

The Single Plan for Student Achievement

School: Grover Beach Elementary School
CDS Code: 40-68759-6043038
District: Lucia Mar Unified School District
Principal: James Snyder
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

Grover Beach Elementary School's Vision and Mission Statements

Grover Beach Elementary School promotes a community of learning that welcomes and encourages curiosity and multiple perspectives. Through a global focus, our program challenges and inspires students to discover their role as active participants in the rapidly changing world.

School Profile

Grover Beach Elementary is an authorized International Baccalaureate (IB) World School and has the privilege of educating a diverse group of students in a community-centered setting. Grover Beach is located two blocks from the main businesses that border the small coastal town of Grover Beach. The neighborhood is zoned for both small business and residential. Single dwelling homes, several apartment buildings, a mobile home park and approximately five small businesses border the school. In addition to the 494 TK through 6th grade students at Grover Beach, the school site also houses California State Preschool classes, three district special education preschool classes, and a District Preschool Education Program. Grover Beach also has a extensive after-school enrichment program known as Bright Futures. More than 100 students participate in Bright Futures. In addition, Grover Beach Elementary has thriving GATE program with around 50 students participating in extension activities that include: Robotics, Chess, Coding, Art, Destination Imagination and Battle of the Books.

Our school offers a wide variety of school-based services for our students and their families. The entire school staff works diligently to ensure the needs of all students are met, with each staff member doing his or her part to promote student achievement and excellence in learning. The school's motto "To engage, challenge and inspire students through the power of learning" accurately reflects the significance of Grover Beach Elementary to the community as the school is not only positioned physically in the heart of the small coastal city of Grover Beach, but is also the source of heartfelt memories for many of the city's residents.

As new families have moved into our community, they also have joined the familial spirit of Grover Beach Elementary International Baccalaureate World School, becoming active participants in our Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Committee (ELAC), and other parent groups. Parents also volunteer in classrooms, chaperone on field trips, and attend the various spirit-filled school activities.

Given the staff's dedication to student achievement and the school's widespread community support, Grover Beach Elementary International Baccalaureate Candidate School continues to demonstrate that all students can and will learn when teachers, parents, and the community work together to cause learning.

Demographics

Included in the school's student population of 491 students are:

- 69% Students who participate in the Free and Reduced Lunch Program
- 69.3% Socio-economically disadvantaged students
- 35.4% English Learners
- 17.3% Students with an Individual Education Plan (IEP) for Special Education and/or Speech and Language

The student population is comprised of the following ethnicities:

- 65.9% Hispanic students
- 26.2% Anglo students
- * 1.83% Asian students
- .81% African American students
- 1.21% Native Hawaiian/Pacific Islander

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).

The School Site Council will create a Parent Survey for the 2017-2018 school year. Questions on the survey will include climate questions ("My child feels safe at Grover Beach Elementary School") and communication questions ("I feel informed about what is going on at Grover Beach Elementary School"). The answers to these questions will drive the decisions of the SSC for the school year.

A teacher survey will be developed using google forms that all staff will be encouraged to complete. This survey will focus on how well the staff feels supported and how the staff feels the overall "climate" at the school is. In addition to this, the survey will give an opportunity for staff to give the principal direct feedback on how effective he has been. This survey will be given once in the winter before winter break, and then again at the end of the year.

Classroom Observations

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

Principal observers teachers informally on a regular basis. The goal is for 6-8 hours per week is spent in classrooms giving feedback on instruction. Formal evaluations are given twice a year (for temporary and probationary teachers)and once a year (for tenured teachers not on waivers).

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)

MAP data will be used to group and differentiate for students 3rd-6th in reading and 1st-6th in math.
Fountas and Pinnell Baseline Assessment data will also be used K-6 to help differentiate and modify instruction.
All of this data will also be used to create intervention groups for all grade levels.
CAASPP data will be used to provide focus in areas of need across all grade levels as well.

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

See above.

Staffing and Professional Development

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

All staff highly qualified.

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

Grover Beach Elementary School is an IB (International Baccalaureate) school and Professional Development is a big part of what we do. Professional Development occurs on a regular basis during our late start Monday, on a semi regular basis for half or full day collaboration focused on International Baccalaureate planning that supports the school in continually aligning our teaching and learning with the common core.

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

All PD aligned to CCSS and targeted towards the International Baccalaureate model.

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

We have an IB Coordinator on campus who provides in-class support and PD for all staff. In addition to this we have a TOSA (Teacher on Special Assignment)/Intervention teacher who also provides training and support for staff. Finally, we have a current team of 4 Literacy Support Tutors (fully credentialed teachers) who provide an hour of in class or pull-out support during teachers literacy block from TK-6. We also have a full time Spanish Teacher who provides second language learning for our primary English speakers, and in-depth language extension for our native Spanish speakers.

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

See above for all types of collaboration.

Teaching and Learning

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

The district has aligned our reading and math materials to the Common Core standards. Most recently Investigations has been added as our math curriculum. Investigations is very well aligned with the CCSS.

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

All minutes are adhered to.

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

All lesson pacing schedules are observed.

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

All students have access to materials.

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)

Opportunity and Equal Educational Access

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

In class intervention and differentiation occur in every classroom. Significant intervention is provided for students who are struggling academically. During the 2016-2017 school year a total of 182 students were provided intervention supports. In addition, there were a total of 387 spots for intervention over the course of the year.

14. Research-based educational practices to raise student achievement

Our instructional practices are based on an internationally recognized set of instructional standards through IB (International Baccalaureate) program. In addition to this Grover Beach uses Thinking Maps to support our writing program, and many of our teachers follow a research based Reading Workshop based upon the highly regarded Lucy Calkins Reading Units of Study.

Parental Involvement

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

ELAC meetings, Back to School nights, after school tutoring, Math Night, IB Night, Adult Spanish/English Immersion classes for parents and Family Nights among other events are all resources available to our community to support underachieving students.

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)

Our School Site Council--with 5 parent and 5 staff elected representatives fulfills this role.

Funding

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

We spend the vast majority of our categorical funds on our Literacy Support Tutors (LST's) who provide direct support to our underperforming students on a daily basis in small groups. We have also purchased intervention software and chromebooks specifically for our underperforming students to improve.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Grover Beach Elementary School is continually considering the most effective ways to support our EL Learners. Being the elementary school with the second highest number of EL learners in the Lucia Mar Unified School District (LMUSD), the challenge to ensure we are serving these students the best is an important one. One of the most important ways we support these students is through Designated and Integrated ELD. Integrated ELD is supported throughout the day for all EL Learners through language acquisition support that is aligned to content objectives in all content areas. Designated ELD focuses directly on the language acquisition part, and is provided in class for all EL learners, and for our CEDLT 1-2 EL learners is also supported through daily, 30 minute "pull out" with certificated staff. In addition to this, our whole school intervention program is another way to support EL's. We use data culled from Fountas and Pinnell and MAP to target students where they are at and provide 30 min/day of specific and guided reading and math support. Grover Beach also offers after school tutoring at all grade levels specifically targeting our EL population. Finally, we have invested in technology (Chromebooks) that will allow students to access intervention on-line (at school and at home).

