

The Single Plan for Student Achievement

School: Fryberger Elementary School
CDS Code: 30667466030787
District: Westminster Elementary School District
Principal: Paula Mills (Interim Principal)
Revision Date: 11/1/2014

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

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

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

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School Vision and Mission

Fryberger Elementary School's Vision and Mission Statements

A. School Vision

"Fryberger Falcons are SMART Because We Achieve Our Dreams of Being Productive Citizens & A Community of Inquiry-Based Learners!"

B. School Mission

Our mission is to empower students to become life-long learners and productive, fulfilled citizens in an ever-changing world and to meet the district vision for high achievement for all students.

Fryberger Elementary School is a learning community in which we strive to make a positive effect on student outcomes through all school endeavors. We maintain a focus on student achievement while nurturing the social and emotional growth of our students. In partnership with students, their families, and our community Fryberger's mission is to be a safe, caring and accepting environment where all students achieve academic and social success. Our pleasant and appealing facilities are an inviting place where we advance community partnerships. Our teachers, support staff and administrator work to project an accepting and empathetic attitude toward students. This effort enhances their capacity for meeting rigorous academic standards.

School and Student Performance Data

Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|------------------------|-----------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Number Included | 315 | 298 | | 36 | 26 | | 1 | 1 | | 114 | 106 | |
| Growth API | 839 | 823 | | 890 | 847 | | | | | 921 | 922 | |
| Base API | 825 | 839 | | 876 | 887 | | | | | 894 | 921 | |
| Target | A | A | | | | | | | | A | A | |
| Growth | 14 | -16 | | | | | | | | 27 | 1 | |
| Met Target | Yes | Yes | | | | | | | | Yes | Yes | |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|------------------------|-----------------------------|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Number Included | 152 | 156 | | 213 | 200 | | 235 | 229 | | 25 | 28 | |
| Growth API | 768 | 746 | | 844 | 822 | | 816 | 798 | | 540 | 628 | |
| Base API | 764 | 768 | | 831 | 845 | | 802 | 816 | | 517 | 536 | |
| Target | 5 | 5 | | A | A | | A | A | | | | |
| Growth | 4 | -22 | | 13 | -23 | | 14 | -18 | | | | |
| Met Target | No | No | | Yes | Yes | | Yes | No | | | | |

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 100 | 100 | | 100 | 100 | | 100 | 100 | | 100 | 99 | |
| Number At or Above Proficient | 201 | 183 | | 27 | 18 | | -- | | | 93 | 90 | |
| Percent At or Above Proficient | 63.8 | 61.4 | | 75.0 | 69.2 | | -- | -- | | 81.6 | 84.9 | |
| AYP Target: ES/MS | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 |
| AYP Target: HS | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 |
| Met AYP Criteria | Yes | No | | -- | -- | | -- | -- | | Yes | Yes | |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 99 | 100 | | 100 | 100 | | 100 | 100 | | 97 | 97 | |
| Number At or Above Proficient | 72 | 67 | | 135 | 124 | | 138 | 129 | | 6 | 9 | |
| Percent At or Above Proficient | 47.4 | 42.9 | | 63.4 | 62.0 | | 58.7 | 56.3 | | 24.0 | 32.1 | |
| AYP Target: ES/MS | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 |
| AYP Target: HS | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 |
| Met AYP Criteria | Yes | No | | Yes | No | | Yes | No | | -- | -- | |

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 100 | 100 | | 100 | 100 | | 100 | 100 | | 100 | 99 | |
| Number At or Above Proficient | 211 | 196 | | 27 | 18 | | -- | | | 96 | 92 | |
| Percent At or Above Proficient | 67.0 | 65.8 | | 75.0 | 69.2 | | -- | -- | | 84.2 | 86.8 | |
| AYP Target: ES/MS | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 |
| AYP Target: HS | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 |
| Met AYP Criteria | No | No | | -- | -- | | -- | -- | | Yes | Yes | |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 99 | 100 | | 100 | 100 | | 100 | 100 | | 97 | 97 | |
| Number At or Above Proficient | 81 | 77 | | 148 | 133 | | 147 | 137 | | 8 | 8 | |
| Percent At or Above Proficient | 53.3 | 49.4 | | 69.5 | 66.5 | | 62.6 | 59.8 | | 32.0 | 28.6 | |
| AYP Target: ES/MS | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 |
| AYP Target: HS | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 |
| Met AYP Criteria | Yes | No | | Yes | No | | No | No | | -- | -- | |

