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LA HABRA CITY SCHOOL DISTRICT
BOARD OF EDUCATION - REGULAR MEETING

Board Agenda

District Office Board Room
500 N. Walnut St., La Habra, CA 90631

Thursday, October 27, 2016 07:00 PM

5:00 p.m. - Work/Study Session
6:30 p.m. – Closed Session
7:00 p.m. – Call to Order/Regular Meeting
(Meetings are recorded for use in official minutes)

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1. **Work Study**
   Start time: 05:00 PM

   - Review of School Site Plans

2. **Formal Call to Order**
   Start time: 06:30 PM

3. **Public Comment on Closed Session Items:**

   - Conference with Labor Negotiators
     District representatives: Dr. Marc Winger Ed.D, Interim Superintendent
     Employee Organization: California School Employees Association, Chapter #135/La Habra
     Education Association
     Government Code 54957

   - PUBLIC EMPLOYEE Appointment/Discipline/Dismissal/Release
     Government Code 54957

4. **Adjourn to Closed Session**

5. **Second Call to Order**
   Start time: 07:00 PM

   - Welcome
   - Pledge of Allegiance

6. **Report from Closed Session**

7. **Action Item: Adoption of Agenda**   (Action)

Motion_____   Second _____   Board Action_____

8. **Action Item: Approval of Minutes of the Regular Meeting of October 13, 2016.** (Action)

Motion_____   Second _____   Board Action_____

9. **Correspondence: Clerk of the Board**

10. **Public Interest**

    - El Cerrito students will demonstrate their collaboration skills through breakoutedu.
    - La Habra Art Gallery donation to District.

11. **Public Comment**

Members of the audience may address the Board of Education on agenda items during consideration of that item and items not on the agenda that are within the Board's subject matter jurisdiction. Speaking time is limited to three (3) minutes per speaker with a maximum of twenty (20) minutes per topic. Persons wishing to address the Board should complete and submit a Presentation Card, available on the table near the hallway door. The Presentation Card must be completed and given to the Secretary prior to the meeting. Matters not on the agenda may neither be acted upon nor discussed by the Board, but will be researched and responded to in any one of the following ways: 1) by telephone after research; 2) by mail after research; or 3) at a subsequent Board meeting as an agenda item.

12. **GENERAL MATTERS**

    a. **Action Item: Consent Calendar** (Action)

    Motion _____

    Second _____

    Board Action _____

        i. **Independent/Special Education Contract Agreements**

        Trustees are requested to approve the Independent/Special Education Contract Agreements as attached.

        Contracts.pdf (p. 5)

        FIELD CONTRACTS FOR RATIFICATION.pdf (p. 6)

        ii. **Staff Development**

        Recommend Board approval of Staff Development and revised additional expenses for designated employees to attend conferences/workshops as attached.

        STAFFDEV 102716.pdf (p. 7)

        iii. **Extra Pay Approval**

Recommend Board approval of extra pay requests per employees Contract's provisions and Education Code requirements per attachment.

[extra earnings 10-27-16.pdf (p. 11)](#)

iv. Certificated and Classified New Hires and Resignations

Trustees will be apprised of Certificated and Classified resignations and requested to ratify new hires per attachment.

[resignations 10-27-16.pdf (p. 12)](#)

[new hires 10-27-16.pdf (p. 13)](#)

v. Personnel Change of Status

Recommend Board approval of changes in select employees' status per attachment.

[change of status 10-27-16.pdf (p. 14)](#)

vi. Expenditure's Report

Trustees are requested to ratify and approve expenditures as presented.

Handout at Meeting

13. INSTRUCTION AND PERSONNEL

a. Action Item: Approval of Salary Increase for Noon Duty Supervisors and Extended Care Worker Classified Positions. (Action)

Trustees are requested to approve a salary increase for two classified positions in compliance with the new California Minimum Wage requirements effective January 1, 2017 per the attachment.

Motion_____   Second _____   Board Action_____

[2017 Increase in California Min Wage.pdf (p. 15)](#)

b. Action Item: School Site Plans (Action)

Trustees are requested to approve the Single Plan for Student Achievement, 2016-2017 for Arbolita, El Cerrito, Ladera Palma, Las Lomas, Las Positas, Sierra Vista, Walnut, Imperial and Washington Middle Schools per attachment.

Motion_____   Second _____   Board Action_____

[Arbolita 2016_Single_Plan_For_Student_Achievement.pdf (p. 16)](#)

[Ladera Palma 2016_Single_Plan_For_Student_Achievement.pdf (p. 60)](#)

[El Cerrito 2016_Single_Plan_For_Student_Achievement.pdf (p. 103)](#)

[Las Lomas 2016_Single_Plan_For_Student_Achievemen.pdf (p. 132)](#)

[Walnut 2016_Single_Plan_For_Student_Achievement.pdf (p. 176)](#)

[Sierra Vista 2016_Single_Plan_For_Student_Achievement.pdf (p. 209)](#)

    c. **Action Item: National University Agreement**   **(Action)**

Trustees are requested to consider approval of the Student Teaching and Practicum Agreement with National University per the attachment.

Motion_____   Second _____   Board Action_____

    d. **Williams Uniform Complaints**   **(Information)**

Trustees wil be apprised of the quarterly report in relation to Uniform Complaints in compliance with legislation as a result of the Williams Lawsuit per the attachment.

14. BUSINESS ITEMS

    a. **Action Item: Final Acceptance of Project #B02-2016 - Walnut School**   **(Action)**

Trustees are requested to approve the final completion of the Parking Lot & Drop-off/Pick-up at Walnut Elementary School - Project #B02-2016 as being complete and authorize final payment of the retention funds to Terra Pave, Inc. This should also include a notice of completion being filed with the County per the attachment.

Motion_____   Second _____   Board Action_____

15. Board/Superintendent Comments:

- La Habra Journal
- Partnership with Administration and Labor (PAL) Retreat

16. Adjournment

Motion_____   Second _____   Board Action_____

17. NEXT BOARD MEETING:

The next regular meeting of the Board of Education is tentatively scheduled for November 10, 2016 at 7:00 p.m., in the Board Room at the District Education Center, 500 North Walnut Street, La Habra, California.

La Habra City School District

Board of Education
JOHN A. DOBSON, *President*
OFELIA HANSON, *Clerk/Vice-President*
IDA MACMURRAY, *Member*
CYNTHIA AGUIRRE, *Member*

500 North Walnut, La Habra, California 90631-3769

REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS

PROGRAM	LOCATION	START DATE	END DATE	CONSULTANT	AGREEMENT DATE	INVOICE AMOUNT	FUNDING SOURCE
Inside the Outdoors School Program- for El Cerrito	District	5/10/2017	5/10/2017	Orange County Dept. of Education	10/19/2016	$800.00	PTA

BOARD APPROVAL: OCTOBER 27, 2016

REQUEST FOR RATIFICATION OF FIELD CONTRACTS

VENDOR	DESCRIPTION	LOCATION	AMOUNT
Commercial door of Anaheim, Inc	Labor and materials to furnish and install metal doors, frame and hardware at Washington MS MPR.	Washnington MS	$ 7,781.00

BOARD APPROVAL: OCTOBER 27, 2016

LA HABRA CITY SCHOOL DISTRICT
REQUEST FOR APPROVAL OF PROFESSIONAL DEVELOPMENT PROGRAMS

GENERAL PROGRAM	LOCATION	DATE	OVERVIEW	ATTENDEE(S)	ESTIMATED EXPENSE	FUNDING SOURCE
Dyslexia and Reading	Fullerton, CA	10/6/16		T. Cary	N/A	N/A
California Special Education management Information System Training for Fall 2016	Downey. CA	10/24/2016	To Learn updates and changes to CASEMIS	S. Gallego C. Holman C. Nguyen	N/A	N/A
California Association of School Psychologists Convention (CASP)	Newport Beach, CA	10/27/16	to acquire up to date information in field of school psychology.	H. Fernandez	$115.00	Mental Health
FactsWise-Mult/Division	Costa Mesa, CA	10/26/16 & 11/30/16	Learn strategies to build fact fluency	T. Lee	$300.00	S&C 0522
CASH - Maintenance Network Workshops	Los Angeles, CA	10/28/16	Information on school Maintenance issues	D. Ortiz	$159.00	Maintenance
Cognitively Guided Instruction Yr 1 K-2	OCDE @ El Cerrito	12/7-9/16; 2/15-16/17; 3/9/17	Year 1 CGI Training	J. Erickson L. Bannon L. Bounous A. Coloma C. Knepher K. Morrill B. Nonis D. Zenzola S. May	900+9	S&C 0522
Cognitively Guided Instruction Yr 1 K-2	OCDE @ El Cerrito	12/7-9/16; 2/15-16/17; 3/9/17	Year 1 CGI Training	C. Arnold R. Verdugo	900+2	S&C 0522

BOARD APPROVAL: October 27,, 2016

LA HABRA CITY SCHOOL DISTRICT
REQUEST FOR APPROVAL OF PROFESSIONAL DEVELOPMENT PROGRAMS

GENERAL PROGRAM	LOCATION	DATE	OVERVIEW	ATTENDEE(S)	ESTIMATED EXPENSE	FUNDING SOURCE
Structured Literacy for Struggling Peaders	Costa Mesa, CA	1/19/2017	to engage in skills, strategies and resources to address struggling readers.	D. Viveros D. Putnam	$150.00 ea	S&C 0522
CUE 2017 National Conference	Palm Springs, CA	3/16-18/16	to learn current technology practices to integrate with literacy.	D. Viveros D. Riggs D. Putnam	$1,016.00 $986.00 $986.00	S&C 0522

