

The Single Plan for Student Achievement Bonsall West

School: Bonsall West Elementary

District: Bonsall Unified School District

County-District School (CDS) Code: 37 76851 0110122.

Principal: Tina Calabrese

Date of this revision: January 2015

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:

Contact Person: Tina Calabrese

Position: Principal

Telephone Number: 760-721-8001

Address: 5050 El Mirlo Drive, Oceanside, CA 92057

E-mail Address: tina.calabrese@bonsallusd.com

The District Governing Board approved this revision of the SPSA March 2015



Form A: 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 academic performance index and adequate yearly progress growth 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:

LEA GOAL: Academic excellence and support for all students to be highly competitive in their chosen career path and/or college. Students will show 5% annual improvement in ELA.

SCHOOL GOAL: Increase proficiency rates on MAP scores by 5% in ELA for all students. Additional assistance will be given to students in grades K-6, including students in the subgroups-English Learners and Socioeconomically disadvantaged to enable all classes to perform well on the CAASP test in ELA. Fifty percent of our EL students will move at least one CELDT level

<p>What data did you use to form this goal? 2012 CST results MAP testing results 2013-2014, CELDT testing results 2013-2014, Benchmark tests from HM, and Compass Odyssey</p>	<p>What were the findings from the analysis of this data? In 2012, our overall API was 915 and 69% of the students were proficient in ELA In 2012, our ELD students had an 843 API on the CST compared to the school wide API of 915 and were 69% Advanced or Proficient in ELA Our SED students had a 829 API on the 2012 CST as compared to the school wide API of 915 and were 65% Advanced or Proficient in ELA On the MAP scores for the 2013-2014 school year, our ELD students scored an average between 30-60% in Reading/Language Usage, with a 198 average(Basic). On the MAP scores for the 2013-2014 school year our SED students scored an average between 22-68% in Reading/Language Usage</p>	<p>How will the school evaluate the progress of this goal? Students will be evaluated on test scores, semester grades, Compass Odyssey improvement, CELDT and MAP scores.</p>
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STRATEGY: During 2014-2015 school year, the school will implement a school-wide primary reading intervention program to address the reading comprehension needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, annually)

with a 200 average(Basic).	
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Bilingual paraprofessionals will work with targeted EL students to support core instruction and ELD standards.	Bilingual paraprofessionals, ELD rotation teacher, principal	Ongoing: Hired 2 nd paraprofessional 8/14 to work 7.0 hours per day	Title 1 and LCAP
Maintain ELD rotation teacher full time to support teachers in delivering ELD to support students still scoring level 3 on CELDT	ELD rotation teacher/principal		EIA/LEP/LCAP
All teachers will utilize Portal with their students to enable students to access supplemental instructional programs	Teachers/principal	Ongoing, ensure students/staff are trained. Utilize current resources available through the District	N/A

Tutorials before/after school with ASES program. Teaching staff/paraprofessional staff to provide tutorials and support in the homework section of ASES	Bilingual paraprofessionals, ASES staff	Ongoing, re-organize hours for paraprofessionals 8/14	N/A ASES program
Identify students at risk of not meeting standards and place in appropriate interventions	Teachers, ELD rotation teacher, principal, SST team	Ongoing, meet during Thursday PD, 2x per year meet with teachers to discuss at risk students/develop action plans	N/A
Use Imagine learning with students to support/boost reading skills	Teachers, ELD rotation teacher, ELD paraprofessional	Ongoing	30 licenses
Implement MAP testing 3x per year and use data to accurately measure student growth/make instructional adjustments accordingly. Align/increase student understanding of ELA assessment vocabulary	Teachers/ELD rotation teacher/ELD professional	Ongoing	

Implement Get Ahead Writing program. Ongoing professional development including implementation of increased student learning conversations, on site collaboration.	Teachers/Trainer	Throughout 2014-2015 school year	District expense BEF coordinates parent payment for enrichment classes
Integrate ELA learning opportunities before, during and after school interventions/enrichments provided by the Bonsall Education Foundation	Teacher/ELD paraprofessional, After school instructors	Throughout the 2014-2015 school year	District expense,

LEA GOAL: Academic excellence and support for all students to be highly competitive in their chosen career path and/or college. Students will show 5% annual improvement in math.