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2013-14 CELDT (Annual Assessment) Results | | | | | | | | | | | |
|--------------|---|----|----------------|-----|--------------|-----|--------------------|----|-----------|----|---------------|-------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested | |
| | # | % | # | % | # | % | # | % | # | % | # | |
| K | | | ***** * | *** | ***** * | *** | | | | | | ***** |
| 1 | 3 | 7 | 17 | 39 | 17 | 39 | 3 | 7 | 4 | 9 | | 44 |
| 2 | 6 | 11 | 22 | 42 | 9 | 17 | 8 | 15 | 8 | 15 | | 53 |
| 3 | 9 | 19 | 23 | 48 | 13 | 27 | 2 | 4 | 1 | 2 | | 48 |
| 4 | 2 | 7 | 9 | 33 | 13 | 48 | 1 | 4 | 2 | 7 | | 27 |
| 5 | 4 | 14 | 10 | 34 | 10 | 34 | 4 | 14 | 1 | 3 | | 29 |
| Total | 24 | 12 | 83 | 41 | 63 | 31 | 18 | 9 | 16 | 8 | | 204 |

Conclusions based on this data:

1. The largest percentage (41%) of our English Learners score in the Early Advanced range. Concerted effort should be made to ensure that these especially the upper grade students, are reclassified in a timely manner.
2. Forty eight percent (#65) of our students fall into the Beginning, Early Intermediate, and Intermediate range. Continued support and a systematic ELD program will be in place to ensure that these students advance to the next level on CELDT.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| Number of Annual Testers | 220 | 222 | 204 |
| Percent with Prior Year Data | 100.0% | 100.0% | 100.0% |
| Number in Cohort | 220 | 222 | 204 |
| Number Met | 159 | 152 | 138 |
| Percent Met | 72.3% | 68.5% | 67.6% |
| NCLB Target | 56.0 | 57.5 | 59.0 |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 239 | 38 | 239 | 42 | 229 | 25 |
| Number Met | 102 | 25 | 97 | 30 | 94 | -- |
| Percent Met | 42.7% | 65.8% | 40.6% | 71.4% | 41.0% | -- |
| NCLB Target | 20.1 | 45.1 | 21.4 | 47.0 | 22.8 | 49.0 |
| Met Target | Yes | Yes | Yes | Yes | Yes | -- |

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

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

| |
|--|
| SUBJECT: English-Language Arts |
| LEA/LCAP GOAL: |
| Student Achievement |
| SCHOOL GOAL #1: |
| <p>In the Spring of 2014, Fryberger students took the 3rd semester Benchmark assessments and the results are as follows:</p> <p>1st grade: 91% of students scored proficient/advanced. 2nd grade: 51% of students scored proficient/advanced. 3rd grade: 70% of students scored proficient/advanced. 4th grade: 39% of students scored proficient/advanced. 5th grade: 48% of students scored proficient/advanced.</p> <p>In the Fall of 2014, Fryberger students took a reading fluency assessment (DIBELS). the results are as follows:</p> <p>Kindergarten: 93.8% of students were low risk 1st grade: 92.68% of students were low risk 2nd grade: 83.1% of students were low risk 3rd grade: 72% of students were low risk 4th grade: 80.8% of students were low risk 5th grade: 73.1% of students were low risk</p> <p>Based on these results, 82.58% of the students are reading fluently. However, benchmark scores drop significantly in grades 2-5. Comprehension seems like an area of weakness for most Fryberger students.</p> |
| Data Used to Form this Goal: |
| DIBELS Benchmarks |
| Findings from the Analysis of this Data: |
| Comprehension continues to be an area of weakness for our students. Extra focus on comprehension will be the ELA goal for this year. |

How the School will Evaluate the Progress of this Goal:

Grade level PLC process
 Student Study Team
 School Leadership Team
 Classroom Assessments
 Writing Samples
 Student Work