BOARD APPROVAL: October 13, 2016

LA HABRA CITY SCHOOL DISTRICT
REQUEST FOR APPROVAL OF PROFESSIONAL DEVELOPMENT PROGRAMS

LA HABRA CITY SCHOOL DISTRICT
REQUEST FOR APPROVAL OF PROFESSIONAL DEVELOPMENT PROGRAMS

October 20, 2016   La Habra City School District

TO: Board of Trustees
FROM: Superintendent
RE: Extra Earnings

NAME	JOB TITLE	SCHOOL	ASSIGNMENT	DATES	#HOURS	ESTIMATED TOTAL PAY	FUNDING SOURCE
CLASSIFIED							
Fierro, Amy	I A I-Special Education	Las Positas	Covering Open Position until Filled	8/24/16-9/14/16	12.5	$ 927.50	Special Education
Gray, Marysol	Community Liaison	Sierra Vista	No Excuses University Conference	10/20/16-10/21/16	4	$ 79.92	Title I
La Farge, Aaron	Noon-Duty Supervisor	Sierra Vista	Breakfast Duty	9/8/16-9/30/16	0.5	$ 20.67	Reg Educ 3-5
Loera, Elena	Educational Assistant	Las Positas	Sp Ed Classes Addtl Noon-Duty Support	9/1/16-9/30/16	4	$ 144.66	Special Education
Long, Cynthia	LVN	Las Positas/IMS	Ladera Palma Student Support	9/7/16-9/13/16	1	$ 28.61	Health Services
Magana, Priscilla	Special Needs Bus Aide	District Office	Student Returned to School	8/15/16-8/18/16	0.25	$ 3.28	SDC
Ortiz, Elaine	I A III-Sp Ed/Behavior	Las Positas	Covering Open Position until Filled	8/24/16-9/14/16	12.5	$ 882.50	Special Education
Saucedo, Maria	I A I-Special Education	Las Positas	Covering Open Position until Filled	9/12/16	2.5	$ 51.68	Special Education
Saucedo, Maria	I A I-Special Education	Las Positas	CBI Outings Extra Support	9/12/16-6/1/17	2.5	$ 1,963.65	Special Education
Shanks, Stephanie	LVN	EC/Walnut	Attend IEP for Student	8/31/16	0.5	$ 11.30	Special Education
CERTIFICATED							
ADMINISTRATION							
(TO BOARD: OCTOBER 27, 2016)							

LA HABRA CITY SCHOOL DISTRICT

October 20, 2016

TO: Board of Trustees

FROM: Superintendent

SUBJECT: EMPLOYEE RESIGNATIONS AND TERMINATIONS

NAME/JOB TITLE/ SCHOOL	HIRE DATE	REASON	EFFECTIVE DATE
CLASSIFIED			
Elliott, Alysha Instructional Asst I-Sp Ed Ladera Palma	10/31/2013	Resigned	10/12/2016
Morgutia, Candice Instructional Asst I-Sp Ed El Cerrito	3/4/2013	Resigned	10/14/2016

ADMINISTRATION

(TO BOARD: OCTOBER 27, 2016)

LA HABRA CITY SCHOOL DISTRICT

October 20, 2016

TO: Board of Trustees

FROM: Superintendent

SUBJECT: RATIFICATION OF EMPLOYEES HIRED SUBSEQUENT TO OCTOBER 15, 2016

NAME/ JOB TITLE SCHOOL	STATUS	COLUMN/STEP	RATE OF PAY	HIRE DATE
CLASSIFIED				
Aviles, Monica LVN El Cerrito/Ladera Palma	Probationary	31-2	$22.591/hour	10/10/2016
**Luna, Cynthia I. A. III-Sp Ed/Behavior Las Positas	Probationary	21-4	$19.50/hour	10/10/2016
*San Miguel, Reginia Clerk Typist Walnut	Permanent	21-6 +10 yr. long.	$22.375/hour	10/3/2016

*Re-hired from Re-Employment List
**Promotion from another position

CERTIFICATED

ADMINISTRATIVE

(TO BOARD: OCTOBER 27, 2016)

LA HABRA CITY SCHOOL DISTRICT

October 20, 2016

TO: Board of Trustees

FROM: Carol Argomaniz, Director of Classified Personnel

SUBJECT: **PERSONNEL CHANGE OF STATUS**

NAME/JOB TITLE/ LOCATION	CHANGE	FROM	TO
CLASSIFIED			
Alatorre, Isabel Instructional Asst I-Sp Ed El Cerrito	Location	Walnut	El Cerrito
Alviso, Suzie Clerk Typist Las Positas	Location	Walnut	Las Positas
Failla, Stacia Health Technician Arbolita/Sierra Vista	Location	Ladera Palma/SV	Arbolita/SV
Tenorio, Debbie Educational Asst. Sierra Vista	Location	El Cerrito	Sierra Vista

CERTIFICATED

(TO BOARD: OCTOBER 27, 2016)

LA HABRA CITY SCHOOL DISTRICT

To: Board of Trustees
From: Carol Argomaniz/Director of Classified Personnel
Date: October 18, 2016

Re: **2017 California Minimum Wage Increase Impact on two Classified Positions**

Background:

On April 4, 2016, Senate Bill SB 3 was signed into law. SB 3 amends California Labor Code section 1182.12 to increase California's minimum wage to $15 per hour by the year 2022. As amended, Labor Code Section 1182.12 provides that for any employer who employs 26 or more employees, the minimum wage should be $10.50 per hour from January 1, 2017 to December 31, 2017.

The Labor Code also provides for additional increases in the California minimum wage to occur in the following years: 2018 ($11 per hour), 2019 ($12 per hour), 2020 ($13 per hour), 2021 ($14 per hour) and 2022 ($15 per hour). Attached please find a copy of the Labor Code language recently provided by OCDE legal counsel.

Rationale:

The District currently has two classified positions (Noon Duty Supervisor and Extended Care Worker) with hourly rates that fall below the $10.50 per hour requirement. It is the intention of the District to be in compliance with California Labor Code section 1182.12 and provide an increase to said classifications.

Recommended Action:

It is requested that effective January 1, 2017, the Board of Trustees approve the hourly rate for Noon Duty Supervisors be increased from $10.33 per hour to $10.50 per hour and the Extended Care Worker Range 4 Step 1 be increased from $10.48 per hour to $10.50 per hour.

Financial Implications, if any:

The Noon Duty Supervisor financial implication would be an estimated increase of $3,300 for an entire school year, and approximately $1,650 for ½ of the year.

The Single Plan for Student Achievement

School: Arbolita Elementary School

CDS Code: 30665636028930

District: La Habra City Elementary School District

Principal: Rosamaria Murillo

Revision Date:

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: Rosamaria Murillo

Position: Principal

Phone Number: 562-690-2352

Address: 1001 E Brookdale
La Habra, CA 90631

E-mail Address: Rmurillo@lahabraschools.org

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

Table of Contents

School Vision and Mission

Arbolita Elementary School's Vision and Mission Statements

Vision Statement: We at Arbolita, in order to function as a Professional Learning Community, envision a school in which staff:

*unite to achieve a common purpose and clear goals;
*work together in collaborative teams;
*seek and implement essential strategies for on-going student achievement;
*monitor individual student progress;
*demonstrate a personal commitment to the academic success and general well being of all students

Mission Statement: At Arbolita School, we celebrate diversity within a culturally sensitive community.
We work together to provide a safe environment and secure academic success for all students.
It is our goal for students to become lifelong learners who are responsible citizens, fluent readers, problem solvers, and effective communicators.

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).

Input from Staff and Students
The following summaries are based upon minutes/findings from our Instructional Leadership Team and PLC meetings:

English-Language Arts :
Our Instructional Leadership Team (ILT) agrees that while our earlier Instructional Focus on Vocabulary Development continues to benefit our students, we should continue to focus our Instruction on Reading Comprehension and Writing Strategies. Our multiple measure data continues to demonstrate that, while we are making great strides in basic reading skill such as letter recognition, sight words and phonemic awareness, we still need to improve our students' reading comprehension and complete reading skills as measured by the DRA. Also, we acknowledge that we continue to need to deepen our implementation of the Common Core State Standards in writing. Although our scores are favorable, we acknowledge that our student work indicates we need to deepen our students' independent writing in the three Text Types (Informative/Explanatory, Narrative and Opinion). To do this, we have identified the following instructional initiatives to implement:
~ Step-Up-to-Writing and Six+ Traits by using Mentor Texts to support writing instruction and to analyze writing
~ Continued focus on Vocabulary Development
~ Academic Coaches to provide in-service, demo lessons, safe practice and feedback on Reading Comprehension strategies, CLOSE Reading, Critical Thinking skills (CGI) and frequent follow-up and revisitation
~ Differentiated Instruction in Reading and Writing
~ ExCEL model/Differentiated Reading Groups for English Language Arts instruction daily in all classrooms. Appropriate paced standards based instruction for all students
~ Use and Analysis of Formative and Summative Assessments
~ GLAD Strategies to support comprehension and language development in Reading and Content Areas
~ Systematic ELD instruction utilizing Into English and Carousel of Ideas curriculum for EL students 30 minutes daily emphasizing oral language
~ Accelerated Reader in Second Grade
~ Teachers and staff provide early identification of EL students and make other staff aware of their levels and appropriate sentence frames and questioning strategies

~ Use of Text Dependent Questions at varying levels of complexity and selection of complex text to focus our Close Reading and our student problem solving and perseverance
~ Use information from the CELDT to enhance our direct instruction and questioning techniques.