SCHOOL GOAL: Increase proficiency rates on MAP scores by 5% in math for all students. Additional assistance will be given to students in grades K-6, including students in the subgroups-English Learners and Socioeconomically disadvantaged to enable all classes to perform well on the CAASP test in math

<p>What data did you use to form this goal?</p> <p>2012 CST results MAP testing results 2013-2014 ST math, and Compass Odyssey.</p>	<p>What were the findings from the analysis of this data?</p> <p>In 2012, our school wide API was 915. 90% of students were advanced or proficient in math. In 2012, our ELD students had an 843 API on the CST compared to the school wide API of 915 and 90% were advanced or proficient in math.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Students will be evaluated on test scores, end of unit benchmark tests, semester grades, Compass Odyssey improvement, ST math and MAP scores.</p>
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	<p>Our SED students had a 829 API on the 2012 CST as compared to the school wide API of 915 and 77% were advanced or proficient in math.</p> <p>On the MAP scores for the 2013-2014 school year, our ELD students scored an average between 35-50% in math with an average of 205 (Basic).</p> <p>On the MAP scores for the 2013-2014 school year our SED students scored an average between 26-68% in math with an average of 201 (Basic).</p>	
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STRATEGY: During 2014-2015 school year, the school will continue to utilize computer programs, small group instruction, one one instruction in order to intervene for students to accelerate/provide re-teaching opportunities. Professional development to enhance math instruction/learning by implementing CGI(Cognitive Guided Instruction)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Bilingual paraprofessionals will work with targeted EL students to support core instruction and ELD standards.	Bilingual paraprofessionals, ELD rotation teacher, principal	Ongoing: Hired 2 nd paraprofessional 8/14 to work 7.0 hours per day	Title 1 and LCAP

<p>Maintain ELD rotation teacher full time to support teachers in delivering ELD to support students still scoring level 3 on CELDT</p>	<p>ELD rotation teacher/principal</p>		<p>EIA/LEP/LCAP</p>
<p>All math teachers participate in San Diego County Office of Education's CCSS Standards for Mathematical Practice training and demo lessons</p>	<p>C/I Director, SDCOE, teachers, principal</p>	<p>Ongoing training, CGI training(Cognitive Guided Instruction), PD on site and at SDCOE</p>	<p>N/A</p>
<p>All teachers will utilize Portal with their students to enable students to access supplemental instructional programs</p>	<p>Teachers/principal</p>	<p>Ongoing, ensure students/staff are trained. Utilize current resources available through the District</p>	<p>N/A</p>
<p>Tutorials before/after school with ASES program. Teaching staff/paraprofessional staff to provide tutorials and support in the homework section of ASES</p>	<p>Bilingual paraprofessionals, ASES staff</p>	<p>Ongoing, re-organize hours for paraprofessionals 8/14</p>	<p>N/A ASES program</p>

Identify students at risk of not meeting standards and place in appropriate interventions	Teachers, ELD rotation teacher, principal, SST team	Ongoing, meet during Thursday PD, 2x per year meet with teachers to discuss at risk students/develop action plans	N/A
Early release time to review new Mathematics Framework and implementation of CCSS SMP	Teachers, principal, C/I Director	Ongoing/meet during Thursday PD.	District expense
Update technology in preparation for CAASP test. Chromebook purchases and Ipad purchases, along with purchases of desktop/laptop computers	Principal/District	Ongoing inventory of technology, purchase items to replace outdated resources	District expense (\$279x25): Chromebooks, Ipads: Purchased 15(500x15): LCAP
All teachers participate in CGI(Cognitive Guided Instruction) training	Teachers/Principal	Ongoing, teachers released from class for ½ day and full day training throughout the year	LCAP(district expense)

