

# The Single Plan for Student Achievement

**School:** Shell Beach Elementary School  
**CDS Code:** 40-68759-6043111  
**District:** Lucia Mar Unified School District  
**Principal:** Dr. Sammie Cervantez  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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## School Vision and Mission

### Shell Beach Elementary School's Vision and Mission Statements

#### Vision

Shell Beach Elementary School's vision is to ensure our students are well rounded individuals committed to making a difference in their world.

#### Mission

Shell Beach Elementary School is committed to ensure that our students have a positive impact in our global society, Through an emphasis in academic rigor, a focus on critical thinking, creativity, collaboration, and communication, fine art integration, technology instruction, and an emphasis on citizenship Shell Beach Elementary strives to create a community of life-long learners and contributors to society at both the local and international level.

## School Profile

Shell Beach Elementary School is located in the beautiful coastal community of Shell Beach, California. Our school serves students from across the Five Cities area, Nipomo, and San Luis Obispo. Though our school continues to grow (we currently have approximately 430 students), we continue to maintain a "small school" feel. This small school feel is due in large part to our dedicated team of teacher, parents, and community volunteers. Teachers take a vested interest in our students and develop lasting relationships with students and families. Parents play a critical role in the success of our students. On any given day, more than 15 parent volunteers work in classes across our school. These parents not only provide teacher support in copying, creating materials, organizing materials but more importantly provide small group instruction in classes where appropriate. Over time, we have developed strong community partnerships with the Pismo Police Department, Cal Poly, and local businesses. These community partnerships help students to feel a part of the larger community and provides an outlet for enriching learning opportunities.

#### Staffing

##### Certificated:

Our team consists of one TK teacher, three Kindergarten teachers, 3 first grade teachers, 2 second grade teachers, 3 third grade teachers, two 4th grade teachers, two fifth grade teachers, and 3 sixth grade teachers (this includes our job-sharing position). Our average class sizes in our primary classes is 22 (though our first grade classes are impacted with an average of 29 students) while our average class size in our intermediate grades is 29. In addition to our general education classes listed above, we also have one full time resource teacher and one part time resource teacher who works with students who have an identified learning disability. We are also proud to run to the district's Therapeutic Learning Class which serves some of our district's most behaviorally challenged students in grades K-5. We also serve students from across the district in grades K-8 in our Home School program which operates at our school.

##### Classified:

Our teaching staff is further enhanced by a team of devoted classified staff members. Our classified team includes a full time secretary and a part-time attendance secretary. Our librarian's thirty hour week allows us to encourage a love of literacy while our School Technology Assistant's 25 hours a week is devoted to providing students with much needed digital citizenship and computer skills. Our two playground supervisors ensure our students have a safe environment in which to play and grow. Their focus on identifying and recognizing positive character traits in our students help to foster more positive playground behaviors. Our TK and K classes are supported by three hour Instructional Assistants who work diligently to support student learning. Our students who require additional assistance through IEPs have access to a committed group of seven IA who collaborate with teachers to ensure individual student needs are met. A full-time day custodian and a part-time evening custodian rounds out our classified staff.

##### Support Staff:

Our team wouldn't be complete without the support provided by a variety of other team members. Our part-time School Nurse plays an integral role in ensuring our students are healthy and safe as well as providing much needed learning to staff on a variety of health-related issues. Our part-time counselor provides small group counseling to students struggling with a variety of issues including divorce, grief, anger/impulsivity issues, and social isolation. She also works with teachers to develop and deliver class room lessons on a wide range of topics. Our part-time school therapist provides students with individual counseling. Our part-time Speech Pathologist, School Psychologist, and Occupational Therapist are vital to the success of some of our neediest students.

## Instruction

Shell Beach is committed to providing students with a rigorous curriculum that has relevance for today and the future. We are educating our students for careers we can not yet imagine. To that end, we place on emphasis on 21st century skills: collaboration, communication, creativity, and critical thinking.

### Math Instruction:

With the adoption of our new math curriculum in TK-5, comes a shift on our pedagogical approach to math. Our new program relies on the constructivist approach to mathematics. This allows students to come to their own discoveries in math. Students are encouraged to talk about various solutions to one problem. Students need to construct their own understanding of each mathematical concept, so that the primary role of teaching is not to lecture, explain, or otherwise attempt to 'transfer' mathematical knowledge, but to create situations for students that will foster their making the necessary mental constructions. We are actively helping students to develop a mathematical mindset through ensuring that mathematical goals focus on learning, tasks promote reasoning and critical thinking, use and connect mathematical representations, facilitate meaningful math discourse, pose purposeful questions, build procedural fluency from conceptual understanding, support productive struggle, elicit and use evidence of student thinking.

To further enhance math instruction, students in grades 3-6 have access to KAHN Academy. The use of KAHN Academy allows students to get either the remediation or the acceleration they need. Students are also encouraged to further develop their math skills through the use of Extra Math. 6th grade students also have access to DreamBox which is an online program that helps students develop a mathematical mindset.

Classroom assessments, district assessments, online program feedback, and state testing are all used to measure students progress and mastery of skills.

### Language Arts Instruction:

We have a strong emphasis on reading and written literacy. Most of our classes run literacy centers as an integral part of their Language Arts instruction. Centers allows for teachers to see all students over the course of the week and to focus instruction to best match students' individual needs. Leveled readers continue to be strategically used through 5th grade. Students in the intermediate grades also read various class novels which focus not only on literary skills but on character development as well. Students are exposed to wide variety of both fiction and non-fiction materials throughout the course of the school year. Writing across various genres continues to be another place of emphasis in our Language Arts program. Using the Write From the Beginning and Beyond framework, students write for a variety of purposes and audiences.

Students in TK-3 are assessed using Fountas and Pinnell. These results help to guide the development of our guided reading groups. Students in grades 3-6 are assessed using the STAR test which is Accelerated Reader's reading comprehension measure. Accelerated Reader allows students to find high-interest books in their reading range and keeps track of reading comprehension growth over time. For students in the intermediate grades who are struggling readers, RazKids is used. Like Accelerated Reader, this online tool measures students' progress towards grade level reading comprehension over time. Students have access to this online resource three days a week with the support of our TK/K team as well as any other time they have access to the internet.

Teachers have started exploring instruction in the Next Generation Science Standards. Lessons are being developed and there is an emphasis in collaboration, communication, creativity, and critical thinking.

Thinking Maps continue to be a strategy that is used across disciplines as a learning tool. They are used to help organize student thinking and learning in a structure that allows them to take their learning "off the page" into deeper and more meaningful writing. We have provided explicit professional development on the use of Thinking Maps over the past three years. They continue to be modeled during professional development with teachers.

We are continuing to develop our skills in the area of integrated/designated English Language Instruction. While our language learners represent a very small number of students we serve, we recognize that explicit instruction in language acquisition is beneficial for all students.

## Enrichment Opportunities

### The Arts:

We are proud to be committed to the arts. With full financial support of our parents, students in grades TK-6th grade receive 6 weeks of art instruction through the Children's Creative Network. Through a combination of PTO and LCAP grant monies, students in grades TK-3rd grade receive music instruction. With an emphasis on rhythm, melody, tone, and pitch students learn a variety of

multi-cultural songs. The culminating activity includes a school wide performance for parents. To round out our emphasis on the arts, we offer music instruction in 4th and 5th grade as well as 6th grade band. These offerings are sponsored by the district.

#### Creative Opportunities:

We are committed to ensuring our students have a well-rounded education. To that end, we offer a variety of enriching before, during, and after school opportunities for students. Students interested in robotics can choose to participate in two different Robotics clubs. Both led by parents, students in intermediate grades can participate in VEX Robotics or Blocklybot programs. Both these opportunities provide student to learn 21st century skills such as critical thinking, collaboration, communication skills. Students who have a competitive streak and want to learn logic skills participate in our Chess Club organized and orchestrated by Dr. Chess. For those students who have a flair for the dramatic, Shell Beach families coach students through collaboration, critical thinking, communication, and creativity in five Destination Imagination teams. Interested in lay-out and design? If so, students can participate in the Yearbook Club. Students looking to make an impact at school and in the community participate in our Student Council. For the readers out there, we offer an Accelerated Reader incentive program which recognizes students for their reading. With the support of our PTO, 4th-6th grade students Walk Through California, the American Revolution, and Ancient Civilizations with engaging Walk Through History assemblies. Students identified as gifted participate in our GATE program which offers students extended learning opportunities in STEAM based activities.