Mathematics:
Mathematics continues to be Arbolita' s area of strength. Our staff is continuing to delve deeper into the Mathematics Common Core Standards and understand the conceptual, skill and problem solving instructional implications of these standards. Our focus this year will again be implementing and deepening the CGI model and working on with a particular emphasis on the Common Core Mathematic areas of Operations and Algebraic Thinking and Number and Operations in Base Ten. Each grade level will work to build the mathematical vocabulary needed for success and use the CGI Model along with our adoption's components to increase student familiarity with the mathematical terms needed to be successful problem solvers. Our teachers will work with our English Learners to improve their understanding of math concepts, especially word problems. There will also be a concerted effort to provide varying levels of questioning to gauge student understanding and monitor their development of number sense. An increased emphasis on differentiated instruction in mathematics should improve scores overall. Specific subject area practices included, but are not limited to:
~ Common Core Standards Based Instruction
~ CGI (Cognitively Guided Instruction) model will be deepened in all grades.
~Use of Math Coach for training, Lesson Study and subsequent modeling and coaching CGI lessons
~ Further training in other CCSS related instructional strategies such as: Number Talks; Choral Counting; Counting Collections
~ Independent practice of math concepts on a frequent basis using ST Math
~ Use of Math Wall to introduce and revisit mathematical concepts as a spiral review

English Learners:
The staff agrees that our teaching strategies must embrace methods which will provide differentiated instruction to effectively instruct our English Learners. Our teachers use the CELDT Assessment Results to guide their instruction of our English Language Learners. Information regarding teaching levels will be shared with all staff involved with our EL students. The ILT and PLC teams have regular discussions on the uniform use of ELD strategies 30 minutes per day, five days per week. Professional development will focus on ELD instruction and various resource materials and curriculum to assist in this goal. Staff will continue to focus on a variety of best practices to improve EL student performance in English Language Arts. Additionally, research substantiates the use of Dual Language programming to support EL students' acquisition of English while maintaining their native language. These practices include, but are not limited to:
~ Daily exposure to the core curriculum in all subject areas
~ Systematic ELD instruction using a variety of strategies focusing on New Generation ELD standards for EL students 30 minutes each day
~ SDAIE strategies to scaffold instruction for EL students
~ Dual Language Instruction with the target language of Spanish in K-2nd grade.
~ Monitoring teacher talk vs. student talk to follow the 10 :2 or 5:1 model
~ Increased modeling of strategies to engage students in responding and sharing in complete sentences by using appropriate language frames
~ Increased Checking for Understanding during instructional activities to better understand the level of student learning
~ Target questioning strategies based upon the student language levels through use of markers in engagement opportunities such as sticks, cards or electronic devices.

Identified Needs for Professional Development:
Based on our Organizational Survey for the 2015-16 for Common Core Implementation, teachers identified a need to have more Professional Development in Common Core Writing, Close Reading and Text Dependent Questions. Based on the fact that we are transitioning to Common Core State Standards, Professional Development will be dedicated to introducing and supporting our teachers' understanding of the standards and the identified best practices that will lead to a strong implementation. Our Multiple Measure data also indicates that we need to dedicate Professional Development for staff to further understand the specific needs and strategies for our English Learners as well as our Socio-Economic Disadvantaged student population. Professional Development will be addressed through the following:

• Professional Development for Instructional Leadership Team; for specific grade levels; and for entire school staff on Professional Development days, PLC meetings and grade level meetings on the implementation and integration of ELA and Math Common Core State Standards.
• School-wide Professional Development in embedding Depth of Knowledge (DOK) higher levels of questioning and activities through Common Core Writing Instruction; Close Reading; Text Dependent Questions; Thinking Maps and Math Concept Mapping

- Multiple Measure Committee and Writing Committee teachers will participate in Professional Development and collaboration across school sites to prepare and align Multiple Measure Assessments as well as Writing Prompts to meet Common Core State Standards criteria.
- CGI Professional Development from our Instructional Coach with accompanying observation, modeling and Lesson Study opportunities.
- English Language Development and Language Acquisition Professional Development.
- Project Based learning staff development with Instructional Coach as well as grade level planning and implementation of Project Based Learning Unit in content areas.
- Modeling and Observation of GLAD strategies from Instructional Coach as well as time dedicated for Direct Professional Development in GLAD to further understanding of specific strategies and their implementation for specific teacher's needs.
- Professional Development in the use of hand held devices (iPads, Kindles) especially for the integration of 1:1 iPad program in 2nd grade in the classroom and the use of websites to communicate with parents.

Input from Parents
The following summaries are based on input from our parent advisory groups including the School Site Council, ELAC, SAC and A & I, as well as the results of the annual Parent Involvement Survey:

Student Learning:
Parents overwhelmingly expressed their satisfaction with their students' learning at Arbolita School. Overall, the vast majority "agreed" or "strongly agreed" that Arbolita's Home-School Communication was effective and they were constantly informed of the school activities and their child's learning. Also, most "agreed" or "strongly agreed" on our Title I survey that they were satisfied with their child's overall academic progress and parents felt their child's school was safe, clean and secure. Feedback on the survey indicated that parents felt we could improve in these areas: receiving information about intervention opportunities for struggling students and receiving support for their child in English Language Arts and/or Math if they are struggling.

Home School Communication:
The majority of our parents felt that the communication between home and school is regular, two-way, and meaningful. Our regular methods of sending out newsletters, notices , and memos have benefited all of our parents. They have been especially pleased with our bi-weekly "Arbolita Buzz". Many also expressed satisfaction with our School Website as a means to access information. Many of our parents are receiving emails and phone calls through our Blackboard Connect system. Many also are subscribed to our Facebook page and receive information that way. We will also begin to use Twitter as a way to communicate and highlight our school programs.

Parent Training and Involvement Opportunities
Parents indicated that they are well informed about opportunities to participate in school programs. Parent also stated that they were valued partners in their child's education. They believe that our school offers opportunities for parents to be involved in decisions to improve academic programs and strengthen parental involvement activities.

Areas Identified for Training:
Parents enjoyed our parent education classes offered in past school years. They identified a need for more training in the following areas: "Improving Reading and Math Skills", "Improving My Child 's Study Habits and Homework Skills," and "Behavior Management Techniques for Parents". With the addition of a Community Liaison to our school, an additional survey was sent out to parents early in September 2016. This further confirmed that parents were looking for more support in acquiring academic and behavioral techniques for supporting their children at home.

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

Targeted Leadership Walkthroughs:
The principal and staff representatives participate in walkthroughs on a regular basis. There is an area of focus that is selected and data is gathered to provide feedback about implementation about District Initiatives. The data is then disseminated to the rest of the staff to support our continued instructional areas of growth and need. There were two of these types of walkthroughs scheduled with focus on Students' Engagement and Academic Language; and Common Core Writing. Focus for each walkthrough may vary based on the needs of our staff and students.
Formal and Informal Observations:

Arbolita's administrator has made a personal goal to observe in every classroom every week, spending 3-4 hours a day in classrooms. Informal observations are always accompanied by written feedback with positive findings as well as wonderings for next instructional steps. Many times, these informal observations are followed with informal instructional conversations. All teachers undergo informal observations frequently. Formal observations are conducted for those teachers that have this requirement as per district regulations or have been selected to receive additional formal support by the principal.   The process of formal observations includes minimum 2 formal observations with written feedback and post-lesson meeting with teacher and principal to discuss the lesson. There is a final formal evaluation as part of this process.

Classroom observation data indicates that teachers are making progress in increasing the engagement of students via targeted questioning of students with special emphasis on English Learners; supporting all students' academic language usage and Common Core Writing Instruction. Teacher feedback on surveys and classroom observation data indicates that more staff development and professional support needs to be dedicated to supporting teachers in implementing instructional strategies that align with Common Core Standards in ELA, Math and ELD.

Pupil Engagement

Attendance Rates

	2013-2014	2014-2015	2015-2016
	Present	Present	Present
Annual Average	95.77	95.72	96.25

School Climate

	2013-2014	2014-2015	2015-2016
Suspensions	1.9	0.49	.52
Expulsions	0	0	0

Analysis of Current Instructional Program

Instructional Leadership Team:

The Instructional Leadership Team (ILT) meets every month to review current instructional practices and programs. They then lead their grade level Professional Learning Communities (PLC) toward achievement of the school focus of vocabulary development, improved reading comprehension, writing strategies, and English proficiency for our EL students. The ILT attends Targeted Leadership Institutes four times throughout the school year to help guide them as they identify, develop and implement school-wide foci. The focus of these meetings has been aligned to implementing Common Core State Standards in ELA with an emphasis on Reading and Writing.

Data Analysis:

Data analysis from our Multiple Measures shows that students applying their reading skills in a more holistic and independent way as measured by the DRA and Writing as measured by our Common Core State Standards aligned writing prompts were areas of need in all grade levels. The same data shows that our students are making great strides in acquiring their basic reading skills such as letter and sound recognition; phonics skills and sight word proficiency.