We have set high, but attainable goals for our students based on MAP data and CAASPP Data. Our ELA and Math goal both also speak to showing student GROWTH over the course of the year which is key for us as many of our students enter their current grade level a whole grade level behind or more.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	80	85	68	79	84	68	79	84	68	98.8	98.8	100
Grade 4	59	78	82	55	77	82	54	77	82	93.2	98.7	100
Grade 5	74	62	78	71	60	77	71	60	77	95.9	96.8	98.7
Grade 6	55	72	58	52	71	55	52	70	55	94.5	95.9	94.8
All Grades	268	297	286	257	292	282	256	291	282	95.9	97.7	98.6

* 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	2396.3	2419.4	2413.9	15	18	19.12	15	25	25.00	30	29	30.88	39	29	25.00
Grade 4	2426.6	2419.8	2438.6	5	12	13.41	22	10	24.39	27	26	21.95	44	52	40.24
Grade 5	2482.5	2456.7	2458.0	15	7	11.69	27	23	20.78	17	23	24.68	41	47	42.86
Grade 6	2504.7	2507.5	2495.4	12	13	5.45	21	23	27.27	42	36	36.36	25	29	30.91
All Grades	N/A	N/A	N/A	12	13	12.77	21	20	24.11	28	29	27.66	38	38	35.46

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	16	19	16.18	29	40	42.65	54	40	41.18
Grade 4	4	9	10.98	46	30	43.90	50	61	45.12
Grade 5	20	7	7.79	42	37	33.77	38	57	58.44
Grade 6	8	11	7.27	44	47	47.27	48	41	45.45
All Grades	13	12	10.64	39	38	41.49	48	49	47.87

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	19	24	25.00	47	55	50.00	34	21	25.00
Grade 4	7	12	14.63	50	49	52.44	43	39	32.93
Grade 5	21	13	18.18	41	48	53.25	38	38	28.57
Grade 6	13	20	14.55	63	44	56.36	23	36	29.09
All Grades	16	18	18.09	49	49	52.84	35	33	29.08

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	6	14	10.29	65	64	58.82	29	21	30.88
Grade 4	6	9	8.54	65	58	62.20	30	32	29.27
Grade 5	15	2	10.39	62	58	55.84	23	40	33.77
Grade 6	10	11	5.45	77	70	65.45	13	19	29.09
All Grades	9	10	8.87	66	63	60.28	24	27	30.85

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	16	25	30.88	44	51	48.53	39	24	20.59
Grade 4	9	12	20.73	63	49	47.56	28	39	31.71
Grade 5	23	10	18.18	55	67	37.66	23	23	44.16
Grade 6	15	29	10.91	71	47	61.82	13	24	27.27
All Grades	16	19	20.57	57	53	47.87	27	28	31.56

Conclusions based on this data:

1. In order to improve in the area of ELA/Literacy (specifically increase the number of Standards Met or Exceeded), Grover Beach will continue to implement a rigorous intervention system through our credentialed LST's (Literacy Support Teachers). In addition, we have focused our intervention on our Primary Grades. In order for ALL of our students to succeed, we need to provide intervention support to them as soon as there are any signs of difficulty. This year, Grover Beach will be able to provide intervention support for EACH AND EVERY students in our primary grades who are behind in ELA and Math.
2. One area of need that is apparent due to this data (and other data) is in the area of Research and Inquiry. This is a CCSS concentration as well, of course. Grover Beach continues to support students with Inquiry-based instruction and Research skills through our IB Units. Expanded concentration in this area will be focused on this year to ensure that our students who appropriate growth in this area.
3. Generally, overall achievement shows a positive trend in CAASPP ELA scores. While our % of students who exceeded the standard remained flat (13% in 15-16 to 12.77% in 16-17) we increased the % of students meeting the standard from 20% in 15-16 to 24.11 in 16-17. Meanwhile we decreased the % of students not meeting standard from 15-16 to 16-17 by 2.54%. While this is a positive trend, we need to work to 'bend the curve' even further particularly for students who are below the standard.

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	80	85	68	79	84	68	79	84	68	98.8	98.8	100
Grade 4	59	78	82	54	77	82	54	76	82	91.5	98.7	100
Grade 5	74	62	78	72	60	78	72	59	78	97.3	96.8	100
Grade 6	55	72	58	52	71	55	52	70	55	94.5	95.9	94.8
All Grades	268	297	286	257	292	283	257	289	283	95.9	97.7	99

* 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	2404.0	2418.9	2411.3	11	8	10.29	14	32	35.29	35	30	19.12	39	30	35.29
Grade 4	2426.3	2422.9	2447.9	4	9	8.54	13	5	17.07	43	37	41.46	41	49	32.93
Grade 5	2481.7	2466.5	2469.9	8	5	8.97	25	17	11.54	29	31	33.33	38	47	46.15
Grade 6	2477.8	2481.2	2459.8	4	6	3.64	13	16	7.27	42	30	34.55	40	49	54.55
All Grades	N/A	N/A	N/A	7	7	8.13	17	18	18.02	37	32	32.51	39	43	41.34

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	20	23	23.53	28	39	35.29	52	38	41.18
Grade 4	7	9	17.07	31	25	35.37	61	66	47.56
Grade 5	15	12	11.54	31	31	35.90	54	58	52.56
Grade 6	6	11	5.45	31	27	29.09	63	61	65.45
All Grades	13	14	14.84	30	31	34.28	57	55	50.88

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	14	17	16.18	48	49	54.41	38	35	29.41
Grade 4	2	12	10.98	41	30	50.00	57	58	39.02
Grade 5	13	8	6.41	51	32	43.59	36	59	50.00
Grade 6	6	11	0.00	48	41	38.18	46	47	61.82
All Grades	9	12	8.83	47	39	47.00	43	49	44.17

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	14	12	20.59	54	69	51.47	32	19	27.94
Grade 4	11	11	8.54	35	26	48.78	54	63	42.68
Grade 5	8	5	7.69	57	46	39.74	35	49	52.56
Grade 6	8	4	5.45	50	63	36.36	42	33	58.18
All Grades	11	8	10.60	50	52	44.52	39	40	44.88

