The Single Plan for Student Achievement

School: John H. Eader Elementary School

CDS Code: 30-66530-6028864

District: Huntington Beach City School District

Principal: Deborah Randall

Revision Date: 10/09/2017

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

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

John H. Eader Elementary School's Vision and Mission Statements
The mission of the Eader School Community is to provide a safe, supportive, and challenging environment in which all students achieve high expectations of a rigorous curriculum and learn to become responsible and caring members of society.

An exemplary school provides a climate which empowers students to enjoy their elementary school experience and results in a shared sense of pride in the school. The following commitments guide our vision:
1. All students can learn and achieve high expectations, with effective instruction of standards-based curriculum.
2. Students will be given 21st Century strategies and opportunities to be creative individuals, critical thinkers, communicators, and collaborators.
3.Effective collaboration amongst teachers, administrators, parents, and the community, foster the responsibility for advancing the school's mission and goals.

School Profile

Eader School is a preschool through 5th grade elementary school providing a stimulating quality educational program for 605 students, including four special needs preschool classes, two fee-based Preschool Academy classes, nineteen general education classes, two specialized academic instructors, and a support staff of one school psychologist (.6), a preschool speech pathologist, K-5 speech pathologist, and two Outreach counselor interns. Eader provides GATE cluster classes, English Learner instructional practices, before and after school tutoring and intervention classes, and an array of before and after-school opportunities for nominal charge. Eader is on a traditional school calendar. Eader staff implements standards-based education while responding to the individual needs of students. Student progress is reviewed regularly with site and district measures.
Programs unique to Eader are: STMath which is a research-based spatial-temporal reasoning math program, a K-5 Music Program including keyboarding and vocals classes at each grade level, ScienceWorks, Cognitively Guided Instruction (CGI), Extended Children's Mathematics (ECM), Thinking Maps, Write from the Beginning, and CATCH-PE, which supplement our district-wide adoptions in English/language arts, math, science, and social science. Technology improvements are on-going with one of our site goals this year to be a ratio of 1:1, student to technology device, in each classroom. There are nine mobile laptops at this point along with our three computer lab classrooms and library/media center. There are SMART Boards and document cameras in every K-5 classroom, and varying numbers of ipads or computers in each class's computer station. Our upper grade students piloted a Coding Class elective at the end of last year with excellent feedback. Spanish, other languages, and coding will be offered as additional elective opportunities. Eader has outstanding parent volunteerism, and an extraordinary PTA.   PTA extends student learning and community-building activities by organizing events such as Family Movie Nights, Fall Festival, Skate Nights, field trips, Art Masters, Red Ribbon Week, Character Counts, and recycling programs.   The PTA also funds assemblies, and parent information nights. Volunteers log in over 15,000 hours per year, planning and implementing programs and working in the classrooms.

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).

Staff and parents reviewed the district's school survey results and discussed ways to progress and meet the needs identified in the survey. Overall the Parent results were very favorable, giving high percentages for confidence in the school safety, communication, leadership and connectedness.

Classroom Observations

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

The site principal conducts formal and informal classroom observations. The formal observations are done in compliance with the Collective Bargaining Agreement between Huntington Beach City School District and Huntington Beach Elementary Teachers Association. Data from observations is used to measure progress on achieving schoolwide goals and shared with staff and individual teachers as applicable, through individual Progress Adviser (technology program) emails, personal conversations, and informal and formal conferences.

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)

   Staff and grade level PLCs analyze district benchmark results, along with on-going formative assessments (publishers' thematic tests and grade level common assessments) for continuous monitoring and appropriate planning of instruction. The Smarter Balanced state test results are also analyzed for instructional planning and identification of strengths and needs for improvement.

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

   The staff has determined common curriculum-embedded assessments to measure student progress and modify instruction as needed. Teachers now review the data from the common assessments to determine students' levels of proficiency and then make instructional changes as necessary. Eader Elementary School implements the state Smarter Balanced pilot tests for grades 3-5, CELDTs, Houghton Mifflin California Summatives, trimester writing prompts, DIBELS, and math and English language arts district benchmarks to measure student progress based on the Common Core Standards. Common formative assessments are used for continuous planning for instruction and intervention.

Staffing and Professional Development

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

   100% of teachers at Eader School are NCLB compliant and all staff members have been trained in the district programs or are in the process of being trained.