Based on this data, we will continue with our school-wide focus of Reading Comprehension and Writing. We identified a best practice in this area: Guided Reading. We will also continue to focus on Questioning strategies this year as well in all content areas, but especially in conjunction with Close Reading. For writing, we are focusing on writing instructional practices that allow our students to write as part of a process or on-demand with writing fluency in the three text types. Teachers will analyze student writing to determine strengths, needs and next instructional steps in their PLC's. In addition to utilizing the District's adopted curriculum strategies in each subject area, we will work towards refining the following initiatives/instructional strategies: Professional Learning Communities, GLAD strategies, Differentiated Instruction, CGI Problem Solving Model, Step Up to Writing Instruction, and Project Based Learning. We will also implement a designated ELD time (30 minutes a day)for our English Learners using our Common Core State Standards in ELD to guide our instruction. We will also begin to explore how to use the NGSS Science standards to support student scientific exploration and inquiry through GLAD units and PBL projects.

Our focus goals for the 2016-17 school year include:

1. Focus on Implementation of Common Core State Standards, assessments and accountability
2. Continue to implement the CGI model in all classrooms with a focus on effective questioning to uncover student thinking and promote student problem solving and critical thinking.
3. Continue to expand on best practices in the area of Writing in the Common Core State Standards 3 text types with accompanying student work analysis
4. Continue to implement Close Reading and Text Dependent Questioning in Reading as a Best Practice to support reading comprehension and analysis at higher Depth of Knowledge Levels.
5. Continue to implement and explore the Next Generation ELD Common Core State Standards and the accompanying instructional practices to support EL language acquisition.
6. Continue to focus on the PBIS model to provide students with instruction on positive behavior expectations and provide them support in making sound behavioral choices
7. Continue to use Professional Learning Communities to focus on student performance, data analysis and implementation of best practices.
8. Use of the Response to Intervention (RtI) Model to provide interventions for struggling students and monitor their progress
9. Continue to Differentiate Instruction for all students in all academic areas by analyzing student achievement data and differentiating our instruction based on the students' needs

HOW STUDENT PROGRESS TOWARDS INSTRUCTIONAL GOALS WILL BE MEASURED

- Teachers will use various forms of assessment data to gauge student progress: entry level assessment; benchmark assessment (District Multiple Measures); formative assessment; informal assessment; teacher/team created mini assessments; summative assessments; performance   assessments.
- Teachers will meet with the Principal three times a year to review Multiple Measure results and analyze student progress. Teachers will create action plans for ELA and Math with added focus on English Learner students.
- Three times a year, the school staff will meet as a whole group around a data wall to monitor student progress towards reaching proficiency. Trends will be analyzed by grade level and cross grade level teams.
- PLC's will have a designated time monthly for reviewing work samples as determined by the grade level in order to gauge student performance towards an instructional goal.
- PLC's will identify essential standards and targeted skills for intervention for students who do not meet proficiency in those skills
- PLC's will use informal and formal assessment data to analyze student achievement and progress
- Teachers will meet as a Tier 1 Team of RTI process intervention for students who are at risk of not meeting standards to set goals and interventions and follow-ups for these students
- Teachers will utilize student data in order to specifically target students with specific needs.
- Principal will continue to observe students' writing in the classrooms, monitor lesson plans for writing activities and standards, observe teachers engaged in teaching students writing strategies in the classroom.
- Principal will observe students' reading and ELD instruction in the classrooms, monitor lesson plans for reading and ELD activities and standards, observe teachers engaged in teaching students reading and English Language Development strategies in the classroom

School and Student Performance Data

Results of Multiple Measures for ELA

Kindergarten Report – 2015-2016

	Letter recognition Upper Case			Letter recognition Lower Case			Letter Sounds			High Frequency Words			DRA		
	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May
All Students	85%	88%	94%	85%	87%	96%	78%	83%	99%	84%	80%	82%	85%	81%	81%
English Only	87%	89%	97%	89%	89%	97%	84%	86%	100%	84%	83%	83%	84%	81%	81%
English Learners	83%	90%	91%	80%	85%	94%	79%	82%	97%	88%	76%	82%	86%	82%	82%

	Writing		
	Nov.	Feb.	May
All Students	56%	51%	94%
English Only	61%	50%	91%
English Learners	51%	52%	97%

First Grade report – 2015-2016

	BPST II			Fry Words			DRA			Writing		
	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May
All Students	93%	86%	83%	71%	72%	82%	47%	59%	78%	33%	72%	75%
English Only	93%	86%	84%	79%	79%	84%	59%	66%	81%	31%	79%	77%
English Learners	86%	86%	83%	62%	66%	79%	31%	52%	76%	34%	66%	72%

Second Grade Report – 2015-2016

	DRA – John's			Writing		
	Nov.	Feb.	May	Nov.	Feb.	May
All Students	50%	52%	50%	18%	27%	67%
English Only	70%	73%	72%	30%	44%	79%
English Learners	33%	37%	31%	8%	14%	55%

Conclusions based on this data:

1. Areas of Strength: Based on our 2015-2016 Multiple Measure Data our Areas of strength are demonstrated in our students' ability to learn the basic reading skills to high levels of mastery. In Kindergarten, an extremely high percentage of students knew all their letters (uppercase and lowercase) as well as sounds (including long vowels). They also improved throughout the year in their Writing skills. In First Grade, our students were able to show high levels of mastery on applying phonetic and phonemic rules as measured by the BPST II test. They also demonstrated relative strengths in progressing in writing to the three text types as measured by our District writing prompts and in acquiring their high frequency words. Second grade also improved their reading and writing scores throughout the school year. Our EL students demonstrated strengths in these areas as well. Our work in reading instruction in Early/Late group and ExCEL has supported this growth by allowing us to differentiate instruction and focus reading intervention. Our Learning Center also provided intervention to our struggling students to help struggling students acquire their basic decoding skills. Our work with academic vocabulary development as well as instruction using Step Up to Writing Model can also be credited with supporting this progress.

2. Areas of Need: Based on our 2015-2016 Multiple Measure Data our areas of need are: Reading and Reading Comprehension. While our students are strong in learning their basic skills, we need to focus on supporting our students' ability to apply these basic skills to a more holistic reading experience that includes fluency, decoding and comprehension as is measured by the DRA. While Kindergarten and First grade levels in DRA drastically improved from the year before, in Second Grade, 50% of the students were considered proficient readers and there is a definite achievement gap between our EL students and their EO counterparts at this point. Writing is also a definite area of need. Our Kindergarten and First grade scores definitely improved and can show significant progress from the scores from 2014-15. However, Second grade scores in writing show a very wide achievement gap for the English Learners and their EO counterparts. In order to support our students' needs, we will continue differentiating instruction and providing reading intervention on student reading levels during ExCEL and Early/Late Group instruction. We will continue to provide designated English Language Development that supports our EL students' language acquisition and supports their reading comprehension daily for 30 minutes. We will focus our staff development and reading instruction to include opportunities to analyze literature and support reading comprehension strategies through Close Reading. We will continue to support our students' writing by providing writing scaffolds and instruction through Writing Workshop model and Step Up to Writing Model and analyze student writing in PLC's to adjust our instruction based on student needs.

School and Student Performance Data

Results of Multiple Measures for Math

Description of Math Formative Assessment

Teachers were able to use questioning strategies and one to one interviewing strategies to formatively assess students' progress towards developing problem solving skills as well as applying math concepts and skills. Teachers identify selected students to engage in questioning conversation during Cognitively Guided Instruction and probe student thinking by having students explain how they solve the problem. Teachers adjust their instruction in mathematics by using this formative data and either re-teach the information or continue with the next level in instruction for students. Teachers also use the data from the ST Math reports to indicate student progress through a variety of grade level math skills.

Conclusions based on this data:

1. Areas of Strength: Areas of Strength: Based on our formative assessments, our students were able demonstrate developing levels of problem solving in all grades. Students were able apply their knowledge of number sense skills that included addition and subtraction concepts; comparing number quantities and number recognition. Teachers used a variety of strategies as well as the District adopted Scott Foresman EnVision to teach mathematic concepts and skills. CGI has been used by teachers to help students apply their skills to problem solving situations and their problem solving can be seen in these high achievement levels. Different Number Sense strategies such as Number Talks, Choral Counting, Counting Collections were used to help students learn how to explain their thinking and problem solving.

2. Areas of Need: Areas of Need: Based on our formative assessments, our students struggle with engaging in solving problems that require multi-steps or are algebraic in nature. They also struggle with being to able to apply the math concept to a new problem readily. Teachers are working to support student thinking through a variety of instructional strategies that include Number Talks, Counting Collections, CGI, conceptual development lessons and having students share out the way they solved their problems to their peers and to the teacher. We will continue to provide support for teachers to incorporate this problem solving model and questioning to uncover student thinking. We will continue to provide coaching support from our District Math Coach; opportunities to engage in Lesson Studies; peer modeling and visitation; as well as student work analysis to adjust instruction as needed.

School and Student Performance Data

Multiple Measures Data

Kindergarten Report – 2015-2016

Dual Immersion

Classroom Tested	# Tested			Upper Case Recognition			Lower Case Recognition			Sonidos			Sight Words			Sistemas			Writing			Math	
	Nov	Feb	May	Nov	Feb	May	Nov	Feb	May	Nov	Feb	May	Nov	Feb	May	Nov	Feb	May	Nov	Feb	May	Feb	May
ALL				53%	42%	76%	54%	47%	83%	46%	54%	85%	66%	66%	68%	41%	51%	51%	19%	58%	66%		
EO				52%	40%	76%	52%	40%	76%	44%	52%	80%	64%	64%	60%	44%	40%	44%	12%	52%	56%		
ELL				53%	44%	76%	56%	53%	88%	47%	56%	88%	65%	68%	74%	38%	53%	56%	24%	62%	74%		

Conclusions based on this data:

1. Areas of Strength: Kindergarten students in Dual Immersion definitely progressed from their initial scores in November. The EL students in the program were able to score at high levels, and all students were able to acquire the basic letter recognition; sound recognition and sight word recognition skills in Spanish. This is due to the daily practice in the target language or Spanish and immersion for 80% of the instructional day. We also credit this strength to daily practice in small, differentiated reading groups with the support of teacher and instructional assistant.