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------|---------------------------|--|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Hire a .4 reading intervention teacher | 11/21/2014 | Principal and grade level | .16 Reading Teacher | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental/Conce ntration (English Learners) | 3,040 |
| | | | .33 Reading Teacher | 1000-1999: Certificated Personnel Salaries | Title I | 6,338 |
| | | | .51 Reading Teacher | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental/Conce ntration (At-Risk) | 9783 |
| | | | Benefits | 3000-3999: Employee Benefits | LCFF Supplemental/Conce ntration (At-Risk) | 1,174 |
| | | | Teacher Extra Assignment-after school tutoring | 1000-1999: Certificated Personnel Salaries None Specified | LCFF Supplemental/Conce ntration (At-Risk) None Specified | 2,000 |
| | | | | None Specified | None Specified | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------|---|--|---|---|-------------------------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Establish schoolwide SMART goals to increase student achievement by a minimum of 5% in the area of Reading Comprehension/Decoding/Fluency based on grade level specific grade level pre and post assessments. Each grade level K-5 will develop a SMART goal in the area of reading comprehension/fluency based on the area of need for the grade level Use of academic language across the content areas Develop a grade level PLC calendar and agenda items Classroom Walk Throughs Demonstration Lessons Read Naturally Afterschool tutoring in reading Daily fluency practice across grade levels | 10/31/2014 | <ul style="list-style-type: none"> Intervention teacher RSP teacher Classroom teacher ISS team Principal RSP Paraeducators | <p>Teacher substitute</p> <p>Teacher benefits i.e. STRS, Medicare etc.</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> | <p>Unrestricted</p> <p>Unrestricted</p> | <p>1,000</p> <p>871</p> |
| Purchase Standards Plus materials for all grade levels | 11/4/2014 | grade levels principal | Standards Plus materials | 4000-4999: Books And Supplies None Specified | LCFF Supplemental/Concentration (At-Risk) None Specified | 5790 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------|--|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>90% of all students will be at low risk as measured on DIBELS by the end of the year.</p> <ul style="list-style-type: none"> Establish daily fluency practice across all grade levels Provide after school tutoring in reading to include fluency practice Grade level SMART goals in reading fluency <p>Implementation of PBL,</p> <ul style="list-style-type: none"> Provide professional development on Common Core Standards | 11/14/2014 | <ul style="list-style-type: none"> Intervention teacher RSP teacher Classroom teacher Principal RSP paraeducators | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------|---|--------------------------|--|--------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Establish school-wide SMART goal in the area of writing Each grade level K-5 will develop a SMART goal in the area of writing based on the area of need for the grade level Use computer time and Chrome books to increase key boarding skills and computerized test taking Practice "cold writing" on a regular basis to guide students to independently choose a thinking map to facilitate the essay. Practice more open response writing across the curriculum Develop vocabulary for test taking prompts. Share student writing during PLCs to focus on areas of student needs Purchase handwriting books for grades 3 as needed <p>Purchase printer for computer lab to print off student work.</p> | 11/14/2014 | Classroom teacher ISS team Principal RSP teacher RSP Paraeducator | Printer for computer lab | None Specified 4000-4999: Books And Supplies | None Specified Unrestricted | 1,500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------|---|--|---|-----------------------------|---------------------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> • The following tasks will involve parents and community to move students towards proficiency in ELA <ul style="list-style-type: none"> o planning and executing the school plan o meeting and planning with parents to set their student's educational goals o workshops for parents to develop skills to assist their students in ELA o family nights to promote literacy, sense of community and parent involvement o community liaisons to translate and develop communication between home and school o Senior Clerk Typist to provide parent communication, assist with parent conferences, academic awards, student council, and assist with the SSC planning and meetings | 11/18/2014 | <ul style="list-style-type: none"> • Principal • Certificated Staff • Classified Staff | Sr. Clerk Typist materials, supplies and refreshments | 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies | Title I Unrestricted | 10,148 3,064 |