#### Academic Support:

Students who need additional support in academics can participate in our homework club. Sixth grade students looking to solidify learning in key math concepts participate in before school tutoring. As mentioned in earlier sections, students also have a variety of on-line supports they can use including Raz-Kids, Kahn Academy, Clever, Starfall, and ConnectEd.

#### Parent Involvement

Shell Beach Elementary is proud to promote a culture that makes families feel welcome. Parents have a variety of ways to get involved at the school. Parents can join our PTO or serve on School Site Council. Our success as a school community relies heavily on the efforts of our PTO. Our PTO hosts two major fundraiser events every year. Our Jog-A-Thon in the fall brings families together at the beginning of the school year. This year's event raised more than \$27,000. These funds allow for extra support services such as an Instructional Aide in Kindergarten, additional yard supervision, and the aforementioned art and music services. Our second fundraiser is our annual parent auction. Last year this even raised just over \$20,000. Those funds were spent on upgrading technology across our school. All classes now have large display screen televisions. Our 6th grade team shares a Chromebook cart while our 3rd-5th grade classes share a separate one. Additional Chromebooks were also purchased for our primary teachers.

If committee work does not sound appealing, parents can volunteer in the classroom or in the office. Classroom volunteers spend time reading with students, leading small groups, and working on arts/crafts. Office volunteers help with copies, laminating, and other front office tasks.

Our volunteers put in hundered of hours every week to help make Shell Beach the best place possible for children.

#### Family Activities

We know that a strong network of family support is critical to our students' well-being. With that in mind, we offer several different family events throughout the year to promote a bond between school and home. In addition to the traditional Back to School Night and Open House, we offer a Catch the Wave event which takes place before school starts. This event connects families, gives them a chance to learn about things are doing, and find out their teacher placement. This event is well attended with about 250 of our families attending each year. Connections are also fostered through our annual Family Picnic event. This event takes place in the fall and allows families to come and have lunch with their children. This, too, is a well attended event with close to 300 people joining us for a family picnic lunch. Our annual Art in the Dark, which highlights artwork of our TK-3rd grade students is always a family favorite as well as families roam the halls looking at students art work, enjoy holiday music, grab a snack or two, and visit our book fair. Our book fair is a another family favorite event each year. Hosting the book fair every year not only helps to promote a love for literacy, but also allows students to develop a sense of autonomy in their reading. This event, hosted twice a year, serves as a give-back to the teachers through earning books as well as through the purchase of an annual subscription to Time for Kids. On a monthly basis, we recognize students for a selected character trait. Families of the recipients are asked to keep it a surprise and show up on the day to see their child be recognized with the award. Monthly restaurant hosted give-back night are another way to bring the school

#### Community Outreach

The community has traditionally been a huge supporter of our school and students. In order to promote a sense of pride among our students, each grade level was asked to pick a community outreach project. These have largely been student driven. For example, our 5th grade our bake sale raised over \$700 for Alex's Lemonade Stand and almost 100 pairs of pajamas were collected and donated to a child cancer hospital through the efforts of our Student Council. Other community outreach projects include collecting dog toys for Woods Human Society, painting kindness rocks to be placed in the community, and writing letter to service men and women in honor of Veteran's Day.

## **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).

Administration works closely with PTO to ensure the best possible educational experience for our students. In order to ensure that all stakeholders voices are heard, administration works with the PTO to create an annual surveys. One is specific to staff and the other is specific to families. Below is data from the surveys that helped to inform our decision making this year.

Staff was asked which school events they felt promoted a positive school culture/climate. A summary of their responses is listed below:

80% of staff "love" or "can't due without" the family picnic.

80% of staff felt the same about our annual Trunk or Treat event.

73% of staff "love" or "can't live without" Art in the Dark.

53% of staff "love" or "can't live wihtout" family restuarant nights.

Thier comments included:

"I love the Dc Burnstein Night becuae it gives me the chance to connect with former and future Shark families".

"Events that are later in the year gives me the chance to get to know more families".

"It's hard to stay late, but even harder to attend weekend events".

Staff was also asked to asked instructional support provided by the PTO. A summary of their responses is provided below:

87% of teachers appreciate the extra funding they receive for classroom supplies.

80% of teachers appreciate the extra funding they receive from the Jog-A-Thon (this is a percent back from what is raised from their class).

67% of teachers feel the instruction in the fine arts is important to maintain.

20% of teachers feel the Walk Through Assemblies are essential (the low percent is because this is only offered in the intermediate grades)

Comments included (for confidentiality purposes some names have been deleted):

"Love drama and Connors but could do with out \_\_\_\_ and \_\_\_\_\_. Maybe spend money on technology."

"Mrs. Conners is mazing! If we do music next year we might want to hire someone other than Mrs. Hacker. The students were not engaged in her lessons."

"I want our students to have art, drama, and music but only if it is of very high quality. I have been very unhappy with the quality of the art and music from \_\_\_\_\_ and \_\_\_\_\_. Very weak and so NOT worth the money! Let's spend the money but have people audition/interview for the positions. Maybe don't use CCN at all. I bet we could hire Susan Connors freelance to do art. Loved Carter and Amauger for Music."

"I wish that teachers whose classes don't raise a lot for Jog-a-Thon weren't punished by getting very little money. I can't force people to donate and sometimes it just depends on your family make-up and class size"

"For the electives, the quality of teachers/instruction varies, but I am so thankful that we get it! Thank You!"

"Reimbursing teachers for classroom costs is a great way to spend money. I would like to see an increase in the monies given to teachers. Today I bought science books for my class that totaled \$170. And that's a small portion of what I spend each year. Thanks!"

When asked what else the PTO could support or other changes that could be made, staff made the following comments:

"I think the music component of Children's Creative could be dropped. The primary grades incorporate into their curriculum and the intermediate grades get it through the district."

"I am extremely happy at Shell Beach and am impressed with all the work our families do to support our students and all of us!"

"Technology for classrooms, such as Chromebooks."

"Can't think of any."

"Technology for our hopefully new wifi coming!"

"I'll keep thinking."

"Technology, obvi."

"Oh, you know, start that savings account for a school kitchen so students can practice real world math and science. Not to mention responsibility by adopting the MPR for clean up. That's all..."

"Possible LST for upper grades for math support/intervention. We do not receive any support."

"Um....not sure...."

Interestingly, staff was interested in continuing character education, but survey results suggest they wanted something different than what we have been doing. To that end, we are bringing in a new guest speaker.

Family surveys addressed two different topics: School climate and instructional support. Below is a summary of their responses.

#### School Climate/Culture

96% of families reported feeling that their child was safe at school.

90% of families feel the principal is visible at school and at school events.

86% of families feel the office is warm and welcoming.

80% of families reported feeling our staff is invested in making their child successful.

65% of families feel welcome when volunteering.

Family comments included:

"I have felt very fortunate knowing that my daughter is in Mrs Peters' classroom. She is a wonderful teacher and it is a joy seeing her interact with the children. Nicole in the front office is always very helpful and welcoming. I'm so happy this is our school and I'm looking forward to our next six years here."

"Additional supervision of playground."

"If you've labeled the child as a problem child, your staff has continued to take known each year my child has moved up a year. I have noticed this year he is pushed to the side and talked to like a troubled child instead of encouraging to be his best. I very disappointed with the lack of help the school offers to the average child."

"How can you prevent a "bad person" from entering campus? There is no lock on the front gate and anyone can enter campus at anytime in the morning without checking into the office."

"Love this school."

"You put kids in a special class to help with reading levels, but you don't follow through to make sure it is helping. The teachers don't help enough with math lessons either. They go over a lesson and then a test on Friday whether you know it or not. I also don't believe in giving out so many awards. What about the children that aren't getting one?"

"We have had nothing but positive experiences at SBE, we hope as we enter 4th grade to continue this experience."

#### Instructional Support:

Families were asked to rank a variety of instructional supports currently in place. Below is a summary of the responses.