2. Areas of Need: Students still need to apply their reading skills to a more holistic literacy activity as measured by the DRA/Sistemas assessment and in writing. Students made progress, but they are still struggling to apply the fluency, comprehension and prosody necessary to read fluently in Spanish. Additionally, they are developing in their ability to write about their experiences and about what they know in writing, but may need more support. To address these needs we will work with Mentor text and Writer's Workshop model in writing as well as Step up to Writing. Students will also engage in daily oral reading practice with adult or peer to develop fluency. Furthermore, teachers will formulate and deliver higher level comprehension questions (DOK level 2 and 3) more consistently and support students in referencing the text to answer the questions in Spanish.

School and Student Performance Data

Multiple Measures Data

First Grade Report – 2015-2016

Dual Immersion

Classroom Tested	# Tested			PDFB			Sight Words			DRA			Writing			Math	
	Nov	**Feb**	**May**	**Nov**	**Feb**	**May**	**Nov**	**Feb**	**May**	**Nov**	**Feb**	**May**	**Nov**	**Feb**	**May**	**Feb**	**May**
ALL	59%	57%	57%	86%	88%	89%	73%	79%	84%	58%	60%	67%	19%	61%	79%		
EO	24%	23%	23%	88%	87%	87%	75%	78%	83%	54%	52%	57%	17%	61%	70%		
ELL	35%	34%	34%	86%	88%	82%	71%	76%	85%	60%	65%	74%	20%	62%	85%		

Conclusions based on this data:

1. Areas of Strength: Dual Immersion First grade students made definite progress in their acquisition of the target language or Spanish. Almost 90% of the students were able to identify most of the sounds and blends in phonetic Spanish patterns. Additionally, more than 80% were able to identify Spanish sight words fluently. EL students (85%) were able to write proficiently in Spanish by the end of the school year. We credit these strengths to daily literacy block with differentiated reading groups with the teacher and instructional assistant. Students were asked to write daily as well as practice these reading skills on a daily basis.

2. Areas of Need: Areas of need appear to happen in having students apply the basic skills to the more holistic literacy activities that are measured by the DRA and writing Assessments. While Dual Immersion students made progress in reading and writing, there is still room for improvement to reach the 80% target in Goal 1. Students made progress, but they are still struggling to apply the fluency, comprehension and prosody necessary to read fluently in Spanish. Additionally, they are developing in their ability to write about their experiences and about what they know in writing, but may need more support. To address these needs we will work with Mentor text and Writer's Workshop model in writing as well as Step up to Writing. Students will also engage in daily oral reading practice with adult or peer to develop fluency. Furthermore, teachers will formulate and deliver higher level comprehension questions (DOK level 2 and 3) more consistently and support students in referencing the text to answer the questions in Spanish.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	151	137	146
Percent with Prior Year Data	100.0%	99.3%	100.0%
Number in Cohort	151	136	146
Number Met	98	93	96
Percent Met	64.9%	68.4%	65.8%
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	204	0	227	0	206	0
Number Met	47	--	59	--	51	--
Percent Met	23.0%	--	26.0%	--	24.8%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**--**	**Yes**	**--**	**No**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		NA	NA
Met Percent Proficient or Above		--	--
Mathematics			
Met Participation Rate		NA	NA
Met Percent Proficient or Above		--	--

Conclusions based on this data:

1. Areas of Strength: Areas of Strength: Our Title III Accountability Data demonstrates that our students are meeting and surpassing the NCLB required target in both AMAO 1 (Making Annual Growth) by 3.8% points and improved from the year before by 2% points. We did not meet AMAO 2 (Attaining English Proficiency- Less than 5 years of English Instruction) but it was only by .6% points.

2. Areas of Need: Areas of Need: Our Title III Accountability Data demonstrates that our students' progress in annual growth as measured in AMAO 1 went up significantly last year. However we did not improve our progress made towards our AMAO 2 target of Attaining English Proficiency in less than 5 years of English Instruction. Not only did we not meet the target, but the target continues to move, and we need to be cognizant of the goal of helping EL students achieve high levels of English Fluency. To ensure that our students reach higher levels of English Proficiency, we will continue with our focus on academic language and accountable talk strategies to promote student access and production of higher levels of English Language, We also need to concentrate our English Learner instructional practices on how to better equip them to acquire language at higher fluency levels (Early Advanced and Advanced). Our CELDT Annual Data demonstrates the same conclusion. Additionally, we need to consider that now roughly 50% of our students are in Dual Immersion instruction. As they are learning the majority of their instructional content in Spanish, there is a logical delay in English Language Acquisition at higher levels of English proficiency.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1685	1650	1,463
Percent with Prior Year Data	100.0	99.9	99.9
Number in Cohort	1685	1648	1,462
Number Met	963	992	887
Percent Met	57.2	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1502	498	1495	449	1,224	472
Number Met	411	274	475	229	407	223
Percent Met	27.4	55.0	31.8	51.0	33.3	47.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA	N/A	NA
Mathematics			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA	N/A	NA
Met Target for AMAO 3	**NA**	**NA**	**NA**

Conclusions based on this data:

1. Areas of Strength: While LHCSD just missed the 2015-16 AMAO Goal 1 (62.0%) - Annual Growth on the CELDT, our students have shown continual improvement from 57.2 to 60.7 percent. Also, 33.3 percent of our English Learner students here less than five years surpassed the AMAO Goal 2 (24.2%) - Attaining Proficiency on the CELDT.

2. Areas of Need: In 15-16, fewer EL students here for 5 or more years met their goal to attain English than in 14-15.   At 47.2% becoming proficient, we did not meet the target (52.8%). Supporting our long term ELL's attain proficiency in English is a priority.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

The following goals were met on our 2015-16 SPSA: Traditional Kindergarten was able to meet Goal 1 by attaining 81% proficient or above in DRA and 94% proficient or advanced in writing. Dual Immersion First Grade was able to meet the goal in reading for their EL learners.   Goal 3 was partially met because our students were able to exceed the state target at 65.8% for AMAO1. We credit these gains to: Differentiation and Intervention in Language Arts through our Early/Late Model and ExCEL; our Learning Center Interventions; small group instruction to meet student needs; CGI strategies to develop problem solving skills and number sense; 30 minutes daily dedicated ELD leveled instruction; PLC discussions to analyse student data and adjust instruction accordingly; RtI Model to support students struggling with basic skills; use of language frames and effective questioning; and implementation of GLAD Strategies. Goal 4 was also met because our families and parents volunteering and participating in daily school activities has increased as well as during special events. We credit these gains to our staff reaching out to parents to bring them into volunteer in the classrooms; finding various means to send out communication about school events; and having a bilingual office staff that continue to provide a welcoming atmosphere to all of our school community. Additionally, our Community Liaison has been instrumental in personally reaching out to our families and encouraging various levels of participation in our school.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective?   Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Based on our Multiple Measure Data, Goal 1 was not completely met. Our goal stated that 80% of students would be proficient in DRA and Writing assessments and we had: Traditional Kindergarten did meet it, but the other grades did not. (Dual Immersion Kinder- DRA 51%, Writing 66%; First grade - DRA 78%, Writing 75%; DI First Grade DRA 67%, Writing 79%; and in Second Grade- DRA 50%, Writing 67%. We believe that the action steps that may have been minimally effective were the use of Destination Reading, Accelerated Reader and the minimal use of the HM Toolbox or EL Learner Handbook from Houghton Mifflin. The two reading programs are not able to differentiate effectively for struggling English Learners needs. The teachers were also not as well trained in the use of the Houghton Mifflin Reading Toolbox and effective use of the EL Handbook. The way we have adjusted the plan is to find and implement a research based intervention system (Leveled Literacy Intervention and SIPPs- Intensive Phonics Intervention) that shows effective results for working with English Learners and is in a Guided Reading Format which our teachers and students are familiar with. We will continue to train on use of the HM Toolbox for all teachers to diagnose and support their struggling EL readers during ExCEL or Early/Late Group. Goal 2 was also not met, with only 50% of our school making 55% of progress on ST Math goals. We feel that it was ineffective to have students only access the program and practice when going to the computer lab and we will strive to add more and more devices in the classroom to allow for students to access the program more frequently and consistently. We also did not meet Goal 5 stating that 80% of families would respond that they "strongly agree" that our school promotes positive student choices and behavior in a safe, clean and secure environment. Our Title I survey showed that 71% strongly agreed, while the remaining 28% agreed. We feel that we were not clear enough about our PBIS strategies and positive incentives for behavior expectations. We need to clearly communicate our programs for behavior, safety and healthy choices to our parents and invite them to participate in the programs.

Based on this information, what might be some recommendations for future steps?

We realize we need to closely monitor our at-risk, EL students especially in reading. We need to monitor how they respond to the new Intervention system and what other tools we can use to help them access grade level reading. We also need to clearly articulate to parents and our community the safety protocols and steps we have taken to promote a clean, safe school and clearly articulate our PBIS positive behavior program more often in our bi-weekly newsletter, on our website, and on other communication to families and the community.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

Our SSC and ELAC is a merged model. During the SSC meetings in the Fall, the plan was introduced, reviewed and revised using their input. Staff is part of this committee, but were further involved by reviewing the plan during a PLC meeting and giving specific feedback on the plan by grade level.