Planned Improvements in Student Performance

School Goal #2

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

| |
|---|
| SUBJECT: Mathematics |
| LEA/LCAP GOAL: |
| Personal and Professional Development |
| SCHOOL GOAL #2: |
| All student groups will make adequate yearly progress in Math by increasing their percent proficient or advanced scores as measured by district benchmarks and other site determined assessments. During the 2013-2014 school year, Fryberger students took math benchmark assessments. the results are as follows: 3RD TRIMESTER MATH BENCHMARK ASSESSMENT Kindergarten: 91 % of students were proficient/advanced. 1st grade: 92% of students were proficient/advanced. 2nd. grade: 65% of students were proficient/advanced. 3rd grade: 59% of students were proficient/advanced. 4th grade: 59% of students were proficient/advanced. 5th grade: 59% of students were proficient/advanced. Based on these results, many of the Fryberger students in grades 2-5 are not proficient in math. Our goal is to increase the percent of proficient/advanced students in Kindergarten & 1st grade by 1%. Our goal for 2nd-5th grade students is to increase the percent of proficient/advanced students by 6%. |
| Data Used to Form this Goal: |
| Benchmark Assessments |
| Findings from the Analysis of this Data: |
| In kindergarten and 1st grade, the majority of students are proficient/advanced. there is a significant decline in the percent of students who are proficient/advanced in grades 2-5. |

How the School will Evaluate the Progress of this Goal:

- Team meeting articulation
- Collaboration sessions
- Parent teacher conferences
- Staff meetings
- Cross grade level discussions
- SST
- Benchmark Assessments
- Math Program Assessments
- Classroom Assessments
- Student Work

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------|--------------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Analyze data showing student strengths and needs in grade level math skills Form strategic math groups with focus strategies for each trimester | 10/31/2014 | grade level teams principal | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | | |
|---|------------|--|----------------------------------|--|----------------|----------------|-------|
| | | | Description | Type | Funding Source | Amount | |
| <ul style="list-style-type: none"> Establish school wide SMART goals to improve student achievement by a minimum of 5% in the area of math facts to support higher level math skills and content. SLT will work toward school-wide goal Each grade level K-5 will develop a SMART goal in the area of math facts to support higher level math skills and content. An intervention teacher will push into grades 4 & 5 to support students and will meet with K-3 students in small groups to work on specific math strategies and skills. Staff will review current curriculum and identify skill based supplemental materials | 10/31/2014 | <ul style="list-style-type: none"> Intervention teachers RSP teacher Classroom teachers Principal RSP paraeducators | After School Tutoring | 1000-1999: Certificated Personnel Salaries | Title I | 4,387 | |
| | | | .2 intervention teacher | 1000-1999: Certificated Personnel Salaries | None Specified | None Specified | 8,000 |
| | | | Benefits .2 intervention teacher | 3000-3999: Employee Benefits | Title I | 1,540 | |
| <ul style="list-style-type: none"> Implementation of Standards Plus Grade levels K-5 will develop a SMART goal in the areas of math vocabulary, number recognition and computation, based on the area of need for that grade level. All grade levels will create and review formative assessments to move students toward the grade level and school-wide math goals. | 11/5/2014 | <ul style="list-style-type: none"> RSP teacher Classroom teacher Principal RSP paraeducators | After School Tutoring | 1000-1999: Certificated Personnel Salaries | Title I | 4,000 | |

Planned Improvements in Student Performance

School Goal #3

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

| |
|---|
| SUBJECT: English Language Development |
| LEA/LCAP GOAL: |
| Learning Environment |
| SCHOOL GOAL #3: |
| English Learners will continue to move toward grade level proficiency in ELD as measured by state and local assessments. Currently, Fryberger students are meeting the Annual Measurable Achievement Objectives (AMAO) for English Learners. With a target of 59% for 2013, 67.6%, Fryberger students made AMAO 1. AMAO 1 measures yearly student progress on the California English Language Development Test (CELDT). Our goal is to increase the percent of students making AMAO 1 by 10%. |
| Data Used to Form this Goal: |
| 2014 CELDT for second language learners. |
| Findings from the Analysis of this Data: |
| While Fryberger students are meeting the target AMAO goals, we want our students to make more progress towards English proficiency and redesignation. |
| How the School will Evaluate the Progress of this Goal: |
| Grade level PLC process Student Study Team School Leadership Team CELDT Classroom Assessments Writing Samples Student Work |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|--------------------------|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Analyze data showing student strengths and needs in English Language Development Form ELD groups based on CELDT data and teacher recommendations Establish school wide SMART goals to improve language acquisition for English Learners Implementation of GLAD, Thinking Maps, ELD strategies to support speaking & writing Use of academic language across content areas | | <ul style="list-style-type: none"> Grade level teams Principal | Intervention Teacher 17% | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental/Concentration (English Learners) | 3,000 |
| | | | Benefits | 3000-3999: Employee Benefits | LCFF Supplemental/Concentration (English Learners) | 431 |
| | | | | None Specified | None Specified | |