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

The staff is continuing professional development in CGI (Cognitive Guided Instruction), ECM (Extended Children's Mathematics) and has site math representatives attending district-wide training to share information on National Common Core Curriculum standards. With the exception of the new teachers hired for this school year, the staff has been trained in DII, (Direct Interactive Instruction), and will continue to use best practices to optimize instruction for all students. Teachers use Path to Proficiency, Depth and Complexity, Write From the Beginning, and programs for intervention such as Read Naturally, Earobics, Accelerated Reader, and ALEKS. Staff has been trained on all and will continue to be trained on Common Core Curriculum. Our SAI (Specialized Academic Instruction) teachers have been trained in Reading Mastery, Corrective Reading, and a specialized math program which meet the needs of students needing intensive intervention.

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

Eader staff will work together in an effort to define a year-long instructional map of the core curricular areas. This work will focus on the Common Core Standards. Staff members attend professional development based on their own professional goals/needs, as well as the district and site uniform trainings. Site-based staff development provides opportunities for learning about and implementing current best practices as they align with the standards and for continued refinement of teaching skills. Throughout the school year staff will continuously refine instruction in the areas of writing, addressing needs of English learners, and will continue with Cognitively Guided Instruction, Extended Children's Mathematics, Direct Interactive Instruction, STMath "Fluency" and web-based Accelerated Reader.

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

Ongoing classroom assistance and support is provided by the principal, professional coaches and peer coaches (Ela, ELD, math and GATE), and through conferences such as Depth and Complexity and Common Core Curriculum. Resources, classroom observations, and staff development are provided, as requested, and as funding permits. Colleague collaboration and peer-coaching will also take place this school year as a means of support.

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

Teachers collaborate during their PLC (Professional Learning Community) time. Teachers evaluate data, assessments, and curriculum, and will have the opportunity to plan common curriculum maps and assessments, see their colleagues teach CGI, use DII, and have the opportunity for sharing and receiving feedback. Teachers will also have the opportunity to visit others' classrooms for collaboration and modeling of learned practices.

Teaching and Learning

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

Professional development will be provided on how to optimally utilize the Common Core Standards and formulate them into Measurable Objectives which will be used in lesson development. Assessment will also be developed during the process to assure that teaching objectives are then measured to detemine student mastery.

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

Instructional minutes meet the state recommendations in mathematics, language arts, and the required minutes of PE instruction. Teachers turn in schedules of their week showing the instructional minutes for all subject areas.

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

Grade level PLCs plan and modify their schedules in order to provide rigor and intervention for all ability levels of instruction within the school day. Through on-going formative assessments the scheduling is fluid and adaptable to student needs. Inter-classroom grouping of ability levels is encouraged and intraclass reading groups are maintained for effective instruction.

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

All students have textbooks and supplemental materials which are standards-based. Support materials are available for differentiated instruction and to address needs of English learners, students with disabilities, and gifted students, i.e. EL Support materials, Challenge, Reteaching Books, and Universal Access materials. Core Instructional materials are purchased through district instructional materials funds. Staff provides input on supplemental instructional materials such as Path to Proficiency, Cognitive Guided Instruction, Write from the Beginning, Depth and Complexity, and Direct Interactive Instruction. STMath, (JiJi) and its new Fluency Math Facts program are additional supplements to the curriculum. ALEKS, a supplemental program for Gifted and Special Needs students has been added this school year to supplement the new math adoption. Manipulatives have been purchased to fully implement the CGI program; technology, white boards, markers and poster charts have been purchased to assist teachers in delivery of DII and use of Common Core Standards. More non-fiction books have been purchased for our libraries and classrooms to ensure the Common Core standards are being met.

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)

All general education classrooms use state-adopted curriculum. Intervention programs and materials are researched-based and standards-aligned. In addition to in-class intervention, before and after school intervention classes are taught by credentialed teachers.

Opportunity and Equal Educational Access

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

All students get the core content in the general education classroom along with needed support from our SAI teachers and/or aides, in the classroom or in the Learning Center (pull-out). The general education classroom teacher is responsible to differentiate and remediate in the classroom. Students are leveled into groups and are given specific instruction in their assessed areas of need; work may be modified and other accommodation are given to meet specific needs of students.

14. Research-based educational practices to raise student achievement

All instructional programs are research-based and are standards-aligned. Interventions are used within the school day and in before and after-school programs, by credentialed teachers, as funds and personnel allow. Many professional development opportunities have taken place to assure teachers have the most up-to-date and innovative instructional practices in place.