Conclusions based on this data:

1. Math continues to be an area of needed support across all tested grade levels. While from the previous year (15-16) to 16-17 there was a "flatline" on the Overall Achievement, math remains an area of great need. The newly adopted district curriculum "Investigations" should help in this area. Focused on Inquiry-based and CCSS aligned math reasoning, Investigations is primed to directly and positively impact our students understanding of math processes and skills. In addition to this, we also see a need for students to become more 'automatic' with their computational skills in order to attend to the higher order thinking that is asked for in CCSS math. We have purchased "Reflex math" an online math intervention program that we have high hopes will support this need.
2. Based on this data, Communicating Reasoning appears to be the greatest area of need. While the % of students who were above standard slightly increased by 2.6% the % who were at or near standard decreased by 7.48% and the % of students below standard increased as well by 4.88%. We aim to address this need through Investigations as well.
3. Considering all of the above, support in the new curriculum will be paramount. With a district level TOSA supporting Investigations, we have also provided ample time for teachers to plan for these higher level mathematical skills through our Late Start Monday activities and professional development. In class support for teachers is provided through the district TOSA as well as through our site level TOSA.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						***	***							***	
1	3		10	21	17	19	64	50	48	6	21	24	6	13	
2	6			49	11	50	40	60	29	6	17	8		11	13
3	3		3	14	20	16	49	44	41	23	32	16	11	4	25
4	14		8	36	10	32	36	67	48	14	20	12		3	
5	5			40	44	41	35	50	45	20	6	7			7
6	20			60	38	44	10	25	44		38	11	10		
Total	6		4	33	20	33	44	51	42	12	22	13	4	7	9

Conclusions based on this data:

1. One of the main goals for our EL students is to have them reclassify while they are here at Grover Beach. While we have had some success in this regard, we need to get better. In addition to the school based factors that play into reclassification--Integrated & Designated ELD, high-quality in-class instruction based on IB (International Baccalaureate) practice and the intervention program--Grover Beach has placed a premium on parental involvement and understanding of the reclassification process. This includes supporting parents with understanding what the CELDT test is and how to interpret the scores that the student receives.
2. We have made it a goal to "tie-in" our International Baccalaureate Curricular approach with our Designated ELD "pull out" time. This assures consistency of concepts/themes both in and out of the regular classroom setting. In addition, this approach assures that students are learning the same themes in "pull-out" ELD and this will directly support their learning in the classroom. We have also begun before school, small-group intervention for our "newcomer" students using Rosetta Stone and LLI to support their acquisition of the english language.
3. In order to support parents with their language skills, Grover Beach will continue to offer "English Immersion Classes" starting November 1st, 2017 at Grover Beach Elementary. Parent involvement is a proven factor in increasing student achievement. Parent involvement in learning English (for our spanish speaking parents) we hope will also help with at-home support of our ELL's. In addition, and as noted in other places in the SPSA, we continue to utilize our "Parent/Community Liaison" who helps with direct outreach to our ELL parents to ensure the line of communication from school to home is as robust and consistent as possible. Our Liaison will also lead the after school language classes with parents.

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	4					11	36	24	11	20	43	29	40	33	50
1	3		9	21	16	23	64	48	45	6	24	23	6	12	
2	6		4	49	11	46	40	60	27	6	17	8		11	15
3	3		3	14	19	16	50	41	41	22	33	16	11	7	25
4	14		8	36	9	35	36	66	46	14	19	12		6	
5	5			40	39	38	35	44	44	20	6	6		11	13
6	18			64	38	44	9	25	44		38	11	9		
Total	6		3	29	17	29	43	47	36	13	25	15	9	11	17

Conclusions based on this data:

1. One of the main goals for our EL students is to have them reclassify while they are here at Grover Beach. While we have had some success in this regard, we need to get better. In addition to the school based factors that play into reclassification-- Integrated & Designated ELD, high-quality in-class instruction based on IB (International Baccalaureate) practice and the intervention program--Grover Beach has placed a premium on parental involvement and understanding of the reclassification process. This includes supporting parents with understanding what the CELDT test is and how to interpret the scores that the student receives.
2. We have made it a goal to "tie-in" our International Baccalaureate Curricular approach with our Designated ELD "pull out" time. This assures consistency of concepts/themes both in and out of the regular classroom setting. In addition, this approach assures that students are learning the same themes in "pull-out" ELD and this will directly support their learning in the classroom. We have also begun before school, small-group intervention for our "newcomer" students using Rosetta Stone and LLI to support their acquisition of the english language.
3. In order to support parents with their language skills, Grover Beach will continue to offer "English Immersion Classes" starting November 1st, 2017 at Grover Beach Elementary. Parent involvement is a proven factor in increasing student achievement. Parent involvement in learning English (for our spanish speaking parents) we hope will also help with at-home support of our ELL's. In addition, and as noted in other places in the SPSA, we continue to utilize our "Parent/Community Liaison" who helps with direct outreach to our ELL parents to ensure the line of communication from school to home is as robust and consistent as possible. Our Liaison will also lead the after school language classes with parents.

District Assessments

NWEA MAP

Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
3	182.6	20	191.4	16	8.8	9.8	46
4	194.7	30	202.9	35	8.2	7.3	53
5	196.4	7	205.3	17	8.8	5.8	67
6	202.3	8	208.2	13	5.9	4.5	52

Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
1	158.2	23	174.2	23	16	16.3	50
2	174.5	34	187.8	34	13.3	13.5	51
3	179.9	4	193.6	10	13.8	11	55
4	195.7	15	203.3	10	7.7	9.5	38
5	200.4	6	212.3	17	11.9	7.6	64
6	208	9	213.9	9	5.9	6	48

District Writing Assessment (DWA)

Grade	Average Score
3	6.62
4	5.14
5	6.57
6	6.40

School District Goals

Lucia Mar Unified School District Goals

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

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

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

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

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

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

The SPSA for Grover Beach Elementary is directly aligned to the district goals as our school has specific and measurable site level goals for all 4 District Goals.

These include:

Goal 1:

READING

- By June 2018, 100% of students will make 1 years growth OR be at/above grade level in Reading as measured by Fountas & Pinnell Benchmark Assessment System (Growth Goal).
- By June 2018, 60% of students (3rd-6th) will reach or exceed their Fall to Spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments (Growth Goal).
- By June 2018, 70% of K-2 students will demonstrate grade-level proficiency or above as measured by Fountas & Pinnell Benchmark Assessment System (Achievement Goal).
- By June 2018 all grade levels (3rd-6th) will increase the percentage of students proficient or above from 37% proficient to 50% proficient in the Language portion of the CAASPP test. This would show a 13% increase from last year to this year. (Achievement Goal)

MATH

- By June 2018 60% of students in each grade level (1st-6th) will reach or exceed projected growth goals in mathematics as measured by Fall to Spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments (Growth Goal).
- By June 2018 all grade levels (3rd-6th) will increase the percentage of students proficient or above from 26% proficient to 38% proficient. This would be a 12% increase from last year to this year. (Achievement Goal).