Technology was ranked as the number one priority.

Art came in as a second priority followed by character development as the third priority.

Rounding out the top five priorities were music and field trips

Families were also given the opportunity to respond open-endedly to the question, "Is there anything else we should be doing to make Shell Beach better?". Below are their unedited responses:

"If the classrooms are to be multi-use...direct instruction, group instruction, hands-on (learn by doing) the classroom design may want to reflect that-furniture that is movable, sinks in the classroom, storage for manipulative without having to take out 10 items to get to one..functional. A way for teachers to transition from one activity to another without having to rearrange a classroom. An administrator may find teachers doing more with their class if it was easier on them. It may be the one thing that prevents a teacher from 'thinking outside of the box' if the classroom does not allow for that kind of flow."

"It would be nice to have the portables removed and replaced with new permanent structure.  
"Better use of email communication with teachers more technology in classrooms Spanish classes".  
"We need wifi in the classrooms!"  
"Repair drinking fountain , repair leaking roof in library."  
"Focused age group play. Dance or movement classes."  
"Social skills, etiquette skills, a lot more communication between the parents and teacher."  
"Spend money on ways to get kids finished at school so they can come home with little or no homework. that way they won't get burned out on school, and they will be well balanced in family activities too."  
"Technology is important, but don't get too hung up on it. The research is showing that technology, especially for kids in this age group, is not as important as "old school" approaches to learning. Reading, writing and arithmetic are all better if taught WITHOUT computers. Testing is fine on computer, but don't believe the hype from the software companies that kids learn better with computers. They don't....they need teachers, workbooks and a pencil to learn most basic subjects. :) Keep up the good work."  
"Website calendar is hard to check by mobile... Can this be made mobile friendly? -Judkins and AGHS both have good examples of Facebook announcements (weekly or more frequent); Shell Beach communication improved immensely from last year (Thank You!), this is just another suggestion. -Allow lunch on the grass again, not shutting the kids up in the MPR. Form litter patrols? Awards for neatest class? It was so nice eating lunch on the grass; there must be a way to work out the litter and bird problem."  
"The entire school needs a rehab! It is falling apart and it shows. Roofs with leaks, mold in walls, outdated structures. The school needs a bit of TLC so that it is an enjoyable place for the children to learn and the staff to work."  
"More friendly staff out front when children are being dropped off and picked up.. You would think they were at national camps."  
"Shell Beach sends home far more work than other school's in the area. Maybe less playing and more doing during the day would produce far less work that has to be done after school."  
"We are increasingly frustrated by how heavily weighted test scores are on our student's grades and overall evaluation. Not all children test well and although our child does okay it is stressful at times when one bad grade on a quiz knocks his overall grade in that subject down to a C or D. Takes a lot of near-perfect quizzes to make that up. We would like to see additional work, homework, opportunities provided to assist in this area."  
"There are way too many parties at school, including celebrating each child's birthday with junk food. Why don't you celebrate all birthdays on one day so you can include summer birthdays?"  
"Parking and pick up is a huge problem. I would rally the community for donations of materials to convert the "grass" area into additional parking."  
These questions allowed us to reflect on a variety of concerns and we are working to address those that are within our control.

Changes continue to be made and options continue to be explored to meet the diverse responses from families.

### **Classroom Observations**

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

SBE teachers are observed on a regular basis. Below is a summary of the types of observations that take place.

Walk-Throughs: Site administration, our Teacher on Special Assignment (TOSA), and district level administration conduct regular walk-throughs. These walk-throughs may be scheduled or unscheduled. These walk-throughs serve a variety of purposes including developing a deeper understanding of current practices, student observations, and analyzing classroom management.

Instructional Walk-Throughs: These observations can be conducted by any of the staff listed above though most frequently conducted by site administration. The purpose of these observations is to provide specific coaching/feedback on instructional practices. Examples of these may include observing classes for implementation of Late Start Monday (LSM) professional development or observing progress towards a teacher's Educational Progress and Review (EP&Rs) goals.

Teachers receive feedback from the above-mentioned types of walk-throughs either verbally or on a shared Google doc. The shared doc format allows us to have an on-going conversation about practices and serves a running record of their progress.

Formal Observations: These observations are conducted by site administration and at times district level personnel. These are scheduled observations and are part of a teacher's annual evaluation process.

TIP Observations: New teachers receive additional support from their Teacher Induction Process (TIP) support providers. These observations are scheduled with the teacher and focus on an identified area of need.

As requested, teachers may observe one another or those at another site.

Data from these walk-throughs are used for a variety of purposes. Data is used to help shape professional development as well as to better understand the various types of support our teachers need. These observations provide the opportunity to have real conversations with teachers about what students are doing in their class. We are in the process of learning to focus on what the student is doing rather than what the teacher is doing. This shift will help us to better guide teachers to meeting the needs of all their students.

### **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)**

This year, students in grades 3-6 will take the Smarter Balance Consortium Assessment (SBAC) which provides students, parents, schools, and districts data regarding students' progress towards meeting Common Core standards.

Students in grades 3-6 will take the Measurement of Academic Progress (MAP) assessment three times this year. This assessment measures students' progress towards individual goals in reading comprehension, language arts, and mathematics. 4th-6th grade students are formally assessed in writing with the District Writing Assessment. TK-3rd grade students are formally assessed in writing throughout the year.

Students in grades 1-2 will take the MAP assessment three times a year. This assessment measures students' progress towards individual goals in mathematics.

Fountas and Pinnell running records, a measure of reading fluency/comprehension, provide teachers ongoing information regarding students' progress towards grade level fluency in grades 1-3.

TK-K students are assessed in letter/sound recognition as well as sight words and number sense throughout the year.

Respective data from the above-mentioned assessments allow teachers the opportunity to refine instructional practices to meet students' needs. Additionally, the data provides staff with a school-wide perspective of our areas of strength and areas for growth.

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

In addition to the assessments mentioned above, teachers use a variety of formative and summative assessments which measure students' progress towards mastering standards. Students struggling to meet standards are provided additional re-teaching opportunities while students who have met or exceeded are provided with acceleration opportunities.

## Staffing and Professional Development

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

Lucia Mar Unified School District (LMUSD) works diligently to ensure that SBE is staffed with a highly qualified staff. Support is given to staff members who have not met this distinction. Currently, all SBE teachers meet the highly qualified status.

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

All of our teachers are appropriately credentialed.

Teachers have a variety of opportunities for professional development. On a weekly basis, teachers participate in Late Start Mondays. These sessions are a blend of grade level span, whole group, and independent learning opportunities. A large portion of this time is devoted to navigating our new math adoption. Other key topics include integration of technology, English Language Development, data analysis, Next Generation Science Standards, and other site-driven needs. These opportunities are designed and presented by our Teacher On Special Assignment, ILT members, and administration.

In addition to site based professional development, teachers have the opportunity to participate in district-facilitated professional development. Hosted by teachers who are experts in their fields, these sessions span a large variety of topics across multiple grade levels.

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

SBE believes strongly in providing effective professional development to our team. Our professional development is driven by teacher needs, students assessment results, and district initiatives. One example of this is evident in our professional development sessions that focus on integrating performance tasks throughout the year. We came to this conclusion based on an analysis of student performance data on state performance tasks. Another example of this is the focus on developing technology skills that promote student engagement and learning. This became a clear need in not only teacher surveys, but in grade level needs meetings.

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

Teachers receive ongoing instructional support in a variety of ways. New teachers have access to TIP (Teacher Induction Program) mentors who work with them on a variety of areas including classroom management, lesson planning, instructional strategies, and developing effective parent involvement. TOSAs (teachers on special assignment) at both the site and district level are available to demonstrate lessons, lesson plan, and collaborate in a multitude of other ways. Site administration also works with staff providing coaching.

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

Teacher collaboration occurs routinely at SBE. Structured collaboration occurs during facilitate professional development on a weekly basis. Throughout the year, teachers have ten sessions that are dedicated to teacher selected collaboration topics. In addition, teachers have twice weekly prep sessions which allows them yet another opportunity to collaborate.