Parental Involvement

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

School categorical funding including LCFF-EL are resources which support under-performing students. Our PTA provides monetary support of individual classroom and school-wide instructional materials and programs. Parent volunteers are available to provide additional classroom support for students. Parent Education Nights sponsored through PTA and/or site administrator, and the district office, Outreach Counseling, and Phoenix House Counseling, provide additional information and support for students and families.

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)

The programs offered at Eader are annually reviewed, open for comment/suggestion, and approved. Parents can review programs during the annual Back-to-School Night, through Site Council meetings, site and district visitations, and by attending information nights offered as necessary.

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

Materials for remedial instruction will be purchased using categorical funds and will also pay for credentialed-teacher led intervention classes, before and/or after school, for at-risk students in the areas of reading and math, as staff availability and funds permit.

18. Fiscal support (EPC)

Fiscal support includes state funds and nominal grant awards.

Description of Barriers and Related School Goals

There were not significant barriers although there was a bit of a learning curve with the first year implementation of our new English language arts adoption.
The staff is progressing effectively and excited to have such an excellent program with so many resources at our fingertips. We have also had training and have district-provided on-going collaboration to implement the program most effectively.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	110	97	96	104	94	91	104	94	91	94.5	96.9	94.8
Grade 4	124	110	94	123	106	90	123	106	90	99.2	96.4	95.7
Grade 5	88	125	106	86	124	103	86	124	103	97.7	99.2	97.2
All Grades	322	332	296	313	324	284	313	324	284	97.2	97.6	95.9

Overall Participation for All Students

* 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	2455.6	2487.1	2479.8	37	52	42.86	23	21	35.16	26	19	17.58	14	7	4.40
Grade 4	2514.5	2518.6	2535.5	48	48	56.67	24	22	21.11	15	19	20.00	12	11	2.22
Grade 5	2536.8	2573.4	2558.5	29	47	38.83	37	35	39.81	22	11	12.62	12	7	8.74
All Grades	N/A	N/A	N/A	39	49	45.77	27	27	32.39	21	16	16.55	13	9	5.28

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	32	44	42.86	50	47	46.15	18	10	10.99
Grade 4	41	45	46.67	46	41	51.11	14	14	2.22
Grade 5	22	53	37.86	60	39	55.34	17	8	6.80
All Grades	33	48	42.25	51	42	51.06	16	11	6.69

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	37	46	39.56	46	46	51.65	17	9	8.79
Grade 4	44	43	55.56	47	47	40.00	9	9	4.44
Grade 5	47	52	48.54	38	40	42.72	15	9	8.74
All Grades	42	47	47.89	44	44	44.72	13	9	7.39

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	33	38	37.36	57	56	57.14	11	5	5.49
Grade 4	34	26	40.00	58	69	52.22	8	5	7.78
Grade 5	22	27	27.18	66	65	66.02	12	7	6.80
All Grades	30	30	34.51	60	64	58.80	10	6	6.69

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	34	49	41.76	51	45	51.65	15	6	6.59
Grade 4	40	46	47.78	48	45	51.11	12	10	1.11
Grade 5	43	63	49.51	49	35	44.66	8	2	5.83
All Grades	39	53	46.48	49	41	48.94	12	6	4.58

Conclusions based on this data:

1. There are inconsistencies as for every grade level going up in the percentages of exceeding standards and at or almost meeting standards as compared with the past two years.

2. In most subtests the percentage of students not meeting standards has decreased which means we have moved students up to meeting or almost meeting standards.

3. For example, in the subtest of Research and Inquiry, In looking at the same group of students, in 14-15 as third graders, 15% did not meet standards; however the following year, only 10% of that same group did not meet standards, and then again, in the last year then as fifth graders (16-17), only 4.58 % did not meet the standards! That is a 30% improvement rate for each year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	110	97	96	104	94	91	104	94	91	94.5	96.9	94.8
Grade 4	124	110	94	124	105	90	124	104	90	100.0	95.5	95.7
Grade 5	88	125	106	86	124	102	85	123	102	97.7	99.2	96.2
All Grades	322	332	296	314	323	283	313	321	283	97.5	97.3	95.6

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

Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2471.9	2495.3	2493.5	36	45	42.86	36	38	40.66	20	15	12.09	9	2	4.40
Grade 4	2534.0	2540.0	2546.9	43	47	54.44	35	31	32.22	17	18	13.33	5	4	0.00
Grade 5	2554.6	2569.0	2572.7	36	43	52.94	29	33	23.53	28	17	18.63	6	7	4.90
All Grades	N/A	N/A	N/A	39	45	50.18	34	34	31.80	21	17	14.84	6	5	3.18