WRITING

- By June 2018, 70% of TK-2 students will demonstrate grade level proficiency or above in writing as measured by District Rubrics and/or Thinking Maps Write From the Beginning and Beyond grade-level rubrics. (Achievement Goal)
- By June 2018, 70% of 4-6 students will demonstrate grade level proficiency or above in writing as measured by the District Writing Assessment (DWA). (Achievement Goal)

Goal 2:

- By June 2018, all Grover Beach Elementary School students will receive character education through effective school wide programs and activities in an effort to increase student safety and engagement.
- By June 2018, Grover Beach Elementary School will provide effective and regular communication to our parents and community about district/site events and offer parent education events based on our sites needs.
- By June 2018, Grover Beach Elementary School will design and implement quality before and after school opportunities to provide both academic support and/or enrichment for all learners.

Goal 3:

By June 2018, Grover Beach Elementary School will provide professional development opportunities and increased technology access to promote future-ready education for all learners. Grover Beach also aspires to be the leader for technology use in LMUSD for Elementary Schools.

Goal 4:

- By June 2018, Grover Beach Elementary School will increase stakeholder communication via the Lucia Mar Online Parent Application. In addition, Grover Beach Elementary will specifically focus on communication with our Spanish speaking parents.
- By June, 2018 Grover Beach Elementary School will continue to improve staff communication so all staff (certificated and classified) is informed of best practices.

Goal 5:

- By June 2018, Grover Beach Elementary will continue to develop its IB Scope and Sequence Documents in order to ensure that the overall expectations of student achievement are aligned with those expressed in the IB Primary Years Programme (PYP) scope and sequence documents. This goal will ultimately be measured by the IB through their Evaluation visit in 2019.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Achievement
Lucia Mar Unified School District Goal:
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
SCHOOL GOAL #1:
Goal 1: READING <ul style="list-style-type: none">• By June 2018, 100% of students will make 1 years growth OR be at/above grade level in Reading as measured by Fountas & Pinnell Benchmark Assessment System (Growth Goal).• By June 2018, 60% of students (3rd-6th) will reach or exceed their Fall to Spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments (Growth Goal).• By June 2018, 70% of K-2 students will demonstrate grade-level proficiency or above as measured by Fountas & Pinnell Benchmark Assessment System (Achievement Goal).• By June 2018 all grade levels (3rd-6th) will increase the percentage of students proficient or above from 37% proficient to 50% proficient in the Language portion of the CAASPP test. This would show a 13% increase from last year to this year. (Achievement Goal) MATH <ul style="list-style-type: none">• By June 2018 60% of students in each grade level (1st-6th) will reach or exceed projected growth goals in mathematics as measured by Fall to Spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments (Growth Goal).• By June 2018 all grade levels (3rd-6th) will increase the percentage of students proficient or above from 26% proficient to 38% proficient. This would be a 12% increase from last year to this year. (Achievement Goal). WRITING <ul style="list-style-type: none">• By June 2018, 70% of TK-2 students will demonstrate grade level proficiency or above in writing as measured by District Rubrics and/or Thinking Maps Write From the Beginning and Beyond grade-level rubrics. (Achievement Goal)• By June 2018, 70% of 4-6 students will demonstrate grade level proficiency or above in writing as measured by the District Writing Assessment (DWA). (Achievement Goal) Goal 2:

- By June 2018, all Grover Beach Elementary School students will receive character education through effective school wide programs and activities in an effort to increase student safety and engagement.
- By June 2018, Grover Beach Elementary School will provide effective and regular communication to our parents and community about district/site events and offer parent education events based on our sites needs.
- By June 2018, Grover Beach Elementary School will design and implement quality before and after school opportunities to provide both academic support and/or enrichment for all learners.

Goal 3:

By June 2018, Grover Beach Elementary School will provide professional development opportunities and increased technology access to promote future-ready education for all learners. Grover Beach also aspires to be the leader for technology use in LMUSD for Elementary Schools.

Goal 4:

- By June 2018, Grover Beach Elementary School will increase stakeholder communication via the Lucia Mar Online Parent Application. In addition, Grover Beach Elementary will specifically focus on communication with our Spanish speaking parents.
- By June, 2018 Grover Beach Elementary School will continue to improve staff communication so all staff (certificated and classified) is informed of best practices.

Goal 5:

- By June 2018, Grover Beach Elementary will continue to develop its IB Scope and Sequence Documents in order to ensure that the overall expectations of student achievement are aligned with those expressed in the IB Primary Years Programme (PYP) scope and sequence documents. This goal will ultimately be measured by the IB through their Evaluation visit in 2019.

Data Used to Form this Goal:

CAASPP growth data 3-6
 NWEA MAP growth data 3-6 (Reading and Math) 1-2 (Math)
 Fountas and Pinnell data K-2
 DWA (District Writing Assessment) data 4-6

Findings from the Analysis of this Data:

- Generally, overall achievement shows a positive trend in CAASPP ELA scores. While our % of students who exceeded the standard remained flat (13% in 15-16 to 12.77% in 16-17) we increased the % of students meeting the standard from 20% in 15-16 to 24.11 in 16-17. Meanwhile we decreased the % of students not meeting standard from 15-16 to 16-17 by 2.54%.

- Math continues to be an area of needed support across all tested grade levels. While from the previous year (15-16) to 16-17 there was a "flatline" on the Overall Achievement, math remains an area of great need. Based on this data, Communicating Reasoning appears to be the greatest area of need. While the % of students who were above standard slightly increased by 2.6% the % who were at or near standard decreased by 7.48% and the % of students below standard increased as well by 4.88%. We aim to address this need through Investigations as well.
 - Looking at previous year 3rd-6th MAP data, 45% of students met their projected proficiency in Math and 52.25% of students met their proficiency in Reading.
 - For K-2 data in the previous year: Kinder showed a 31% increase in students reading at or above grade level, 1st Grade showed a 36% increase in at/above grade level and 2nd showed a 7% increase in at/above grade level.
- Previous year DWA scores (3rd-6th) SHOW AVERAGE HERE.