## Teaching and Learning

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

Language Arts and Mathematics curriculum are state-board adopted and are aligned to Common Core Standards. Teacher expertise is also employed as additional material is introduced to supplement current curriculum. Whether it is state board adopted curriculum or curriculum that is teacher designed, teachers have the responsibility and obligation to ensure that the material is aligned to Common Core standards.

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

Teachers submit their daily schedules to administration for review at the beginning of the year to ensure compliance. SBE is in compliance with the required number of instructional minutes.

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

Providing intervention times continues to be a struggle for our site. It is difficult to find a time where students are not missing core instruction. That said, we continue to offer intervention to identified students.

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

SBE ensures that all students have access to standards-based instructional materials. We work closely with teachers to determine their need and then work with the Curriculum Department to ensure those needs are met. Upon request, students have access to materials to be kept at home for additional support.

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)

Language Arts and Mathematics curriculum are state-board adopted and are aligned to Common Core Standards. Teacher expertise is also employed as additional material is introduced to supplement current curriculum. Whether it is state board adopted curriculum or curriculum that is teacher designed, teachers have the responsibility and obligation to ensure that the material is aligned to Common Core standards. Our Intervention Teacher uses a variety of resources all of which are aligned to state standards.

Opportunity and Equal Educational Access

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

Effective good first instruction is critical in ensuring that underperforming students meet standards. Teachers have regular opportunities to collaborate with grade level peers to discuss best practices, analyze student data, and lesson plan.

Kindergarten students receive additional support through an extended day schedule on a needed basis. To fully maximize student learning, our kindergarten program operates as a full day model as does our transitional kindergarten program. Our transitional kindergarten class is supported with a three hour instructional aide which is fully funded through the district. Our kindergarten team is supported by a three hour instructional aide as well. This aide is shared between three classes and is supported through our PTO.

1st and 2nd grade students who have not met grade level expectations in literacy receive additional support with our part time intervention teacher.

3rd-6th grade students struggling with literacy have access to additional support through an on-line reading program.

2nd-6th grade students have the opportunity to remediate and accelerate their literacy skills with Accelerated Reader.

Students who are at risk of not meeting standards can be referred by their teacher or by parent to the Student Success Team (SST) process. Support team members (teacher, principal, school psych, school nurse, speech/language therapist, school counselor) meet with the parents (and student when appropriate) to discuss strengths and areas of concern. The team then develops and monitors a plan to help the student be more successful. Student progress is monitored. If unsatisfactory progress is made, additional resources may be provided including, but not limited to, psycho-educational evaluation for possible Special Education services.

#### 14. Research-based educational practices to raise student achievement

Shell Beach Elementary School routinely uses research-based strategies to enhance academic achievement: Effective first instruction is critical to student achievement. Effective first instruction includes setting clear and measurable objectives, providing meaningful, relevant, and engaging lessons, and formative/summative assessments. Small group instruction is a routine practice in classes across all grade levels. Differentiated instruction is also used to ensure both remediation and acceleration opportunities. Thinking Maps as learning tool is a routine practice across our school.

#### Parental Involvement

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

District funding supports funding our Intervention teacher and an instructional assistant (IA) in our TK class.

Site LCAP funds support additional hours for our School Technology Assistant (STA). Additional hours allow for not only greater access to our traditional computer lab but more importantly they provide for the opportunity for the STA to provide in class for teachers who are honing their skills not only in their own knowledge of technology but how to integrate technology into meaningful instruction for students.

PTO fully funds an IA in our three kindergarten classes.

#### 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)

Site administration takes primary responsible for taking into consideration district priorities and SBE's current practices and drafting the initial plan. Teacher input on goals is then solicited. Once revisions are made based on teacher input, the plan is then shared with the School Site Council for final review. Revisions to the plan are initiated by site administration throughout the year and brought to SSC for approval as necessary.

#### Funding

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

"Categorical funding" that supports SBE's efforts include:

Title II monies help to support English Language Learners.

Title III monies help to provide on-going professional development which has a direct impact on teachers' practices thereby supporting all students towards mastery of goals.

#### 18. Fiscal support (EPC)

Additional funding sources include:

LCFF funding (both at the district and site level)

General Funds

PTO support

A variety of grants to support our goals are also sought throughout the year.

## **Description of Barriers and Related School Goals**

Shell Beach Elementary has a long history of academic excellence. However, there are barriers that prevent us from achieving at even higher rates.

One barrier to our success is our changing student/family dynamic. We have seen an increase in divorced families, children living with non-parental custodianship, children qualifying for Families in Transition services as well as students qualifying for free and reduced lunch. Each of these groups of students come with a unique set of needs. Our barrier to their success continues to be how to provide optimal services for these students with a minimal budget.

As mentioned earlier, we have a long history of academic success. While this is a positive in many ways, it is a detriment in that it is difficult to use achievement as a leverage for change. Finding ways to help staff see the urgency in helping ALL students succeed continues to be a barrier to our success.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	62	65	63	61	60	63	61	60	98.4	96.8	92.3
Grade 4	55	63	62	53	62	61	53	61	61	96.4	98.4	98.4
Grade 5	69	58	61	65	58	60	65	57	60	94.2	98.3	98.4
Grade 6	68	64	59	65	62	58	65	62	58	95.6	96.9	98.3
All Grades	256	247	247	246	243	239	246	241	239	96.1	97.6	96.8

\* 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	2438.5	2437.7	2458.3	25	23	41.67	30	38	25.00	25	16	15.00	19	23	18.33
Grade 4	2512.2	2475.4	2487.2	36	25	32.79	32	33	22.95	21	11	22.95	11	31	21.31
Grade 5	2535.6	2542.6	2509.6	23	33	20.00	49	37	38.33	20	12	18.33	8	18	23.33
Grade 6	2575.0	2572.8	2580.9	32	24	32.76	38	55	37.93	22	11	22.41	8	10	6.90
All Grades	N/A	N/A	N/A	29	26	31.80	38	41	30.96	22	13	19.67	11	20	17.57

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	21	26	41.67	52	56	36.67	27	18	21.67
Grade 4	38	26	32.79	49	43	49.18	13	31	18.03
Grade 5	32	39	23.33	54	39	58.33	14	23	18.33
Grade 6	28	24	36.21	52	60	50.00	20	16	13.79
All Grades	29	29	33.47	52	49	48.54	19	22	17.99

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	14	30	27.12	63	46	54.24	22	25	18.64
Grade 4	45	30	34.43	45	49	44.26	9	21	21.31
Grade 5	34	54	28.33	55	35	50.00	11	11	21.67
Grade 6	42	45	43.10	54	42	48.28	5	13	8.62
All Grades	33	39	33.19	55	43	49.16	12	17	17.65

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	35	16	33.33	52	64	60.00	13	20	6.67
Grade 4	36	23	19.67	55	62	67.21	9	15	13.11
Grade 5	20	25	23.33	69	65	66.67	11	11	10.00
Grade 6	28	27	29.31	68	69	67.24	5	3	3.45
All Grades	29	23	26.36	61	65	65.27	9	12	8.37

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	37	31	46.67	56	48	38.33	8	21	15.00
Grade 4	32	23	29.51	64	54	52.46	4	23	18.03
Grade 5	46	46	30.00	46	47	45.00	8	7	25.00
Grade 6	48	47	46.55	46	44	46.55	6	10	6.90
All Grades	41	37	38.08	52	48	45.61	7	15	16.32

**Conclusions based on this data:**

1. Students need to develop test-taking skills that will help them to more successfully navigate the SBAC.
2. Students need multiple opportunities to practice performance assessments and teachers need ample time to provide feedback to students.
3. Teachers need to continue to have the time to learn best practices in delivering Common Core standards as well time to ensure their instruction and assessments are aligned with SBAC testing.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	63	65	63	61	59	62	61	59	98.4	96.8	90.8
Grade 4	55	63	62	53	61	61	52	61	61	96.4	96.8	98.4
Grade 5	69	58	61	65	57	59	65	57	59	94.2	96.6	96.7
Grade 6	68	65	59	65	62	58	65	62	58	95.6	95.4	98.3
All Grades	256	249	247	246	241	237	244	241	237	96.1	96.4	96