How was the plan monitored during the school year?

The plan and the budget were reviewed in the subsequent SSC meetings. Data on student achievement such as Multiple Measure data; attendance data; Reclassification Data; CELDT Scores and other types of formative data were reviewed with the School Site Council regularly to monitor our progress. Similarly, teachers reviewed student data and work regularly to analyse and revise their instruction based on student need.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

We will continue to post our plan on our website so all of our stakeholders can have access to it. We will continue to involve our School Site Council and staff in providing input for the development and revision of the plan.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By spring 2015, 80% of K-2nd students will score proficient or above on the DRA and Writing Assessment.
How the School will Evaluate the Progress of this Goal:
We will continuously monitor this goal by: *Revisiting and analyzing Multiple Measure Data as a school staff in ILT meetings, at PLC meetings and individually with the principal at Data Conferences. *Reviewing and analyzing Multiple Measure Data with our School Site Council and ELAC as well as with our families during our A&I Meetings. *Reviewing and analyzing Multiple Measure Data with K-2 principal colleagues during Targeted Leadership walk-throughs and at Administration PLC meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Instructional Program Tier I • All students will access the Core Reading Curriculum (Houghton Mifflin) on a daily basis. • Teachers will teach California Common Core State Standards in ELA focusing on teaching the 3 text types and implementing reading	August 2016-June 2017	Arbolita Teaching and Administrative staff Instructional Assistants Intervention and Learning Center	Other Books-supplemental	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	4500
			Materials and Supplies Warehouse	4000-4999: Books And Supplies	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
comprehension strategies: Close Reading and Text Dependent Questioning • Teachers will use content objectives as a learning tool so that students understand the purpose of their learning and how they will demonstrate this learning. • Students will be grouped in homogeneous reading groups for guided reading instruction and practice in Early/Late groups; differentiated reading groups; and in the EXCEL model • Teachers will provided Differentiated Instruction during Early/Late groups (First and Second) in Guided Reading and Writing strategies. • Supplemental instructional materials such as books, web-based teacher resources sites, etc. will be reviewed, copied and purchased where appropriately needed • Teachers will ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking. • Teachers will utilize vocabulary development cards and GLAD strategies to enhance reading comprehension, vocabulary and the writing process during reading and writing instruction. • Teachers will integrate writing throughout the year to field trips and other authentic opportunities to write as evidenced by reading response journals, GLAD writing strategies, journals, math journals. • Technology will provide opportunities for students to type original stories, utilize teacher created story/writing frames, and		teachers District Coaches	Conferences	5000-5999: Services And Other Operating Expenditures	Title I	2700
			Substitutes- TL Institutes	1000-1999: Certificated Personnel Salaries	Title I	3000
			Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	3821
			Substitute- benefits	3000-3999: Employee Benefits	Title I	250
			Information Services Technician I	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	12654
			Information Services Tech I benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	600
			Library Monitoring Software- Follett Destiny Library	5000-5999: Services And Other Operating Expenditures	Title I	1,410
			Printing	5000-5999: Services And Other Operating Expenditures	Title I	967

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
publishing all in order to aide in reading comprehension • Teachers will teach writing and increase reading comprehension through Step Up To Writing, mini-lessons, Think-Alouds, Six Traits strategies, and Modeled/Shared/Interactive Writing through the Writing Workshop Model. • Teachers will enhance reading comprehension and writing strategies instruction by using GLAD strategies including but not limited to: Pictorial Input charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, Cognitive Content Dictionaries. • Homework assignments will be designed to reinforce standards and classroom incentive programs will support these efforts • Daily Standards Based English Language Development will be delivered in the classroom for 30 minutes to increase level of comprehension, academic language development and writing abilities specifically targeting English Language Learner Population • Teachers will participate in a variety of professional development opportunities on-campus as planning teams; facilitated by district instructional coaches or off-campus to reading, writing and/or Dual Immersion Conferences. • Materials and resources aligned to implementation of the Common Core State Standards will be purchased to support student learning. • Updated technology and software will be utilized in identified classrooms in order to increase achievement levels in						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
reading/reading comprehension. • Information Services Technician will be hired and trained to support students and staff with implementation of new software and technology support as well as library support. * Supplemental instructional materials will be printed to supply guided reading books with specific reading skills in English and Spanish. * Will provide Dual Language Instruction in Kindergarten to 2nd grade with above strategies in Spanish.						
Small Group Intervention - Tier II • Small group leveled instruction in Early/Late groups; Differentiated Reading Groups, and in ExCEL • Educational Assistants to lower student to teacher ratios in "Reading Group" time. • Teachers will provide Full Day Kindergarten instruction to students and will provide intervention in small groups for all students at risk of not meeting literacy proficiency throughout the school day • Leveled Literacy Intervention program (Heinemann Press) will be used to provide small group intervention to identified students during ExCEL and Differentiated Reading Groups and Camino al Exito Intervention for Dual Immersion students. • Students with disabilities will receive "Front-Loading" prior to instruction in the regular classroom by special education personnel as well as identified assistance as stated in their IEP • Differentiated language scaffolds and language frames will be used to support students in using academic language to respond to teacher higher level questions.	August 2016-June 2017	Principal Teachers Learning Center Teacher and aides Instructional Aides	Educational Assistants (2)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	25000
			Educational Assistant benefits (2)	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	2664
			Instructional Materials- Guided reading books; intervention materials for Dual Immersion	4000-4999: Books And Supplies	Title I	2000
			STAR/Accelerated Reader	5000-5999: Services And Other Operating Expenditures	Title I	2370
			Instructional Materials	4000-4999: Books And Supplies	Title I	1300
			Educational Assistants (2)	2000-2999: Classified Personnel Salaries	Title I	23498
			Educational Assistant benefits (2)	2000-2999: Classified Personnel Salaries	Title I	1756

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Accelerated Reader used on a daily basis in 2nd grade in order to provide students with continuous practice and review in reading and reading comprehension. • Teachers will provide differentiation in writing during Early/Late group time to support the EL population and struggling writers • The district will identify students who would benefit from additional instruction and review by offering a Summer Academy. • Teachers will meet as a level 1 of RTI process intervention for students who are at risk of not meeting standards to set goals and interventions and follow-ups for these students • Group or Individual RtI meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); principal and parent for identified students.						
Intensive Individual Interventions - Tier III • Individual differentiated and scaffolded instruction to support students to acquire skills needed to be independent readers and writers based on RtI Meeting Action Plan. • SIPPs Program for Intensive Phonics will be used to provide small group intervention to identified students during ExCEL • Additional adult support as needed to help with remediation, re-teaching or additional practice. • Indentify support to assist at-risk students to meet goals on RtI Action Plan such as ASES; After-School Tutoring; additional and more frequent review and practice; • Teachers identify at-risk students and set goals for learning at data conferences with the principal.	August 2016-June 2017	Intervention ExCEL teachers Teachers RtI Team- teacher, RSP teacher, school psychologist, Speech Pathologist (if needed), principal and parent	Intervention Materials- leveled books, LLI, reading manipulatives	4000-4999: Books And Supplies	Title I	3050

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

Planned Improvements in Student Performance

<u>**School Goal #2**</u>

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

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By spring 2015, 60% of all students will have completed 70% or more of the ST Math program at their grade level.
How the School will Evaluate the Progress of this Goal:
We will continuously monitor this goal by: *Revisiting and analyzing Multiple Measure Data as a school staff in ILT meetings, at PLC meetings and individually with the principal at Data Conferences. *Reviewing and analyzing Multiple Measure Data with our School Site Council and ELAC as well as with our families during our A&I Meetings. *Reviewing and analyzing Multiple Measure Data with K-2 principal colleagues during Targeted Leadership walk-throughs and at Administration PLC meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Instructional Program -Tier I • All students will have access to the Core Curriculum and will participate in 90 minutes a week of ST Math in 2nd grade and 60 minutes a week of ST Math in First and Kindergarten. • Teachers will provide opportunities to	August 2016-June 2017	All Arbolita Teachers and Principal District Coach	Materials and Supplies- manipulatives; math read-alouds; teaching visuals	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
develop Mathematical Reasoning skills through problem solving using Cognitively Guided Instruction (CGI) strategies on a daily basis. • Teachers will teach California Common Core State Standards in Math focusing on teaching problem solving and deeper conceptual understanding through CGI strategies on a daily basis. • Teachers will use content objectives as a learning tool so that students understand the purpose of their learning and how they will demonstrate this learning. • Based on the results of formative assessment and aligned with standards, teachers will plan and implement targeted, differentiated instruction using Common Core Standards aligned instruction and curriculum including EnVision. • Teachers will incorporate the use of manipulatives and visual supports in all concept lessons and extend the use of those manipulatives for students until mastery of the concept is achieved • Teachers will continue to use mathematics conceptual daily review and math journals to spiral the instruction of the core curriculum through use of Number Talks, Number Strings, Counting Collections, and Math Wall. • Touch Math will continue to provide for kinesthetic modalities for students • Teachers will provide more opportunities for our ELL students to practice solving problems using simple charts, picture graphs and number sentences through CGI. • Teachers will participate in a variety of professional development opportunities on-campus as planning teams; facilitated by			Conference Attendance- Number strings; Number Talks	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	600
			Substitutes- Professional Development, Lesson Studies	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	1000
			Substitutes- benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	75