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	52	68	63.74	34	24	30.77	14	7	5.49
Grade 4	58	60	74.44	33	30	22.22	9	11	3.33
Grade 5	52	54	60.78	36	33	24.51	12	14	14.71
All Grades	54	60	66.08	34	29	25.80	12	11	8.13

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	44	50	49.45	46	46	43.96	10	4	6.59
Grade 4	50	48	47.78	44	45	44.44	6	7	7.78
Grade 5	38	45	47.06	47	45	45.10	15	11	7.84
All Grades	45	47	48.06	45	45	44.52	10	7	7.42

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	41	56	54.95	50	39	40.66	9	4	4.40
Grade 4	44	56	58.89	47	38	36.67	10	7	4.44
Grade 5	31	40	44.12	56	50	44.12	13	11	11.76
All Grades	39	50	52.30	50	43	40.64	10	7	7.07

Conclusions based on this data:

1. Scores indicate that overall there is at least 50% above standards in combined subtests of mathematics.

2. There are slight inconsistencies but overall still strong scores in mathematics.

3. There is 7.07% of our students not meeting standards in mathematics, thus the goals to continue to implement best practices, differentiated instruction, and interventions, to bring students into the meeting standards category.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
							Percent of Students by Proficiency Level on CELDT Annual Assessment								
	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		75					***						***	25	
3		***	20	20	***	20	40		20	20		20	20		20
4		50				***	***	50							
5		***		***		75	***	***	25						
Total		53	14	29	20	57	50	20	14	7		7	14	7	7

Conclusions based on this data:

1. There is a bit of transiency in students which makes it challenging to make generalizations, although it does appear that students are progressing from their original entrance levels.
2. The percentage of students at the lower levels (Beginning, Early Intermediate, Intermediate) are half or less than half of the previous year.
3. Since the EL population is so low, individual progression is discussed with the EL facilitator to discuss strategies for improvement where needed.

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		29			57	***	***	14	***						
1			***	***		***	***								
2		83					75						25	17	
3		50	20	20	50	20	40		20	20		20	20		20
4		50				***	***	50		***					
5		***		***		75	***	***	25						
Total		52	13	22	26	56	56	17	19	11		6	11	4	6

Conclusions based on this data:

1. The number of EL designated students has declined once again this past year. (Recent CELDT results will be used for comparison of cumulative results.)
2. The majority of students are at the intermediate and early advanced levels of CELDT.
3. Students are progressing steadily.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Implementation of "First Best Instruction" emphasis on Differentiating Instruction
LEA GOAL:
Staff intends to continue to provide First Best Instruction of all instructional programs including the new English language arts adoption with fidelity. Differentiated Instruction will be emphasized. (CGI, ECM, Number Talks, STMath, DII, and past strategies such as Write from the Beginning, Path to Proficiency, Thinking Maps, Depth and Complexity (GATE), new English language arts (Ela) implementation, and continued Common Core implementation.)
SCHOOL GOAL #1:
Provide training, monitoring, and peer coaching in Ela and math, continuing with Best First Instruction and emphasizing Differentiated Instruction for all student ability levels. Consistent follow-through of effective programs will optimize learning for all student groups. Coaching and monitoring of CGI, Number Talks, STMath, Read Naturally, Journeys (the new adoption program) as well as Corrective Reading and Reading Mastery, will be used consistently throughout the grade levels, implemented using DII, (Direct Interactive Instruction) and DI (Differentiated Instruction) teaching strategies. Teachers will also be given the opportunity to visit their colleagues for observing, peer-coaching and modeling. Substitute costs for planning will be used. Conferences will be available for the aforementioned and GATE refreshers as well as needed.
Data Used to Form this Goal:
SBAC scores, district benchmarks, on-going formative assessments, and continual principal monitoring (Progress Adviser data from walk-throughs), observations and feedback from PLC meetings, provide the data to determine the necessary goals for improvement.
Findings from the Analysis of this Data:
The staff will continue to utilize the CGI and ECM trainings, staff meetings, PLC Collaboration, and the upcoming Common Core trainings to optimize the instruction in all classrooms in both math and Ela. Teachers have expressed interest in outside conferences such as Differentiating Instruction, Marcy Cook Math Facts, Depth and Complexity, and OCDE trainings, to positively add to their repertoire of teaching strategies.
How the School will Evaluate the Progress of this Goal:
Administration, instructional coach, and peer observations; PLC data collection of formative assessments, district benchmarks, and summative results will all be used to determine progress and needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD and follow-up modeling and peer-coaching opportunities where needed; conferences, trainings, and planning time for curriculum mapping, and continuous improvement of instructional practices and differentiating instruction.	Throughout school year, 2017-2018	Principal, Teachers, Ela and math site coaches	Grade Level Planning and Coaching (substitutes for release time)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2000.00
			Outside Conferences and substitutes	5800: Professional/Consulting Services And Operating Expenditures	General Fund	3000.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Extended Intervention Opportunities
LEA GOAL:
In addition to intervention within the school day, intervention opportunities will be offered before and after school by site credentialed teachers.
SCHOOL GOAL #2:
Students will be given extended intervention opportunities to improve in English language arts and math.
Data Used to Form this Goal:
SBAC scores, district benchmarks, Accelerated Reader STAR assessment (lexile scores), DIBELS Next, Thematic Unit Tests, Publishers' Summative Tests, Teachers' Formative Assessments
Findings from the Analysis of this Data:
Invited struggling students have increased their math and/or reading scores with additional intervention opportunities in past years based on pre and post tests of the intervention program.
How the School will Evaluate the Progress of this Goal:
Teachers give a pre and post test at the beginning and end of the intervention to measure progress. Many students went up significantly in fluency words per minute, comprehension assessments, and math facts assessments. On-going data collection of student performance through program assessments and teacher assessments, with overall measure of success in grade level common assessments, district benchmarks, DIBELS Next, SBAC, and CELDT scores (where applicable).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase necessary intervention materials, Read Naturally, all levels needed; math manipulatives and instructional supplies. Facilitate before and after school intervention programs to target at-risk students' needs in reading and math.	Oct '16-June '17	teachers, principal	Intervention curriculum kits Read Naturally Live-levels 3-5	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
			Pay certificated staff at the district hourly rate to instruct small groups of students with targeted needs. 6hrs./wk., 25 wks. @$45.00 (dist. hrly rate + benefits)	1000-1999: Certificated Personnel Salaries	General Fund	6,750.00