\* 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	2439.6	2421.0	2459.2	19	10	30.51	27	36	40.68	38	30	13.56	14	25	15.25
Grade 4	2512.8	2470.8	2470.3	26	21	16.39	51	23	27.87	15	33	37.70	6	23	18.03
Grade 5	2514.4	2536.0	2496.5	18	28	16.95	23	33	20.34	43	21	30.51	15	18	32.20
Grade 6	2572.8	2583.9	2584.1	32	35	32.76	32	27	36.21	25	29	27.59	11	8	3.45
All Grades	N/A	N/A	N/A	24	24	24.05	33	30	31.22	31	28	27.43	12	18	17.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	16	40.68	52	52	40.68	21	31	18.64
Grade 4	44	28	24.59	46	38	36.07	10	34	39.34
Grade 5	22	33	22.03	45	42	40.68	34	25	37.29
Grade 6	40	40	51.72	43	42	34.48	17	18	13.79
All Grades	33	29	34.60	46	44	37.97	21	27	27.43

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	32	26	44.07	44	52	44.07	24	21	11.86
Grade 4	38	31	27.87	52	36	52.46	10	33	19.67
Grade 5	15	35	25.42	58	47	33.90	26	18	40.68
Grade 6	29	40	31.03	63	40	60.34	8	19	8.62
All Grades	28	33	32.07	55	44	47.68	17	23	20.25

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	29	26	37.29	53	61	45.76	18	13	16.95
Grade 4	40	25	21.31	46	48	54.10	13	28	24.59
Grade 5	22	23	15.25	58	60	40.68	20	18	44.07
Grade 6	32	45	34.48	54	50	50.00	14	5	15.52
All Grades	30	30	27.00	53	54	47.68	16	16	25.32

**Conclusions based on this data:**

1. Math continues to be an area for growth for Shell Beach.
2. third and sixth grades regularly provide opportunities for students to practice performance tasks. This is an area of focus in all grades to ensure students have ample opportunities to practice the skills required in a performance task.
3. Teachers will need dedicated time to develop their understanding of the Common Core standards and the level of rigor SBAC requires.

## 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							***		***						
1			***	***	***		***				***				
2			25	***		25		75	25		25	25			
3				***		25		***	75	***					
4						***		***	***		***				
5							***		***						
6					***		***		***						
<b>Total</b>			13	30	18	19	50	55	63	20	27	6			

#### Conclusions based on this data:

1. Shell Beach continues to have a small number of EL students. However, we recognize the need to ensure their unique needs are met in order to keep them in pace with their counterparts.
2. Our EL students have had access to designated ELD instruction in years prior to 2016-2017. This year, students will receive language instruction primarily through integrated ELD throughout the day.
3. Our largest group of EL students fall in the "Intermediate" category.

## 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				20			20	***	***	40	***		20		
1			***	25	***		75				***				
2			25	***		25	***	75	25		25	25			
3				***		25		***	75	***					
4						***		***	***		***				
5						50	***	***	50						
6					***		***		***						
<b>Total</b>			11	24	14	28	47	57	56	24	29	6	6		

#### Conclusions based on this data:

1. Data suggests that in order to move students forward, attention should be made to students' individual areas for growth (i.e.. are they struggling with listening, reading, or writing?). Greater attention should be paid to these areas by teachers.
2. Data suggests that we are making progress with our EL students as measured by the CELDT.
3. Data also suggests that our EL students need to continue to a priority for us so they are accessing educational opportunities just like their native English speaking peers.

## District Assessments

### NWEA MAP

#### Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
<b>3</b>	192.7	74	204.1	83	11.4	9.3	68
<b>4</b>	198.3	51	207.9	66	9.5	7.1	70
<b>5</b>	206.5	55	213.4	63	6.9	5.5	63
<b>6</b>	218.8	89	224.4	92	5.6	4.2	66

#### Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
<b>1</b>	172.6	96	188.5	95	15.9	16	55
<b>2</b>	189.6	99	200.9	96	11.3	13.3	62
<b>3</b>	188	34	203.4	60	15.4	11.3	73
<b>4</b>	197.1	21	207.8	27	10.8	9.6	53
<b>5</b>	210.5	45	217.7	39	7.2	8.5	44
<b>6</b>	222.8	76	233.3	87	10.5	6.9	79

**District Writing Assessment (DWA)**

Grade	Average Score
4	6.41
5	7.19
6	8.35

**ReadiStep College and Career Readiness**

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Eighth						

**PSAT College and Career Readiness**

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Sophomores						

## School District Goals

### Lucia Mar Unified School District Goals

**Student Success:** LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

**Goal #1:** **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

**Goal #2:** **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

**Goal #3:** **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

**Goal # 4:** **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

Each of our goals directly support the goals of the LMUSD.

## 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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Achievement</b>
<b>Lucia Mar Unified School District Goal:</b>
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 <sup>st</sup> Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
<b>SCHOOL GOAL #1:</b>
READING 1.) By June 2018, 75% of K-2nd grade students will demonstrate grade-level proficiency or above as measured by Fountas & Pinnell (F&P) Benchmark Assessment System (BAS). (Achievement Goal) 2.) In addition, 75% of K-2nd grade students will make at least one year's growth or more as measured by F&P BAS. (Growth Goal) 3.) By June 2018, 65% of 3-6th grade students will reach or exceed projected growth goals in reading as measured by fall to spring grade level NWEA MAP assessments. (Growth Goal)
MATHEMATICS 4.) By June 2018, 65% of 1-6th grade students will reach or exceed projected growth goals in mathematics as measured by fall to spring grade-level NWEA MAP Assessments. (Growth Goal)
CAASPP 5.) By June 2018, 75% (184) of 3rd-6th grade students will meet or exceed standards as measured by CAASPP in Language Arts. 6.) By June 2018, 60% (148) of 3rd-6th grade students will meet or exceed standards as measured by CAASPP in mathematics.
<b>Data Used to Form this Goal:</b>
A variety of data points went into forming the goals listed above. These data points include: F&P assessments in grades K-2. Prior MAP performance assessment data in grades 3-6. Projected performance on MAP for grades 1-2. Prior year's CAASPP data. A review of our performance as reported by the California School Dashboard.

**Findings from the Analysis of this Data:**

An analysis of the data suggests that SBE continues to set high expectation not only for academic achievement but for growth as well. Goals are set at high yet attainable levels. For example, reaching goals 8 requires moving 19 students from "nearly met/does not meet" band into the "meet/exceed" band. This same strategy of identifying specific numbers of students will be done for each of the goals listed above.