How the School will Evaluate the Progress of this Goal:

- We will review the winter MAP test which will give us specific and high quality data regarding student growth as a midpoint check.
- We will track the F&P data through the F&P data worksheet that is shared with all K-2 teachers and baseline data was entered by 9/30/17
- We will compare DWA data from previous year to this year, and focus on WFTB&B to support all of our writing objectives.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
NWEA MAP Test	Winter/Spring 2017-2018 School Year	1st-6th Teachers	All teachers + Administration will use MAP data in both Reading and Math to drive and adjust our instruction. All teachers will be given 2 "Data Days" (minimum Days) throughout the year to dissect data and make adjustments to in class instruction and intervention.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
LST Support in ELA and Math	By October, 2017	James Snyder	Grover Beach will hire LST's in support of student learning and intervention. These credentialed teachers will provide specific and high quality interventions to students K-6, with a concentration of K-2 (primary Grades). Every K-2 student who is in need of intervention will receive it on a consistent basis. We will track our progress and growth with these students on a 6 week basis. Over the course of the year, 130 students will receive some at least one cycle of intervention.	1000-1999: Certificated Personnel Salaries	0709	52,460

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Grover Beach will hire LST's in support of student learning and intervention. These credentialed teachers will provide specific and high quality interventions to students K-6, with a concentration of K-2 (primary Grades). Every K-2 student who is in need of intervention will receive it on a consistent basis. We will track our progress and growth with these students on a 6 week basis. Over the course of the year, 130 students will receive some at least one cycle of intervention.	1000-1999: Certificated Personnel Salaries	3010	12,750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Grover Beach will hire LST's in support of student learning and intervention. These credentialed teachers will provide specific and high quality interventions to students K-6, with a concentration of K-2 (primary Grades). Every K-2 student who is in need of intervention will receive it on a consistent basis. We will track our progress and growth with these students on a 6 week basis. Over the course of the year, 130 students will receive some at least one cycle of intervention.	1000-1999: Certificated Personnel Salaries	4203	2,189

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create High Impact intervention Program using our LST's.	By October, 2017	James Snyder	Grover Beach will continue our high impact intervention model that will help support our most struggling students. Using our intervention teachers and our LST's we will provide intervention to EVERY student K-2 that has reading data that shows intervention is needed. 3rd-6th will also have a high impact intervention. We have also hired a .6 Intervention Teacher who will support primary intervention as well as math specific intervention (see math intervention action below)	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Tutoring/Homework Club/Student Leadership (Grades K-6th)	By October 2017	James Snyder	Grover Beach will continue the Homework Club/After school tutoring this year. We have expanded this offering to include all grades 1st-6th. While open to any student who may need the support, this after school program targets our EL population first in order to provide support on homework that they may not be able to receive at home. In addition, these funds will help to ensure our student leadership group has the after school support they need as well.	1000-1999: Certificated Personnel Salaries	3010	5,000
			We have adjusted our bell schedule this year to lengthen our Kinder hours to end at 1:30 instead of am/pm schedule. This has also allowed for our Kindergarten teachers to pull small intervention groups at the end of the regular day (1:30) for a half hour. This occurs daily. This has drastically increased the number of kindergarten students we are able to intervene with.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Duplication cost for supplemental materials for at risk students	Spring, 2018	James Snyder	Supplemental copies for at risk students for intervention program	5000-5999: Services And Other Operating Expenditures	0709	5,199
			Supplemental copies for at risk students for intervention program	5000-5999: Services And Other Operating Expenditures	3010	2,000
Math Intervention	Spring, 2018	James Snyder	We will continue to invest in an online math intervention system Called Reflex Math. It is CCSS aligned and much more engaging for students than FASTT Math.	4000-4999: Books And Supplies	3010	4,500
			We have previously purchased the Bridges" math intervention kit for the upper grade levels. This will be used as a 'high impact' intervention for small groups of students in need.	None Specified	None Specified	
			We will strive to hire our 5th and final LST by January, 2018. This person will be tasked with providing the math specific intervention for our students. Budget for this person in "LST Support in ELA and Math" above.	None Specified	None Specified	
			We will begin before school math intervention focused on our upper grades on October 30th, 2017	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Supplemental Materials and Supplies focused on LEP learners/at-risk/foster students	Spring 2018	James Snyder	Supplemental supplies for LEP students targeted to need. These funds will go towards intervention materials (LLI/Wonderworks) and online access/resources for these students.	4000-4999: Books And Supplies	3010	1091
			We will purchase the Purple LLI Kit to provide intervention for our neediest learners.	4000-4999: Books And Supplies	0709	2,977
			Funds for supplemental materials for LEP students.	4000-4999: Books And Supplies	4203	3565
Gifted and Talented Program (GATE)	Spring 2018	Principal/GATE Coordinator	GATE at Grover Beach will offer the following extension activities this year: Robotics, Coding, Chess Instruction, Battle of the Books, Destination Imagination and Arts Attack. These monies will be used to purchase supplies for our GATE programs. (Gate Funds- \$3,000)	4000-4999: Books And Supplies	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			GATE at Grover Beach will offer the following extension activities this year: Robotics, Coding, Chess Instruction, Battle of the Books, Destination Imagination and Arts Attack. These monies will be used to pay our GATE coordinator for her leadership in this area. (Gate Funds-\$2000)	1000-1999: Certificated Personnel Salaries	None Specified	
Fountas and Pinnell Kits for upper grade levels	Fall, 2017	Principal	Grover Beach will submit mini grants to obtain more Fountas and Pinnell kits with a goal to have a kit in every classroom K-6. At this point not all upper grade teachers have an F&P kit. Special Education needs one as well. These kits allow teachers and LST's to provide accurate and timely reading data on a regular basis for our students.	4000-4999: Books And Supplies	4203	1,482
Certificated Benefits	Spring, 2018	Principal		1000-1999: Certificated Personnel Salaries	0709	9,648
				1000-1999: Certificated Personnel Salaries	3010	3,262
				1000-1999: Certificated Personnel Salaries	4203	403