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|--------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| Title I | 34,413 | 0.00 |
| LCFF Supplemental/Concentration (At- | 18,747 | 0.00 |
| LCFF Supplemental/Concentration | 6,471 | 0.00 |
| Unrestricted | 8,967 | 2,532.00 |

| Total Expenditures by Funding Source | |
|--|--------------------|
| Funding Source | Total Expenditures |
| LCFF Supplemental/Concentration (At-Risk) | 18,747.00 |
| LCFF Supplemental/Concentration (English Learners) | 6,471.00 |
| Title I | 34,413.00 |
| Unrestricted | 6,435.00 |

Summary of Expenditures in this Plan

Centralized Service Total Expenditures by Funding Source

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| Title I | 13,721.00 |

Summary of Expenditures in this Plan

Centralized Service Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 4,430.00 |
| 2000-2999: Classified Personnel Salaries | 3,499.00 |
| 4000-4999: Books And Supplies | 1,099.00 |
| 5000-5999: Services And Other Operating Expenditures | 4,693.00 |

Summary of Expenditures in this Plan

Centralized Service Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|----------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | Title I | 4,430.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 3,499.00 |
| 4000-4999: Books And Supplies | Title I | 1,099.00 |
| 5000-5999: Services And Other Operating | Title I | 4,693.00 |

Summary of Expenditures in this Plan

Centralized Service Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 13,721.00 |

Summary of Expenditures in this Plan

Combined Total Expenditures by Funding Source

| Total Expenditures by Funding Source (School Goals) | | Total Expenditures by Funding Source (Centralized Service) | |
|---|--------------------|--|--------------------|
| Funding Source | Total Expenditures | Funding Source | Total Expenditures |
| LCFF Supplemental/Concentration (At-Risk) | 18,747.00 | Title I | 13,721.00 |
| LCFF Supplemental/Concentration (English Learners) | 6,471.00 | | |
| Title I | 34,413.00 | | |
| Unrestricted | 6,435.00 | | |

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

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Dr. Paula Mills | X | | | | |
| Nicole Van Skike | | X | | | |
| Andrea Enterline | | X | | | |
| Jessica Cisneros | | | | X | |
| Thomas Nguyen | | | | X | |
| Sam Bunch | | | | X | |
| Cindy Jones | | X | | | |
| Numbers of members of each category: | 1 | 3 | 0 | 3 | 0 |

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/7/2014.

Attested:

Paula Mills (Interim Principal)

Typed Name of School Principal

Signature of School Principal

Date

Nicole Van Skike

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Centralized Services 2014-15
Fryberger School

| Program | Services provided by the district | Value of the Services |
|---------------------------------|--|------------------------------|
| Title I | Parent Involvement | |
| Title I | Professional Development | |
| Title I | Instructional Support Personnel | |
| Title I | School City Data System | |
| Title I | Supplemental Materials | |
| Title I | | |
| Title I | | |
| Total for Title I | | \$ 37,642 |
| Title II | K-2 CSR | |
| Title II | | |
| Totals for Title II | | \$ 21,159 |
| Title III | All Day K | |
| Title III | Professional Development | |
| Title III | Parent Involvement | |
| Title III | | |
| Title III | | |
| Total for Title III | | \$ 23,593 |
| LCFF - EL | All Day K | |
| LCFF - EL | Professional Development | |
| LCFF - EL | Instructional Support Personnel | |
| LCFF - EL | Parent Involvement | |
| LCFF - EL | School City Data System | |
| LCFF - EL | Supplemental Materials | |
| LCFF - EL | | |
| LCFF - EL | | |
| Total for LCFF - EL | | \$ 42,224 |
| LCFF - At Risk | All Day K | |
| LCFF - At Risk | Professional Development | |
| LCFF - At Risk | Instructional Support Personnel | |
| LCFF - At Risk | Parent Involvement | |
| LCFF - At Risk | School City Data System | |
| LCFF - At Risk | Supplemental Materials | |
| LCFF - At Risk | | |
| LCFF - At Risk | | |
| Total for LCFF - At Risk | | \$ 42,261 |