**How the School will Evaluate the Progress of this Goal:**

An analysis of the data at each grade level will determine whether or not goals in each grade level were achieved. Progress towards goals will be shared with the School Site Council, PTO, and the staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Supports goals 1&amp;2</p> <p>*TK and kindergarten teachers will provide direct instruction and small group instruction to all students. In order to provide the greatest opportunity for student progress, we have moved to a "full day" TK/K model.</p> <p>*District assessments will be administered and data will be monitored. Adjustments to instruction will occur as teachers monitor student progress towards goal.</p>	On-going throughout the year.	Teachers	1 transitional kindergarten and 3 kindergarten teachers that are fully funded through the district.	1000-1999: Certificated Personnel Salaries	District Funded	
<p>Supports goals 1&amp;2</p> <p>*1st-2nd grade teachers will provide direct instruction and small group instruction to all students. All 1st and 2nd grade students will take the Fountas and Pinnell reading assessment. Adjustments to instruction will occur as teachers monitor student progress towards goal.</p>	On-going throughout the year.	Teachers	<p>3 1st grade teachers and 2 second grade teachers that are fully funded through the district.</p> <p>Leveled reader sets will be purchased.</p> <p>District funded 60% Intervention teacher</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p> <p>District Funded</p> <p>District Funded</p>	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>*Additional leveled readers will be purchased in order to facilitate small reading groups. EL students will have access to these books as well.</p> <p>*Our 60% intervention teacher will support instruction in early literacy in grades 1 and 2.</p>			<p>Leveled reader sets will be purchased.</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>4035</p> <p>Title III Part A: Language Instruction for LEP Students</p>	<p>1169</p> <p>623</p>
<p>Supports goals 3, 4, &amp; 5</p> <p>*1st and 2nd grade students will complete the following MAP assessment cycle three times a year: Mathematics. Data will be analyzed and will be used to inform instruction.</p> <p>*3rd-6th grade teachers will complete the following MAP assessment cycle three times a year: Reading, Language (optional for 3rd grade), and math. Data will be analyzed and will be used to inform instruction.</p> <p>Data will also be used to determine GATE eligibility.</p>	<p>Three times a year as directed by the district</p>	<p>Teachers, School Technology Assistant, Site Administration</p>	<p>Assessment was purchased through district LCAP money. District may support site if additional hours are needed for School Technology Assistant to complete assessment support.</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>District Funded</p>	
<p>Supports goals 1-6</p> <p>*Students in grades 1-6 will have the opportunity to participate in after school tutoring/homework club. Homework club students are selected by teacher. Participation is voluntary. Focus may be on the direct need of the student in the targeted goal listed</p>	<p>Tutoring began after first trimester.</p>	<p>After school homework club teachers.</p>	<p>District LCAP monies fund this for our site.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
above.						
<p>Supports goals 1,2, &amp; 4</p> <p>*Our TK program is enhanced by a three hour Instructional Assistant. The role of this position is to assist the teacher in a variety of areas that includes, but is not limited to, one-on-one instruction, small group instruction, organizing learning materials, and assessments.</p> <p>*This position also includes an additional .75 hours to assist with TK playground supervision during lunchtime. This playground supervision includes assisting students in problem solving, learning how to socialize appropriately, and organizing structured play opportunities.</p>	*On-going	Teacher IA Site administration	<p>District funded three hour position.</p> <p>An additional .75 hours will be supported by PTO.</p> <p>Special Education IAs may provide assistance in the classroom as caseloads develop. While their primary function is to support Sp Ed students, they may also provide support to all students.</p>	1000-1999: Certificated Personnel Salaries	District Funded	
<p>Supports goals 1,2,&amp;4</p> <p>Our three kindergarten classes will share a 3 hour Instructional Assistant. The role of this position is to assist the teacher in a variety of areas that includes, but is not limited to, one-on-one instruction, small group instruction, organizing learning materials, and assessments.</p> <p>*This position also includes an additional .75 hours to assist with TK playground supervision during lunchtime. This playground supervision includes assisting students in problem solving, learning</p>	On-going throughout the year.		<p>PTO funded</p> <p>An additional .75 hours will be supported by our LCAP monies.</p> <p>Special Education IAs may provide assistance in the classroom as caseloads develop. While their primary function is to support Sp Ed students, they may also provide support to all students.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
how to socialize appropriately, and organizing structured play opportunities.						
<p>Supports goals 1-6</p> <p>*Students whose first language is not English will receive integrated English Language Development instruction. Our focus this year is providing language objectives as well as content objectives for all our students with the understanding that this strategy is most beneficial for those learning English.</p> <p>*Our most needy EL students will have access to Rosetta Stone as a tool for acquiring English.</p> <p>*A teacher will receive extra hours for monitoring student progress.</p>	On-going throughout the year.	Classroom teacher and site administration.	District has purchased license for Rosetta Stone and has given us access for 3 students.	7000-7439: Other Outgo	District Funded	
				1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	500
<p>Supports goals 1-6</p> <p>*Some classes may have access to a Special Education Instructional Assistant. While the IA's primary responsibility to provide push-in support to Sp Ed eligible students, all students will have access.</p>	On going depending on need	Site administration/ resource teacher/ classroom teacher/ Sp Ed IA	District funded Sp Ed IAs based on student need.	2000-2999: Classified Personnel Salaries	District Funded	
<p>Supports goals 1-6</p> <p>*Students will have increased access to our computer lab and Chromebook lab to facilitate learning in a variety of areas including, but not limited to,</p>	On-going throughout the year for ALL students TK-6.	Site administration/ teachers/ STA	Increased hours supported by the site budget. Our STA works 25 hours rather than the 15 hours supported by the district.	2000-2999: Classified Personnel Salaries	0709	8351

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>early literacy skills, reading comprehension assessments using Accelerated Reader, research skills, and computer literacy skills.</p> <p>*To ensure our staff is computer literate, our STA works closely with site administration to provide monthly professional development on technology integration.</p>			In addition to the 25 hours above, our STA will be given extra hours to provide monthly professional development to our teachers.	3000-3999: Employee Benefits	0709	4667
<p>Supports goals 1-5</p> <p>*A 60% intervention teacher provides remediation for students in 1st and 2nd grade who have not yet met grade level standards.</p> <p>*The intervention teacher may also help with assessments.</p>	On-going throughout the year.	Site administration/classroom teacher/intervention teacher		1000-1999: Certificated Personnel Salaries	District Funded	
<p>Supports goals 1,2,4&amp;6</p> <p>*TK/K teachers will provide small group instruction to students in 1st and 2nd grade 3 days a week.</p>	On-going throughout the year.	Site administration/classroom teacher	No additional funds are used to provide the additional support.			
<p>Supports goals 1,2,3&amp;6</p> <p>Starting in 2nd grade, students participate in Accelerated Reader. This year we are setting and monitoring point goals for students. This will help to ensure that students are reading at their appropriate levels.</p>	Site administration/classroom teachers/librarian/STA	Site administration/classroom teachers/librarian/STA	<p>Our site license for AR has been purchased by our PTO.</p> <p>District funding for books helps to ensure that we a wide reading range of books.</p>	None Specified	PTO	2,000
				4000-4999: Books And Supplies	District Funded	2349.36

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supports goals 4&5  *Students in grade TK-6 will engage in a rigorous writing program that will help to ensure students are proficient writers.	On-going instruction throughout the year.	Site administration/ TOSAs/ classroom teacher				
Supports goals 1-6 *The computer-based reading comprehension program Raz-kids will be purchased to serve as an intervention tool across multiple grade levels.	On-going throughout the year	Site administration/ Intervention teacher	Site licences will be purchased	5000-5999: Services And Other Operating Expenditures	0709	1000
Supports goals 4 & 6  *Students in grades 1-6 will be taking the MAP assessment in mathematics. Data garnered will be analyzed and instructional strategies including, but not limited to, small group instruction, math centers, and differentiated levels of KHAN Academy will be used as a result.	On-going throughout the year.	Site administration/ classroom teachers/ STA	License for MAP assessment is supported by the district			
Supports goals 4&6  *5th and 6th grade students in need of additional support in math, have access to tutoring 2 times a week.	On-going throughout the year.	Site administration/ 6th grade teacher	No funds are currently used to support this.			
Supports goals 1-6  *Students who qualify for GATE are exposed to a variety of enriching opportunities that further enhance our core instructional program.	On-going throughout the year.	Site administration/ GATE Coordinator	District GATE funds	1000-1999: Certificated Personnel Salaries  4000-4999: Books And Supplies	Board GATE Allocation  Board GATE Allocation	3600  400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>*These opportunities include guest speakers, coding classes, robotic classes, Destination Imagination registration, materials/supplies, and field trips and will be overseen by a GATE Coordinator.</p> <p>*Extra time will be given to teachers who take on additional responsibilities to provide enrichment activities to students.</p>				7000-7439: Other Outgo	Board GATE Allocation	1000
<p>Supports goals 1-6</p> <p>In order to ensure all needs are met, a portion of funds have been reserved for purchases that are deemed necessary as the year progresses.</p> <p>These expenditures may be on additional staffing needs, an increase in STA hours, teacher extra-time, books/materials/supplies, and/or technology (site licenses/devices/trainings).</p>	On-going throughout the year.	Administration/ teachers		None Specified	0709	4334