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
district instructional coaches or off-campus to math conferences or other professional learning opportunities. • Materials and resources aligned to implementation of the Common Core State Standards will be purchased to support student learning. • Update technology and software to be utilized in identified classrooms in order to increase achievement levels in number sense and general math concepts.						
Small Group Intervention - Tier II • Teachers will provide small group instruction and/or re-teaching as needed based on formative assessment. • Teachers will provide daily spiral review of concepts based on student need as indicated by formative assessment. • The District will identify students who would benefit from additional instruction and review by offering a Summer Academy. • Teachers will Pre-teach and/or Re-teach Math concepts or skills based on formative assessments using manipulative and/or visual supports as necessary until students demonstrate proficient understanding of the concept or skill. • Boys and Girls Club A.S.E.S. (After School Education and Safety) Program will service our socio-economically disadvantaged population on free and reduced lunch and provide after school tutoring that targets math remediation. • Group or Individual RtI meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); principal and parent for identified students.	August 2016-June 2017	All Arbolita Teachers and Principal RtI Team-teacher, RSP teacher, school psychologist, principal and parent	Materials and Supplies-Warehouse	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intensive Individual Interventions - Tier III • Small group and one to one scaffolded instruction to provide differentiated support for students acquiring skills needed to know grade appropriate math fact s and become independent problem solvers using the EnVision Math materials and the CGI model during regular class time, • Use EnVision Math Support materials to intervene with at-risk students • Individual differentiated and scaffolded instruction to support students to acquire skills needed to be independent math problem solvers based on RtI Meeting Action Plan. • Additional adult support as needed to help with remediation, re-teaching or additional practice. • Indentify support to assist at-risk students to meet goals on RtI Action Plan such as ASES; After-School Tutoring; additional and more frequent review and practice. • Math small group instruction within Learning Center Model with SPED teachers (RSP or SDC). • Teachers identify at-risk students and set goals for learning at data conferences with the principal.	August 2016-June 2017	Learning Center Teacher and Aides Classroom Teacher Aide support as needed				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By fall, 2016, 65% or more of the school 's English Learners will demonstrate an annual growth on the CELDT. By fall, 2016, 25% or more of the school's English Learners w ho have been in English language instruction educational programs for less than 5 years will attain the English proficient level on the CELDT Due to Arbolita having surpassed AMAO 1 goal, but not AMAO 2 goal, set by the CDE, we have formulated goals that will measure our improvement in this performance area.
How the School will Evaluate the Progress of this Goal:
We will evaluate our students' progress towards this goal by: *Monitoring language acquisition through the Observation Matrix *CELDT scores *Revisiting and analyzing Multiple Measure Data with a special focus on English Learner progress as a school staff in ILT meetings, at PLC meetings and individually with the principal at Data Conferences. *Teacher observation and informal progress monitoring tools.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Instructional Program -Tier I • Have established Language objective for ELD lessons • Identify EL students and their appropriate levels and implement a marker system to aid in knowing each student's level and correct questioning strategies • Incorporate SDAIE strategies throughout all core curriculum lessons • Data conversations will emphasize progress of EL students and efforts to increase student performance and increase independent work habits • Teachers will teach California Common Core State Standards in ELA and ELD to plan lessons focused on communication and language development in all four language domains: Listening, Speaking, Reading and Writing. • Teachers will use multi-modality teaching in all curricular areas which includes: using gestures, objects and pictures in lessons • Teachers will provide 30 minutes daily of a standards based ELD program for English Learners connected to their learning in the Core Curriculum. • Teachers will provide comprehensible input and support for academic language development through Guided Language Acquisition Design (GLAD) strategies in all curricular areas. • Teachers will develop questioning strategies to support and extend student responses into complete sentences using academic language. • Teachers will provide language frames to support student responses to higher level thinking questions. • Teachers will use a variety of grouping	August 2016-June 2017	Arbolita Teaching and Administrative Staff Instructional Aides Designated ELD Teachers District Coach	Substitutes- Professional Development	1000-1999: Certificated Personnel Salaries	Title I	3,500
			Substitutes- benefits	3000-3999: Employee Benefits	Title I	400
			Digital Programs to support comprehension- Movie Licence	5000-5999: Services And Other Operating Expenditures	Title I	878
			Supplemental books- GLAD units; non-fiction readers; library books; Read- Aloud	4000-4999: Books And Supplies	Title I	3,000
			Conferences- OCDE	5000-5999: Services And Other Operating Expenditures	Title I	800
			Non-Capitalized Equipment- document cameras and Apple TV monitors to support EL student learning	4000-4999: Books And Supplies	Title I	2648

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies to practice and engage in authentic uses of the English language. • Teachers will frequently confirm and clarify responses and check for understanding • Lessons will encourage a variety of teacher/student and student/student interaction (10:2 ratio of teacher talk to student talk) to increase student talk and collaborative grouping. • Teachers will focus on students answering in full complete sentences, vocabulary expansion and reduced teacher talk time during instruction • Utilize updated technology as well as iPad apps to increase language development, access prior knowledge, and give students real life learning experiences • Principal will collect lesson plans that demonstrate implementation of G.L.A.D strategies and English Language Development lessons. • Principal will designate observational focus areas for her visitations, which will include observation of G.L.A.D. strategy implementation as well as the ELD curriculum • Teachers will participate in a variety of professional development opportunities on-campus as planning teams; facilitated by district instructional coaches or off-campus to English Language Development and/or Dual Immersion Conferences • Technology software and/or hardware will be purchased to support English Language students' access to core content standards as well as ELD standards. * Teaching monitors and student iPads will be purchased to allow for visual support and access to instructional software; apps; allow for student						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
sharing and language usage; and allow for intervention programs as needed. • Materials and resources aligned to implementation of the Common Core State Standards will be purchased to support student learning. • Classrooms will have access to an educational assistant and Instructional Coach(es) to provide instructional support as needed.						
Small Group Intervention - Tier II * Instructional aides will be provided to support students in small groups for additional practice • District Content Coach will work with teacher on learning new Common Core ELD standards and provide professional development on strategies to support students' access to these new standards. • Accelerated Reader will be used to promote student reading practice and assessment at student's level of instruction in Second Grade. • Level and differentiate ELD instruction using CELDT scores to respectfully meet each EL student's needs • . Small group targeted intervention based on students need during ELD based on data from CELDT and/or interim ELD assessment. • Teachers use the HM Extra Support Handbook and English Learner Handbook to plan, pre-teach, and re-teach lesson during small group instruction. • Teachers will use targeted scaffolding of Language frames and questioning will be used to support student responses into complete sentences. • Teachers and principal will identify student	August 2016-June 2017	All Arbolita Teachers and Principal RtI Team-teacher, RSP teacher, school psychologist, principal and parent	Instructional Aides- refer to Goal 1 in SPSA			
			Instructional Aides Benefits- refer to Goal 1 in SPSA			
			Materials and Supplies- intervention materials for ELA/ELD and Dual Immersion	4000-4999: Books And Supplies	Title I	1,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
needs in reading and writing and provide additional interventions in small groups • Based on student performance in English Language Arts, other Tier II interventions will be put into use (refer to section 1.2 above) • Extended learning opportunities will be provided to support learning (ASES). • Leveled Literacy Intervention program (Heinemann Press) will be used to provide small group intervention to identified students during ExCEL and Differentiated Reading Groups and Camino al Exito Intervention for Dual Immersion students. • Group or Individual RtI meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); translator; principal and parent for identified students.						
Intensive Individual Interventions - Tier III • One on one conferences will be held to outline plans for improving EL students who are not performing at the expected pace of language acquisition. * Students will be provided with targeted ELD instruction to meet individual student needs in all Language Domains as determined by CELDT test scores and interim assessments. * Through targeted questioning and prompting, teacher will support students in independently producing more fluent academic language in their reading, writing and speaking. • Teachers identify at-risk English Learner students and set goals for learning at data conferences with the principal.	August 2016-June 2017	Teacher Principal Designated ELD teachers				