<p>Implement the MAP assessment 3x per year and use the data to accurately measure student growth and make instructional adjustments accordingly.</p>	<p>Teachers</p>	<p>3x per year</p>	<p>District expense</p>
<p>Align and increase understanding of math assessment vocabulary</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>District Expense</p>
<p>Implement ST math a minimum of 90 min. a week</p>	<p>Teachers/parents</p>	<p>Ongoing</p>	<p>District expense</p>
<p>Implement Cognitive Guided Instruction in mathematics</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>District expense</p>
<p>Provide mathematics intervention as needed</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>District expense</p>
<p>Host a Family Fun math night focusing on fun, real world applications of math concepts</p>	<p>Teachers/principal</p>	<p>Fall 2015</p>	<p>None</p>
<p>Increase math learning opportunities for students before, during, and after school for interventions and enrichment programs hosted by Bonsall Education Foundation (BEF). Such as Robotics, Code. Org, Chess camp</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>None</p>

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Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

LEA GOAL: Create a safe and welcoming environment by engaging families and students.

SCHOOL GOAL: Maintain a good/better rating on FIT, student attendance baseline to be established, safety data that will indicate fewer referrals, suspensions reduced by a minimum of 1%. Decrease in chronic absenteeism by 2% in year 1. Baseline for numbers of participants in parent/family conferences, open house/back to school night will be established. Healthy Kids survey/Physical fitness testing to improve from previous year.

<p>What data did you use to form this goal? Facilities Inspection Tool (FIT), Safety climate survey, family participation sign in sheets, Healthy Kids survey data, Physical Fitness testing data</p>	<p>What were the findings from the analysis of this data? The 2014-2015 year will be a baseline year for attendance, school behavior referrals, parent attendance at conferences, back to school night, open house, volunteers.</p>	<p>How will the school evaluate the progress of this goal? After creating baseline data, Increase student attendance by 1%, decrease absenteeism by 2%, Increase parent participation by 5% and improve physical fitness testing</p>
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STRATEGY: During 2014-2015 school year, the school will establish baseline data for parent attendance at Back to school night, open house, volunteer hours. We will focus on increasing fitness for students, boosting attendance

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Gather sign in data at Open House, back to school night, volunteer sheets	Staff/Principal	Appropriate times of the year	0
Administer Climate/safety survey to parents/staff	Staff/Principal	May 2015	None
Gather attendance data	Attendance clerk	June 2015	None
Provide incentives to students to boost attendance (recognition ceremony/certificates)	Principal	Ongoing	None
Administer Healthy Kids survey	Staff/Principal	May 2015	None
Administer Physical Fitness testing	Staff	May 2015	None
Continue parent communication via Blackboard connect, website, teacher bulletins to invite them to attend activities	Principal/staff	Ongoing	None
Continue Patriotic assemblies with parents invited	Staff/Principal	Ongoing on Mondays	None
Continue Monthly Student recognition ceremonies focused on character traits	Staff/Principal	Ongoing on Fridays	None

<p>Increase parent resource nights on how to assist students academically/behaviorally and how to navigate the educational system</p>	<p>Staff/Principal</p>	<p>Ongoing</p>	<p>None</p>
<p>Provide services to support parents attending parent education, informational meetings, school events and volunteering at the school, such as childcare</p> <p>Increase the number of learning events at night/partner with Camp Pendleton to provide: Read with Me literacy night</p>	<p>Principal/Staff</p> <p>Principal/staff</p>	<p>Ongoing</p>	<p>None</p>

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$ 43,200	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$ 3,200	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$ 0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 0	<input type="checkbox"/>

<input type="checkbox"/>	Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$ 0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 0	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$ 0	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 7,500	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 7,100	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tina M. Calabrese	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yadira Espinoza	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dawn Milton	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer McKnight	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelby Lloyd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shannon Morell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeanette Jungreis(alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marie Gallagher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>

¹ EC Section 52852

Form E: Recommendations and Assurances

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

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
- x English Learner Advisory Committee Martha Sanchez _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:1/14/15.

Attested:

Tina M. Calabrese
Typed name of School Principal

 _____ Jan. 14,, 2014
Signature of School Principal Date

Marie Gallagher
Typed name of SSC Chairperson

 _____ Jan. 14,, 2014
Signature of SSC Chairperson Date