## 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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: School Climate</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
<b>SCHOOL GOAL #2:</b>
By June 2017, all 1st-6th grade students will participate in on-going character building assemblies. By June 2017, all 1st-6th grade students will have the opportunity to be recognized for demonstrating character on the playground and in the classroom. By June 2017, Shell Beach will have a systematic approach for identifying and monitoring students who need additional social-emotional support. By June 2017, Shell Beach Elementary will have designed a Positive Behavior Intervention Support (PBIS) model to implement in the 2018-2019 school year. By June 2017, all Shell Beach parents will have the opportunity to participate in a variety of parent education sessions.
<b>Data Used to Form this Goal:</b>
Parent and staff surveys, on-going parent conversation with school staff, analysis of current student identification practices, and referral/discipline analysis.
<b>Findings from the Analysis of this Data:</b>
Parent and staff surveys painted a clear picture that character education is highly valued by our stakeholders. An analysis of student discipline lead to the realization that most discipline issues arise during unstructured play time (recess). An analysis of current practices in identifying students with social-emotional needs suggested that no real structure exists for identifying students who would benefit from social-emotional support.
<b>How the School will Evaluate the Progress of this Goal:</b>
With progress towards the above goals, SBE will see an increase in pro-social behaviors (behaviors that demonstrate character traits), an increase of students receiving counseling services, an increase of informed parents on a variety of student-related topics, and a decrease in discipline referrals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monthly character assemblies with a guest speaker will occur. Students will be recognized for demonstrating the character trait.</p> <p>Our guest speaker will spend the day at our school spending time in classes and on the playground.</p>	On-going throughout the year.	Site Administration/ Classroom teacher/ Jonathan Rodriguez	Coverage will be provided to Jonathan's home school so he can spend the day with us as the guest speaker	2000-2999: Classified Personnel Salaries	Board School Climate/Anti-Bullying Allocation	1000
. Materials will be purchased for our school counselors to use during their sessions and to provide opportunities for students during lunch once a week.	On-going throughout the year.	Administration/ School counselor/s		4000-4999: Books And Supplies	Board School Climate/Anti-Bullying Allocation	500
3.) Staff will work together to plan a Red Ribbon Week to bring awareness to the dangers of using drugs and alcohol. We will work with local law enforcement and outside agencies to provide learning opportunities for our students throughout the week.	October	teachers/ Administration/ Guest speaker	<p>AG High provides suggested materials to use in the class rooms as well as red bracelets.</p> <p>Pismo PD presented the history of Red Ribbon Week and healthy decision-making tips to our 4th-6th grade students.</p> <p>Local dance troop from DPAC came and performed. Throughout the performance were positive messages about friendship, teamwork, and responsibility.</p>			
At all grade levels, there will be an emphasis in pointing out character traits/development in all fiction texts. As needed, class sets of novels will be purchased as a means to delve deeper in building/understanding character through literature.			The novel Wonder was purchased for 5th grade classes.	4000-4999: Books And Supplies	Board School Climate/Anti-Bullying Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.) In addition to the SST process, which may identify students who may benefit from counseling services, Shell Beach staff will work to develop and implement a systematic approach to identifying and referring students for counseling services.	On-going throughout the year	Site administration/ teachers/ counselor	A district funded school counselor provides support once a week in individual sessions, group sessions, and classroom presentation. Once a week designated students will receive more intensive support through a therapist. This is a contracted position through the district.		District Funded  District Funded	
6.) Surveys, formal conversations with SSC/PTO, and informal conversations with parents will help to determine areas of parent interest for education sessions.	On-going throughout the year in a variety of settings including SSC meetings, PTO meetings, and special parent sessions.	Site administration/ teachers/ parents	Materials to support parent sessions			
7.) Our school wide focus on character can also be seen in our "Bucketfiller" philosophy campaign. Additionally, cross-grade level teachers are collaborating to promote a sense of community and foster character building with "buddies".	On-going throughout the year.	Site administration/ teachers	No funds are needed to support this goal.			
8.) Funds of a variety of sources will be used to support purchases which support students' academic, social, developmental, and emotional growth. These purchases can be used to support student clubs, student government, and general classroom needs that support well-rounded development.	On-going throughout the year.	Site administration/ teachers/ counselors/ School psych/OT/SLP	A variety of resources	4000-4999: Books And Supplies	None Specified	



## 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 programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Future Ready Education</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
<b>SCHOOL GOAL #3:</b>
Shell Beach Elementary School will prepare teachers for effective uses of technology in anticipation of increased access to technology with infrastructure and facilities upgrades.
<b>Data Used to Form this Goal:</b>
Classroom observations, site-based teacher need surveys, survey results from students/parents/staff on Bright Bytes, computer lab observations.
<b>Findings from the Analysis of this Data:</b>
An analysis of the data suggests that there is a wide range of skills and confidence levels with using technology as a learning tool. In order to be effective, the diverse needs of teachers will need to be considered.
<b>How the School will Evaluate the Progress of this Goal:</b>
Number of staff who are proficient in their use of various GAFE apps as well as the number of students who can demonstrate proficiencies in various GAFE apps.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.) Teachers will be exposed to GAFE apps during Late Start Mondays, through regular use by site administration/ILT members/TOSAs, and through options for teacher's own learning.	On-going throughout the year.	Site administration/ILT members TOSAs	No additional funds are used to support this goal.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.) On a monthly basis, teachers will have the opportunity to participate in Tech-Talk Fridays. The focus of these voluntary professional developments will include a variety of topics including managing computer-based programs such as Homelink, ConnectEd, and Accelerated Reader as well as topics that are more applicable to students such as setting up a Google classroom, using Google chat to bring the world to our students, and document sharing.</p> <p>Site administration and STA will work closely to ensure professional development opportunities are timely, meaningful, and relevant to teachers.</p>	Monthly	Site administration/ teachers/ STA	No additional funds are used to support this. STA hours are built in to her existing schedule. Teacher participation is voluntary.			
<p>3.) In collaboration with the STA, teachers will use the district developed tech plan to ensure standards are addressed appropriately at each grade level.</p> <p>In addition, teachers will explore the lessons outlined in the district tech plan.</p>	On-going throughout the year.	Administration/ teachers/ STA	No additional funds are needed.			
<p>4.) Teachers and our STA will work towards developing technology lessons that ensure students are exposed to existing technology standards.</p>	On-going throughout the year.	Site administration/ teachers/ STA	No funds are needed to support this goal.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.) With WiFi now schoolwide, additional attention will be paid to successfully integrating Chromebooks as a regular part of instruction. This may look different across grade level spans but the idea is that students can use them independently to further enhance their learning.	On-going throughout the year.	Site administration/ teachers/ STA	PTO supported the purchase of Chromebooks and Chromebook carts for 3rd-6th grade. 6th grade has one exclusive for their grade level and 3rd-5th grade have one to share.			

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Organizational Excellence</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
<b>SCHOOL GOAL #4:</b>
Shell Beach Elementary will continue to review and make changes to school policies and practices to ensure organizational excellence. These policies and practices may include, but are not limited to, issues related to school/student safety, increased communication, and office procedures. By June 2018, monthly newsletters will be sent out to Shell Beach stakeholders via email using Constant Contact. By June 2018, Constant Contact will be the primary tool for sharing school events with Shell Beach stakeholders. By June 2018, 80% of all Shell Beach families will be utilizing the LMUSD app. By June 2018, 100% of all Shell Beach staff will be utilizing the LMUSD app. By June 2018, weekly Facebook posts will be made to either tell our story or keep are parents updated on school events.
<b>Data Used to Form this Goal:</b>
Last year's use of Constant Contact for parent communications was well received. Last year's use of Constant Contact for staff monthly newsletter communications was well received.
<b>Findings from the Analysis of this Data:</b>
Families reported liking the format of the newsletter which included monthly art work, special features, and a monthly calendar. Staff reported liking being exposed to what is happening school wide via the monthly newsletter.
<b>How the School will Evaluate the Progress of this Goal:</b>
Weekly bulletins sent will monitored. Monthly newsletters will be monitored. Review of "campaigns" (the term Constant Contact uses for all emails sent) will be conducted. Data analysis will allow us to track the number of parents/staff using the district app.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.) Purchase subscription to Constant Contact.</p> <p>Upload parent, staff, district office personnel emails.</p> <p>Monitor email open rates.</p>	August 2017	Site administrator/ school secretary/ STA	Subscription to Constant Contact	5000-5999: Services And Other Operating Expenditures	District Funded	700
<p>2.) Keep social media (Facebook, school calendar, web page) up to date.</p>	On-going throughout the year.	Site administration	No site funds will be used.			
<p>3.) Promote and assist Shell Beach families and staff in accessing district app once available.</p>	On-going once app is available.	Site administrator/ office staff/ parents	No site funds will be used.			

