Funding Source	Total (School Goals)	Total (Centralized Services)	Total (Combined)
Unrestricted			
Title II			
Title III			
LCFF Supplemental/Concentration (At-Risk)			
LCFF Supplemental/Concentration (English Learners)			
District Funded			

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mark Murphy	X				
Marisa Kanemaki		X			
Kelly Hernandez		X			
Michelle Mulligan			X		
Maryiekim Ayala				X	
Christine Doan				X	
Daisy Talavera				X	
Lisa Carter			X		
Mary Twomey		X			
Numbers of members of each category:					

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 1/8/15.

Attested:

Mark Murphy

Typed Name of School Principal

Signature of School Principal

Date

Mariekim Ayala

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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):**

- | | |
|--|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0; border-top: 1px solid black;"/> 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 1/8/15.

Attested:

Mark Murphy		1/13/15
Typed Name of School Principal	Signature of School Principal	Date

Mariekim Ayala		1/13/2015
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Centralized Services 2014-15
Hayden School

Program	Services provided by the district	Value of the Services
Title I	Parent Involvement	
Title I	Professional Development	
Title I	Instructional Support Personnel	
Title I	School City Data System	
Title I	Supplemental Materials	
Title I		
Title I		
Total for Title I		\$ 74,286
Title II	K-2 CSR	
Title II		
Totals for Title II		\$ 41,938
Title III	All Day K	
Title III	Professional Development	
Title III	Parent Involvement	
Title III		
Title III		
Total for Title III		\$ 27,724
LCFF - EL	All Day K	
LCFF - EL	Professional Development	
LCFF - EL	Instructional Support Personnel	
LCFF - EL	Parent Involvement	
LCFF - EL	School City Data System	
LCFF - EL	Supplemental Materials	
LCFF - EL		
LCFF - EL		
Total for LCFF - EL		\$ 49,617
LCFF - At Risk	All Day K	
LCFF - At Risk	Professional Development	
LCFF - At Risk	Instructional Support Personnel	
LCFF - At Risk	Parent Involvement	
LCFF - At Risk	School City Data System	
LCFF - At Risk	Supplemental Materials	
LCFF - At Risk		
LCFF - At Risk		
LCFF - At Risk		
Total for LCFF - At Risk		\$ 77,540

Hayden Elementary School Parent Involvement Program

Key:	<i>1- Parenting</i>	<i>2- Communicating</i>	<i>3- Volunteering</i>	<i>4- Decision making</i>			<i>5- Learning at Home</i>				<i>6- Community Collaboration</i>			
Key	Funding Source	Activity	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Ex: 1,2	Title I	Parent Meetings—SSC				X		X		X		X		
1,2	EIA/LEP	Parent Meetings--ELAC					X			X			X	
1,2,5,6	Title I	Parent Power Lunch							X					
2,3	PTA	Jog-A-thon					x							
2,3,4,6	PTA	Fall Festival				X								
2,3,4,6	PTA	PTA meetings		X	X	X	X	X	X	X	X	X	X	X
3,4,5,6	PTA	Book Fairs					X						X	
3,6	NA	Read Across America-Volunteers									X			
3,6	PTA	Skate Nights			X	X	X	X	X	X	X	X	X	X
5,6	Title I	Math Night								X				
5,6	Grant	Science Night										X		
3,6	Title I	Volunteer Tea											X	
6		Winter/Spring Concerts						X					X	
2,3,5,6		Classroom volunteers			X	X	X	X	X	X	X	X	X	X
1,2,6	Prop 49	PRIDE Open House			X									
1,2,6		Back to School Night			X									
1,2,6		Open House								X			X	
2,6	PTA	McTeacher Nighrt					X							