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve English language arts instruction, withLibrary/Media Center and SchoolwideTechnology Improvements
LEA GOAL:
Provide ample challenging reading materials for all student levels and technology to supplement instruction.
SCHOOL GOAL #3:
Update library-media center and classrooms with more reading materials (including non-fiction, research books, and classroom sets of novels) computer programs, and technology, necessary for 21st Century and Common Core Instruction.
Data Used to Form this Goal:
Inventory of library non-fiction, reference, research books, computer programs, and technology.
Findings from the Analysis of this Data:
We are in need of more non-fiction selections for students and more research programs and technology for effective Common Core instruction.
How the School will Evaluate the Progress of this Goal:
Inventory of technology in the library-media center and on-going data collection of technology program usage (JiJi, Accelerated Reader, Typing Club, ALEKS).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Ordering of library books, class sets of novels (upper grades) and research upgrades for library-media center	Oct.'17-June '18	Principal, Site Council, teachers, library media technician	Replacement/purchase of research programs and books, class novel sets, class library books (including Surf Tales program).	4000-4999: Books And Supplies	General Fund	2,500.00
			Classroom technology	4000-4999: Books And Supplies	LCFF - Supplemental	6,220.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
.				None Specified	None Specified	
				None Specified	None Specified	

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	6,750.00
4000-4999: Books And Supplies	General Fund	2,500.00
5800: Professional/Consulting Services And	General Fund	3,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,720.00
5800: Professional/Consulting Services And	LCFF - Supplemental	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	12,250.00
LCFF - Supplemental	8,720.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	6,750.00
4000-4999: Books And Supplies	9,220.00
5800: Professional/Consulting Services And Operating	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00
Goal 2	7,250.00
Goal 3	8,720.00

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
Debbi Randall	X				
Carlos Trujillo			X		
Janet Mulholland		X			
Jennifer Matson		X			
Stacy Snow		X			
April Derr				X	
Lydell Lauro				X	
Andy Speiser				X	
Steve Atherton				X	
Hayley Buchanan				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

        State Compensatory Education Advisory Committee

                                                            Signature

        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

    X   Other committees established by the school or district (list):
           Staff, PTA, DAC (District Advisory Committee), GPO (GATE Parent Organization)

                                                              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 10/11/2017.

Attested:

Deborah Randall
     Typed Name of School Principal   Signature of School Principal   Date

Jan Mulholland
     Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date