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site support Sub/Teacher Support	Spring 2018	James Snyder	Monies for teachers to get substitutes to observe in other classrooms to see best practices. These can be at our campus or across the district. These monies may also be used to allow upper grade teachers to obtain a sub to do the end of year Fountas & Pinnell assessment for their students (lower grade teachers are funded for this purpose by the district already).	1000-1999: Certificated Personnel Salaries	3010	500
Teacher "Data Days"	Spring, 2018	James Snyder	There are two dedicated minimum days this school year that are focused on student data. With one in the Fall and one in the Spring, teachers will use this time to disaggregate their student data, re-group for intervention and support their in-class differentiation. The focus will be on SBAC (in the Fall) and NWEA Map data as well as F&P data.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RTI Leadership Team	Fall, 2018	James Snyder	This school year there will be a dedicated leadership group that will focus and help drive our RTI (Response to Intervention) and PBIS (Positive Behavioral Interventions and Supports efforts on campus. This team will help our intervention teachers oversee school-wide intervention efforts.	None Specified	None Specified	
IB Cabinet	Spring, 2018	James Snyder/Petra Reynolds	The IB Cabinet will be solely focused on pushing the success of IB on our campus as we get better at what we do. All whole-school decisions will still go to the general Leadership Team, but this group will look at Recommendations given by IB with an eye on the Evaluation visit in 2019.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			One of our main goal in regards to IB, and as stated in the goals section above will be to ensure that we have an aligned IB Scope and Sequence across all grade levels. This goal will be driven by the IB Cabinet and the work will be done as teachers meet with the IB Coordinator in their planning sessions. This type of alignment will increase student creativity, communication, critical thinking and collaboration.	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: School Climate
Lucia Mar Unified School District Goal:
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
SCHOOL GOAL #2:
<ul style="list-style-type: none">• By June 2018, all Grover Beach Elementary School students will receive character education through effective school wide programs and activities in an effort to increase student safety and engagement. This includes the full implementation of PBIS and our Anti-Bully approach of "Stop, Walk and Talk"• By June 2018, Grover Beach Elementary School will provide effective and regular communication to our parents and community about district/site events and offer parent education events based on our sites needs.• By June 2018, Grover Beach Elementary School will design and implement quality before and after school opportunities to provide both academic support and/or enrichment for all learners.
Data Used to Form this Goal:
The data used to inform this goal includes: <ul style="list-style-type: none">• Behavior Referral/Suspension data.• Feedback from parents through official channels (parent surveys) and informal channels (feedback from PTO, ELAC, SSC, etc).
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. We found that we needed a more comprehensive and school-wide anti-bully approach this year. We have implemented PBIS and have used the Golden Gophers to reinforce our Behavior Expectations (Be Responsible, Be Respectful and be Safe). In addition we have supported our Anti-Bully approach (Stop, Walk and Talk) with in class lessons and school wide reinforcement.2. One of the most important parent feedback findings we have had this year is the need our English Learner Parents have for adult education classes. This group has consistently asked for Adult English Classes and we will be offering these classes this year as we partner with a community organization. In addition to this, it must be noted that the district as a whole has increased parent learning opportunities through the Parent University offerings.
How the School will Evaluate the Progress of this Goal:
Through parent and teacher surveys as well as AERIES data for student behavior (referrals and suspensions) with a focus on anti-bullying efforts.

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Consistently implement the IB Attitudes and Traits campus wide	All year	All staff	We will implement the Attitudes and Traits both through our program of Inquiry (POI) at each grade level and school wide focused on 1-2 aspects per month. These include: Confidence, Respect, Creativity, Cooperation, Tolerance, Integrity and Empathy, among others.	None Specified	None Specified	
			These attitudes and attributes will be recognized through the "Golden Gophers" which students can receive by showing the attitudes in and outside of the classroom. Students who receive Golden Gophers will be celebrated publicly in our cafeteria and at awards assemblies throughout the school year.	None Specified	None Specified	
Continue to implement PBIS (Positive Behavioral Intervention and Support).	All Year	PBIS Leadership Team	The PBIS Leadership Team (Principal, 3 teachers) will continue to support the Behavioral Interventions on campus.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			We will incentivize good choices on our campus fort students who are being Responsible, Respectful and Safe.	4000-4999: Books And Supplies	School Safety and Violence Prevention Act	200
Power of One Assembly	October 12th, 2017	Principal	Assembly that directly targets bullying on campus. Students learn that it is within their power to stop bullying. These lessons will be reinforced by students signing a pledge and will be reiterated through our IB Attitudes and Learner Profiles	5800: Professional/Consulting Services And Operating Expenditures	School Safety and Violence Prevention Act	885.00
ISS 360	October 30th, 2017	Principal	Grover Beach Elementary will 'Pilot' for the district "ISS 360". This online tool will allow for the school to directly support students who are making poor choices to view videos and take online reviews on their understanding of bullying, gossiping and other inappropriate social choices. We will be able to track how effective these tools are through referral and suspension data.	5000-5999: Services And Other Operating Expenditures	School Safety and Violence Prevention Act	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Golden Leaders	All Year	Principal	Our "Golden Leader" group is a group of 6th grade leaders who represent our IB Attitudes and Traits for all students. They have taken ownership of being leaders for all of the students at our school, and have done wonders to the physical and emotional environment at our school. The funds will pay for shirts and activities for the students.	4000-4999: Books And Supplies	School Safety and Violence Prevention Act	415
One extra counseling day	By October 18th, 2017	Principal	This site supported extra counselor day will put a counselor/therapist on our campus 2 days a week. This is a much needed extra day and one that can help to provide the socio-emotional support all of our students deserve. With this day, we will not have a total of 2 counseling days at our campus.	5800: Professional/Consulting Services And Operating Expenditures	3010	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Children's Creative Project	Spring, 2018	Principal	Grover Beach will once again partner with the Children's Creative Project to offer fine arts and drama instruction to our students. The arts is a proven way to build confidence and support our struggling learners in expressing themselves and building life experiences & content knowledge. The arts can also go a long way towards supporting the whole child.	5000-5999: Services And Other Operating Expenditures	3010	4,000
Parent Education--Bilingual Immersion Classes	Fall, 2017	Principal	Feedback from parents tells us that one of their greatest needs is to learn a new language. This is of particular importance for our EL parents. Partnering with Grace 5 Cities Church, we will continue a "Immersion Class" for any interested parents starting early November through December. We will have another 8 classes for parents through the spring. These monies are to pay for childcare so parents can bring their children. These classes will help Spanish speaking parents learn English and English speaking parents learn Spanish.	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	301

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leverage PeachJar to communicate with Parents more effectively	Spring, 2017	Principal	Grover Beach will use the new parent communication application, PeachJar to communicate more effectively with our parents. Finding was to continually communicate with all of our parents is of utmost importance.	None Specified	None Specified	
Classified Benefits	Fall, 2016	Principal		1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	78