## Planned Improvements in Student Performance

### School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT:</b>
Lucia Mar Unified School District Goal:
<b>SCHOOL GOAL:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT:</b>
Lucia Mar Unified School District Goal:
<b>SCHOOL GOAL:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

### Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	<b>Carryover (distributed in October)</b>	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	<b>Preliminary 2016-2017</b>	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	<b>Hold Harmless 15%</b>								
	<b>Available Resources for Planning</b>	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	<b>Site Budgets:</b>	<b>Program 3010</b>	<b>Program 3010-1202</b>	<b>Program 3010-1202-0300</b>	<b>Program 4035</b>	<b>Program 4203</b>		<b>Program 3060</b>	<b>\$</b>
	<b>Description</b>								
	<b>Resource Codes</b>	<b>Title I</b>	<b>Title I Program Improvement</b>	<b>Title I PD</b>	<b>Title II</b>	<b>Title III</b>	<b>Immigrant</b>	<b>Migrant</b>	
<b>Object Codes</b>									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							<b>\$2,500.00</b>
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			<b>\$82,785.24</b>
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			<b>\$20,000.00</b>
3000	Classified Benefits 25.32%	6,138				5,505		5,780	<b>\$17,422.95</b>
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	<b>\$20,000.00</b>
3000	<b>Total Benefits</b>	<b>36,362</b>	<b>36,490</b>	<b>7,515</b>	<b>25,293</b>	<b>18,768</b>	<b>-</b>	<b>15,780</b>	<b>\$140,208.19</b>
<b>Subtotal</b>	<b>1000-3000's</b>	<b>181,708</b>	<b>254,990</b>	<b>52,515</b>	<b>181,651</b>	<b>60,049</b>	<b>-</b>	<b>38,607</b>	<b>\$769,520.19</b>
<b>For Page 2</b>	<b>4000-6000's</b>	<b>\$113,587</b>	<b>\$79,182</b>	<b>\$26,922</b>	<b>\$67,312</b>	<b>\$26,134</b>	<b>\$0</b>	<b>\$3,769</b>	<b>\$316,904.81</b>
<b>2017-2018 Projected Preliminary Categorical Budget</b>									
<b>Remaining \$</b>	<b>For 4000 - 6000</b>	<b>113,587</b>	<b>79,182</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>			<b>\$313,135.61</b>
	<b>Site Budgets:</b>	<b>Program 3010</b>	<b>Program 3010-1202</b>	<b>Program 3010-1202-0300</b>	<b>Program 4035</b>	<b>Program 4203</b>		<b>Program 3060</b>	<b>5/25/17</b>
	<b>Description</b>								
	<b>Resource Codes</b>	<b>Title I</b>	<b>Program Improvement</b>	<b>Title I PD</b>	<b>Title II</b>	<b>Title III</b>	<b>Immigrant</b>	<b>Migrant</b>	
<b>Object Code</b>									
4200	Books and Reference Materials	5000		5000					<b>\$10,000.00</b>
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	<b>\$18,585.00</b>
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				<b>\$26,908.00</b>
5230	Mileage	1,000						1000	<b>\$2,000.00</b>
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating ( Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
<b>4000 - 6000</b>	<b>Total 4000-5000's</b>	<b>113,587</b>	<b>79,181</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>	<b>-</b>	<b>3,769</b>	<b>\$316,905.00</b>
<b>Must match</b>	<b>Total</b>								

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
0709	18352	0.00
Board GATE Allocation	5000	0.00
Board School Climate/Anti-Bullying	2000	0.00
4035	1169	0.00
Title III Part A: Language Instruction for	1123	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	18,352.00
4035	1,169.00
Board GATE Allocation	5,000.00
Board School Climate/Anti-Bullying Allocation	2,000.00
District Funded	8,049.36
PTO	2,000.00
Title III Part A: Language Instruction for LEP Students	1,123.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	4,100.00
2000-2999: Classified Personnel Salaries	9,351.00
3000-3999: Employee Benefits	4,667.00
4000-4999: Books And Supplies	10,541.36
5000-5999: Services And Other Operating Expenditures	1,700.00
7000-7439: Other Outgo	1,000.00
None Specified	6,334.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	0709	8,351.00
3000-3999: Employee Benefits	0709	4,667.00
5000-5999: Services And Other Operating	0709	1,000.00
None Specified	0709	4,334.00
4000-4999: Books And Supplies	4035	1,169.00
1000-1999: Certificated Personnel Salaries	Board GATE Allocation	3,600.00
4000-4999: Books And Supplies	Board GATE Allocation	400.00
7000-7439: Other Outgo	Board GATE Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Board School Climate/Anti-Bullying	1,000.00
4000-4999: Books And Supplies	Board School Climate/Anti-Bullying	1,000.00
4000-4999: Books And Supplies	District Funded	7,349.36
5000-5999: Services And Other Operating	District Funded	700.00
None Specified	PTO	2,000.00
1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP	500.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP	623.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	34,993.36
<b>Goal 2</b>	2,000.00
<b>Goal 4</b>	700.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sammie Cervantez	X				
Cynthia Boatenhamer		X			
Soojin Ro		X			
Heather Harvey					
Andrea Hale			X		
Andrea Hale					
Paul Collier				X	
Ben Fine				X	
Scott Hayner				X	
Sarah Judson				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

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):

None at this time

\_\_\_\_\_  
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 Tuesday, November 7th .

Attested:

Dr. Sammie Cervantez

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Ben Fine

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

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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)

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Signature

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

None at this time

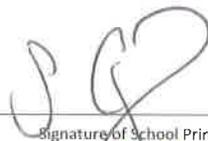
\_\_\_\_\_  
Signature

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6. This SPSA was adopted by the SSC at a public meeting on Tuesday, November 7th .

Attested:

\_\_\_\_\_  
Sammie Cervantez

Typed Name of School Principal

\_\_\_\_\_  
  
Signature of School Principal

\_\_\_\_\_  
11/7/17

Date

\_\_\_\_\_  
Ben Fine

Typed Name of SSC Chairperson

\_\_\_\_\_  
  
Signature of SSC Chairperson

\_\_\_\_\_  
11/7/17

Date

Shell Beach Elementary  
School Site Council Meeting  
11/7/17  
8:05 a.m. / School Library

Agenda Item	Person Responsible
1.) Opening/Roll Call	Ben Fine, Chairperson
2.) Review/approval of minutes	Ben Fine, Chairperson
3.) Review/approval of safety plan	Sammie Cervantez, Principal
4.) Review/approval of school plan	Sammie Cervantez, Principal
5.) Open Forum (Items must pertain to School Site council. Individuals will be allowed 2minutes to speak and groups will be allowed 5 minutes as noted in the Bylaws-Article V, Section F)	Ben Fine, Chairperson
6.) Announcements 11/8 Picture Make-ups 11/10 Veteran's Day-No School 11/15 RibLine Give Back Night 11/16 Doc Burnstein's Give Back 4th/5th grade to Cal Poly 11/17 5th grade field trip Jamba Juice 11/20-11/24 Thanksgiving Break	Ben Fine, Chairperson

School Site Council  
Library 8:05  
Minutes 11/7/17

1. Opening/Roll Call  
Introductions were made. All members were present
- 2.) Review/Approval of Minutes  
Minutes had been emailed to members prior to the meeting. Additional copies were Available. Cynthia made a motion to approve the minutes. Paul seconded the motion. Minutes were approved unanimously.
- 3.) Review/approval of safety plan  
The safety plan had been sent to members prior to the meeting. Members discussed a few changes including spelling out abbreviations throughout the document and making corrections the language “homework” and “tutoring”. Paul made a motion to approve the safety plan and Scott seconded the motion. The plan was unanimously approved.
- 4.) Review/approval of school plan  
The school plan was emailed to members prior to the meeting. Members discussed the lofty academic goals but as a group felt we would make progress towards them over the course of the year. Survey results were also discussed. It was noted that a lot of comments have already been addressed (Wifi for example) and that parents have a wide range of wants.
- 5.) Open Forum  
Andrea mentioned Ben’s presentation at the PTO meeting regarding the upcoming Shell Beach Streetscape project.  
Ben mentioned possible field trips to city operated services.
- 6.) Announcements  
Ben read announcements. Sammie added the date for the next SSC meeting (2/6/18).

The meeting was adjourned at 8:35