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Future Ready Education
Lucia Mar Unified School District Goal:
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
SCHOOL GOAL #3:
By June 2017, Grover Beach Elementary School will provide professional development opportunities and increased technology access to promote future-ready education for all learners. Grover Beach also aspires to be the leader for technology use in LMUSD for Elementary Schools.
Data Used to Form this Goal:
Internal site level survey data indicate that teachers would like support with using technology in the most appropriate and student-friendly way.
Findings from the Analysis of this Data:
Teachers want to be able to support student learning using the most up-to-date technology, but we need to make sure they get the training and support they need to ensure student success. Students need to be "future ready" and we need to be ready to support them.
How the School will Evaluate the Progress of this Goal:
We will track all Future Ready PD opportunities through our leadership team, and will also meet regularly with the Technology Committee (Met at end of September, 2016 for initial meeting).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the use of Google Classroom and online Math Interventions-- particularly at the upper grade levels.	Fall 2017	4th-6th Teachers	Purchase Chromebooks for use in the classroom to access intervention applications and Google Classroom and math online interventions for our low income, Title 1 population specifically. Many of our students do not have access to computers at home, and our ever increasing chromebook inventory helps these students directly through intervention programs. These monies will help to retain the total number of Chromebooks we have on campus as many of them will 'cycle out' of their ability to update and will become obsolete.	4000-4999: Books And Supplies	3010	7,200
Increase use of Homelink across all grade levels.	Spring 2018	4th-6th Teachers	Through training opportunities for staff, we hope to increase use and understanding of Homelink. Homelink used exclusively starting in Middle School and we need to become more proficient at it.	None Specified	None Specified	
Use data from Bright Bytes survey to support technology use at school and at home.	Principal	Leadership Team	Continue to use Bright Byte data to inform technology use on and off campus.	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Organizational Excellence
Lucia Mar Unified School District Goal:
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
SCHOOL GOAL #4:
<ul style="list-style-type: none"> By June 2017, Grover Beach Elementary School will increase stakeholder communication via the Lucia Mar Online Parent Application. In addition, Grover Beach Elementary will specifically focus on communication with our Spanish speaking parents. By June, 2017 Grover Beach Elementary School will continue to improve staff communication so all staff (certificated and classified) is informed of best practices.
Data Used to Form this Goal:
Parent Survey data--primarily through the English Language Learner Parent Survey.
Findings from the Analysis of this Data:
Our parents are always wanting more specific and timely communication about their students progress, and also about events that would interest and support them.
How the School will Evaluate the Progress of this Goal:
Through parent surveys and ultimately parent engagement as measured by sign-in sheets for yearly events (Parent Teacher Conferences, IB Night, Adult Language Classes, Family Art night, Math Night, International Festival, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase understanding and use of online parent application (PeachJar)	Spring, 2018	Principal	Along with the District, Grover Beach Elementary School will work to increase parent use of the online app that will allow for a more seamless communication from home to school	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to Leverage "Parent/Community Liasion"	Fall, 2017	Principal	This person will provide organizational understanding and support particularly with our spanish-speaking parents. We will also leverage this position to reach out directly to parents who have historically had trouble engaging with the school. We plan for this person to personally reach out to every family that may need support with collaborating with the school/teachers.	None Specified	None Specified	
Use of Weekly Newsletter ("Gopher Gab") to inform all staff. Use other media (video and audio) as well to communicate weekly with staff.	Spring 2018	Principal	While the "Gopher Gab" has been in place for a few years, this year we will strive to include video updates, and regular communication about best practices across campus.	None Specified	None Specified	
Use results from the yearly Staff Survey to adjust and improve Principal effectiveness in supporting increased efficiencies across the campus	Spring 2018	Principal	Mr. Snyder will use the results from the staff survey to continually look at what improvements can be made on campus in areas such as: climate, academics, communication and support. Results will be shared with all staff and next steps based on the results will be discussed.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Leadership Team members who are not on stipend to support teachers in classrooms and as implementing new learning aligned with school goals through LSM PD.	Fall, 2017	Principal	In order to increase communication efficiency within the staff at Grover Beach, we have included a fully representative group with our leadership team. These teachers will provide communication and training/support for their grade level partners.	1000-1999: Certificated Personnel Salaries	4035	1449
Certificated Benefits	Spring, 2018	Principal	Benefits for Certificated Staff	1000-1999: Certificated Personnel Salaries	4035	266
Supplemental Monies for students to go on Field Trips	Spring, 2017	Principal	Provide financial support for students to go on field trips. This would supplement what our PTO pays for all students to go on field trips.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	395
Use of Remind app by all teachers and by Principal	Spring, 2017	All staff, Principal	Support staff with understanding how to use the "remind" app for parent updates/reminders. Principal will also use for teacher updates/reminders. This is a good way to build positive community on campus amongst staff and to also share best practices with all staff.	None Specified	None Specified	

Centralized Services: Preliminary Budget – District

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	43,303	0.00
Title I Part A: Parent Involvement	774	0.00
4035	1,715	0.00
4203	7,639	0.00
0709	70,284	0.00
School Safety and Violence Prevention	2,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	70,284.00
3010	43,303.00
4035	1,715.00
4203	7,639.00
School Safety and Violence Prevention Act	2,000.00
Title I Part A: Parent Involvement	774.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	88,005.00
2000-2999: Classified Personnel Salaries	301.00
4000-4999: Books And Supplies	21,825.00
5000-5999: Services And Other Operating Expenditures	11,699.00
5800: Professional/Consulting Services And Operating	3,885.00

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	0709	62,108.00
4000-4999: Books And Supplies	0709	2,977.00
5000-5999: Services And Other Operating	0709	5,199.00
1000-1999: Certificated Personnel Salaries	3010	21,512.00
4000-4999: Books And Supplies	3010	12,791.00
5000-5999: Services And Other Operating	3010	6,000.00
5800: Professional/Consulting Services And	3010	3,000.00
1000-1999: Certificated Personnel Salaries	4035	1,715.00
1000-1999: Certificated Personnel Salaries	4203	2,592.00
4000-4999: Books And Supplies	4203	5,047.00
4000-4999: Books And Supplies	School Safety and Violence Prevention Act	615.00
5000-5999: Services And Other Operating	School Safety and Violence Prevention Act	500.00
5800: Professional/Consulting Services And	School Safety and Violence Prevention Act	885.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	78.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	301.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	395.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,026.00
Goal 2	9,379.00
Goal 3	7,200.00
Goal 4	2,110.00

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
James Snyder	X				
Ken Jackson		X			
Megan Burkett-Secretary				X	
Irma Smyth		X			
Cathy Sanford		X			
Adulfa Neri				X	
Andrew Meade – Chairperson, DAC Representative				X	
Gloria Monarrez--ELAC Representative				X	
Jennifer Matsuura- Vice Chairperson				X	
Sebrina Bolayog			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) 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

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 10/24/17.

Attested:

James Snyder

Typed Name of School Principal

Signature of School Principal

Date

Andrew Meade

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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

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

	State Compensatory Education Advisory Committee	_____ Signature
X	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 10/24/17.

Attested:

<p>James Snyder _____ Typed Name of School Principal</p>	<p style="text-align: center;"> _____ Signature of School Principal</p>	<p style="text-align: center;">10/24/17 _____ Date</p>
<p>Andrew Meade _____ Typed Name of SSC Chairperson</p>	<p style="text-align: center;"> _____ Signature of SSC Chairperson</p>	<p style="text-align: center;">10/24/17 _____ Date</p>

Grover Beach School Site Council

Meeting Minutes

October 24th, 2017

I. Call to order:

Next meeting: TBD (sometime in January). Andrew Meade called to order the regular meeting of the Grover Beach School Site Council at 3:35pm on October 24th, 2017 at Grover Beach Elementary School.

II. Roll call

Andrew Meade conducted a roll call. The following persons were present: Irma Smyth, Sebrina Bolayog, Jennifer Matsuura, Andrew Meade, Gloria Monarrez, Megan Burkett, Cathy Sanford, Kendall Jackson and James Snyder.

III. Approval of minutes from last meeting

Andrew Meade read the minutes from the last meeting. The minutes were approved as read by Gloria Monarrez and Cathy Sanford.

IV. Adoption of Agenda

Motion made to adopt agenda by Irma Smyth, seconded by Jennifer Matsuura. All present approved the agenda as written.

V. New business

- a) Review 2017-2018 Categorical Budget: James presented and the group reviewed the current 2017-2018 categorical budget and compared to the 2016-2017 categorical budget.
- b) Review/Approve Single Plan for Student Achievement: James presented and the group reviewed the current Single Plan for Student Achievement. Motion made by Kendall Jackson and seconded by Irmy Smyth. All present approved the Single Plan for Student Achievement.

VI. Old business: None

VII. Public Input on Items Not on Agenda: None

VIII. Next Meeting and Adjournment:

Next meeting: TBD (sometime in January). Andrew Meade adjourned the meeting at 4:25pm.

Minutes submitted by: Megan Burkett

Grover Beach Elementary School

365 South Tenth Street
Grover Beach, CA 93433
Phone 805.474.3770 Fax 805.473.5502
International Baccalaureate School

“To engage, challenge and inspire students through the power of learning”

SCHOOL SITE COUNCIL AGENDA

Tuesday, October 24th, 2017

3:30p.m. Library

1. **CALL TO ORDER & INTRODUCTIONS** **Andrew Meade**

2. **ADOPTION OF AGENDA** **Andrew Meade**

3. **REVIEW MINUTES FROM PREVIOUS MEETING** **Andrew Meade**

4. **ANNOUNCEMENTS**
 - **Principal’s** **James Snyder**

5. **NEW BUSINESS**
 - Review 2017-2018 Categorical Budget
 - Review/Approve Single Plan for Student Achievement

6. **OLD BUSINESS**

7. **PUBLIC INPUT ON ITEMS NOT ON AGENDA**

The public may address the council on any matter pertaining to the school that is not on the agenda. Unless otherwise determined by the Council, each person is limited to three minutes. Note: The council is generally prohibited from discussion items not on the agenda; therefore, any Council comments will be limited to questions or to refer matter to staff.

8. **ADJOURNMENT AND DATE FOR NEXT MEETING – TBD**

Grover Beach Elementary School

365 South Tenth Street
Grover Beach, CA 93433
Phone 805.474.3770 Fax 805.473.5502
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SCHOOL SITE COUNCIL AGENDA

Wednesday, October 11th, 2017

4:00p.m. Room 30

1. CALL TO ORDER & INTRODUCTIONS Andrew Meade

2. ADOPTION OF AGENDA Andrew Meade

4. ANNOUNCEMENTS James Snyder
 - Principal’s

5. NEW BUSINESS
 - Election of officers (Chairperson, Vice-Chairperson, Secretary)
 - Annual Notifications for School Site Council
 - Review/Possible Approval of SSC Bylaws
 - Review/Possible Approval of Parent Involvement Policy
 - Review/Possible Approval of Safety Plan
 - Review 2016-2017 Parent Survey Results

6. OLD BUSINESS

7. PUBLIC INPUT ON ITEMS NOT ON AGENDA
The public may address the council on any matter pertaining to the school that is not on the agenda. Unless otherwise determined by the Council, each person is limited to three minutes. Note: The council is generally prohibited from discussion items not on the agenda; therefore, any Council comments will be limited to questions or to refer matter to staff.

8. ADJOURNMENT AND DATE FOR NEXT MEETING – October 24th, 2017

Grover Beach School Site Council Meeting Minutes

Oct 11, 2017

Called to order at 4:05pm by Andrew Meade.

In Attendance: Irma Smyth, Kendall Jackson, Sebrina Bolayog , Jennifer Matsuura, Andrew Meade, Gloria Monarrez, Megan Burkett , Adulfa Neri , Cathy Sanford, James Snyder

Adoption of Agenda: Motion made to adopt agenda by Kendall Jackson, seconded by Jennifer Matsuura. All present approved agenda as written.

Announcements: James welcomed the new School Site Council and provided an overview of its purpose.

New Business: Voting for SSC Positions: Andrew Meade volunteered to be Chairperson, Jennifer Matsuura volunteered to be Vice-Chairperson and Megan Burkett volunteered to be Secretary of the 2017-2018 Grover Beach Elementary School Site Council. Motion to approve these appointments made by Cathy Sanford, seconded by Kendall Jackson, all present approved.

Review and Approval of SSC By-Laws: James presented and the group reviewed the current by-laws. Motion made by Sabrina Bolayog and seconded by Gloria Monarrez. All present approved by-laws.

Review and Approval of Parent Involvement Policy: James presented and the group reviewed the current Parent Involvement Policy. Motion made by Cathy Sanford and seconded by Sabrina Bolayog. All present approved the Parent Involvement Policy.

School Safety Plan 2017-2018: James reviewed plan. Motion to approve made by Gloria Monarrez and seconded Jennifer Matsuura. All present approved the School Safety Plan.

Parent Survey Results 2016-2017: The council reviewed and discussed the Parent Survey Results from 2016-2017. There was discussion on how to get more Parent involvement; with the survey, back to school night and in general. The council discussed the new Lucia Mar App, Remind App, Peach Jar and other methods to encourage communication. Suggestions were also made to improve specific questions on the Parent Survey.

Old Business: None

Public Input on Items Not on Agenda: None

Next Meeting and Adjournment: October 24, 2017, 3:30pm in Room 30. Meeting adjourned at 5:15pm

Respectfully submitted by,
Andrew Meade