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
By June 2017, we will increase the number of parents that attend our school-wide parent educational events; parent and site committee meetings (SSC, BTSN, Conferences, ELAC) and participate as volunteers on campus by 10% as measured by the end of the year Title I Parent survey.
How the School will Evaluate the Progress of this Goal:
*Title I Parent Survey results *Attendance logs for different events and daily office sign-in *Volunteer Logs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL GOALS • Hold Family and Parent Nights on Reading Comprehension, Problem Solving and Study Skills as well as Dual Immersion Program and Nutritional Awareness. • Work with our Community Liaison to send out parent surveys at the beginning of the year to receive feedback on what to focus on for the 2015-16 school year. • Hold Family and Parent Nights on Reading Comprehension and Math support, Problem	August 2016- June 2017	Arbolita Teachers and Principal Office Staff Community Liaison Bilingual Instructional Aides as Translators CWA Officer	Blackboard Connect- Parent Communication System	5000-5999: Services And Other Operating Expenditures	Title I	835
			Digital Signage Program- communicate with community	5000-5999: Services And Other Operating Expenditures	Title I	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Solving and Study Skills, and Behavior Methods, as well as Dual Immersion Program and Nutritional Awareness. * Materials will be purchased to support Parent Involvement in these Family and Parent Nights. * Conduct Parent - Teacher Conferences focused on the instructional goals, • Communicate regularly with Parents about our instructional focus through the BUZZ newsletter, A & I, SSC, ELAC, and SAC meetings. • Parents will be provided with information regarding the California Common Core State Standards at Back to School Night. Teachers will provide specific targeted strategies for parents to assist their children at home in progressing towards meeting those standards. • Translators will be provided at parent conferences and at important parent events to clearly communicate instructional information to parents. • Materials sent home to parents will be translated as necessary to provide clear communication to all Arbolita families. • Parents will be provided with regular formal and informal progress reports on their children • Blue homework folders will be used as a consistent means of communicating with parents and will be purchased. • Parents will sign 4 way pledge to commit and support their student's literacy and learning. • Parents and Community Members take part in "Community Read-Aloud Day" to promote and encourage literacy. • Teachers will design classroom websites to			Materials and Supplies for Family Nights/Parent and Family Engagement Activities	4000-4999: Books And Supplies	Title I	600
			Extra Hours- Community Liaison	2000-2999: Classified Personnel Salaries	Title I	350
			Translation at BTSN and Conferences	2000-2999: Classified Personnel Salaries	Title I	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
clearly communicate with and involve their students' families.						
• PTA provides classrooms opportunities to go on fieldtrips for real-life experiences. Students then return to school using this experience as a writing task.						
• Parents take part with their child in the "Arbolita Reads Program" verifying that they have read with/to their child each night.						
• Buy a Book will occur monthly to provide parents an affordable way to develop their children's home libraries to promote literacy at home.						
• Boys and Girls Club A.S.E.S. (After School Education and Safety) Program will service our socio-economically disadvantaged population on free and reduced lunch and provide after school tutoring that targets reading and reading comprehension interventions.						
• Summer Readiness work will be provided to prepare students for their following grade. Incoming Kindergarten students will receive a similar package. Students returning their packets will receive an incentive the following school year.						
• Other parent involvement opportunities will be coordinated to have family and community members support our continued literacy focus areas.						
* Parents will be involved in all aspects of their child's education including attendance, behavior, and academics as a vital part of our educational team by attending group or individual meetings regarding their child's needs or to celebrate their child's successes in these areas.						
* Attendance awards given to individual students and classrooms based on continued excellence in school attendance.						
* Attendance interventions for students and						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
families struggling to attend school regularly.						

School Goal #5

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

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By June 2016, 85% of Arbolita parents will indicate on the Title I Parent survey they "strongly agree" and "agree" our school promotes positive student choices and behavior in a safe, clean and secure environment.
How the School will Evaluate the Progress of this Goal:
Title I Survey Results Attendance Rates Suspension/Expulsion Rates Office Discipline Referral data Volunteer logs and sign ins

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
CREATE A SCHOOL CLIMATE THAT SUPPORTS THE INSTRUCTIONAL GOALS • Communicate with staff weekly through the Staff Bulletin about our instructional focus • Keep staff focused on data in support of our goal through regular data conversations and the development of data wall * Arbolita staff will continue to work towards creating a professional and collaborative working environment through active participation in PLC's weekly. * Weekly Principal Awards; Trimester Awards; Read Across America Events and "Arbolita	August 2016-June 2017	All Teachers and Principal Community Liaison Instructional Aides All Support Staff School Psychologist PBIS and ILT teams Office Staff and Principal	Instructional Materials- attendance awards, PBIS reinforcers, Student of the Month awards	4000-4999: Books And Supplies	Title I	900
			Materials and Supplies- Attendance and Behavior incentives	4000-4999: Books And Supplies	Title I	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reads" reading program will be utilized to motivate students towards meeting proficiency in academic skills • The monthly "Buy a Book" program will take place so students may receive reading books for a low cost. • PBIS (Positive Behavioral Interventions and Supports) program components that have school staff explicitly teach our school behavior expectations and incentives to positively recognize our students such as Good Bee Awards and certificates for good behavior choices. • Attendance awards given to individual students and classrooms based on continued excellence in school attendance. * Weekly Response to Intervention (RtI) meetings will be used to discuss students with either academic or behavior concerns. * Follow-up RtI meetings will be held to monitor students' achievements and growth. * Parents will be provided with additional resources to help their child practice reading and math skills such as flash cards; 100's charts; sight word cards, etc. * Teachers and all support staff will be trained on how to implement the school wide PBIS system in a consistent manner which of our school-wide system of positive incentives and data gathering Office Discipline Referrals. Re-training will be conducted as needed. * The PBIS Team will meet monthly to review ODR data and work with principal to address our students' behavioral needs. * The School Psychologist will be used to provide training for teachers, reteaching for students and other Tier 2 Intervention strategies for students needing this type of intervention. * Monthly PBIS Celebrations will be used to reward students who are consistently following			Printing- forms; awards; behavior incentives	5000-5999: Services And Other Operating Expenditures	Title I	900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the code of conduct. * Parents will be informed in a timely manner of their student's behavior as it relates to our Code of Conduct. * Every Volunteer will be required to come through the main office and follow the following procedure: • Complete the Volunteer Liability and Confidentiality Statement prior to being admitted to work in a classroom. • Sign in and out on the volunteer log and receive a visitor's badge from the office staff • Schedule an appointment with the principal and the classroom teacher prior to visiting the classroom for observation purposes. * All staff will be trained to stop any person on campus that does not have a visitor or volunteer badge and direct them back to the office to sign in. * The following drills will be conducted throughout the school year so both students and staff are familiar with the procedures and protocols in case of an emergency: Fire Drills, Earthquake Drills, Stay-in-Place Drills * Attendance will be monitored closely with students needing extra support with attending school identified and a subsequent Pre-SARB meeting conducted in a timely manner. * Behavior and attendance incentives will be purchased or printed to help promote positive student behavior and consistent attendance.						

Planned Improvements in Student Performance – Program Improvement

Shared Responsibility for Improvement

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The school will implement the action steps in its Single Plan for Student Achievement and the Director will work with each principal to review their SPSA. The district academic coaches will work closely with the principals and staff of Program Improvement schools to provide professional development and support for improvement activities and strategies per the SPSA.	Director of Programs and Assessment Academic Coaches Ongoing	As described in the site plans	Title I Centralized Title II Centralized Title III Centralized	150,000 100,000 50,000
All administrators and each individual school's staff will participate in training on Title I Program Improvement as needed.	Director of Programs and Assessment Assistant Superintendent Fall	Staff Personnel Salaries		
The district will provide an analysis of achievement assessment data both school wide and for subgroups.	Director of Programs and Assessment District Classified Staff Ongoing	MAP - Measures of Academic Progress Staff Personnel Salaries Data Director Illuminate Education Data System	 Title I Centralized LCFF - Supplemental and Concentration Centralized	 6,500 35,000
The district will provide an analysis of instructional delivery system through the use of Targeted Leadership walkthroughs, classroom observations, instructional software and surveys.	Assistant Superintendent Academic Coaches Ongoing	McGrath Consulting Services Contracts Software	Title I Centralized Title II Centralized Title III Centralized LCFF - Supplemental and Concentration Centralized Title I Centralized Title I Centralized	17,500 5,000 30,000 12,500 37,000 45,000

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The district will provide an analysis of site EL services (staff credentialing; ELD instructional delivery system; curriculum support)	Assistant Superintendent Academic Coaches Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of services for students with disabilities (staff credentialing; instructional delivery system, curriculum support)	Director of Special Education District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of community involvement and early intervention strategies.	School Readiness Coordinator School Readiness Community Liaison Child Welfare and Wellness Coordinator	Staff Personnel Salaries		
The district will prepare required parent notification for Program Improvement status.	Director of Programs and Assessment District Personnel Ongoing	Classified Staff Personnel Salaries		
The district will prepare centralized support for Alternative Supports including development of forms and assistance with site plans.	Director of Programs and Assessment District Personnel Ongoing	Classified Staff Personnel Salaries		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental and Concentration	53,914.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	62,612.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

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
Rosamaria Murillo	X				
Cythia Smith		X			
Sandra Cavanagh		X			
Sara Ortiz		X			
Maria Cristina Jarrin			X		
Regina Cuadra				X	
Erika Morrow				X	
Stephanie Araballo				X	
Denisse Chavez				X	
Laura Medina				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.

The Single Plan for Student Achievement

School: Ladera Palma Elementary School

CDS Code: 30665636028963

District: La Habra City Elementary School District

Principal: George Lopez

Revision Date: 10/06/2016

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: George Lopez

Position: Principal

Phone Number: 562.690.2348

Address: 2151 East Brookdale
La Habra, CA 90631

E-mail Address: glopez@lahabraschools.org

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

Table of Contents

School Vision and Mission

Ladera Palma Elementary School's Vision and Mission Statements
We will empower students to become critical thinkers, problem solvers, communicators, and creative scholars.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

An analysis of the current instructional program was completed by the Instructional Leadership Team (ILT) and at grade level PLC's

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).

Input from Staff
The following summaries are based upon staff surveys, minutes/findings from Leadership Team and PLC meetings:
English-Language Arts :
For Ladera Palma students to continue to make growth in Language Arts, our staff has worked towards an agreed goal that we need to focus on instructional practices and curriculum for the 2016-2017 school year in English Language Arts . In order to bring about an upward trend in academic growth, and at the same time strongly supporting our significant subgroups, these practices include but are not limited to:

- ELD Curriculum 30 minutes daily in all classrooms using GLAD, Thinkiing Maps.
- ExCEL model for reading that includes research based intervention as well as access to the Core Curriculum based on students' instructional level
- Thinking Maps and GLAD Strategies incorporated in English Language Arts to provide comprehensible input and academic language development. Teachers will be expected to incorporate the following strateg ies: Pictorial Input charts , Sentence Patterning Chart , Cognitive Content Dictionary as well as Process Grid and Co-op Strip Paragraph.
- Step Up to Writing instruction with an added focus on having students become more independent writers in the 3 Text Types found in Common Core State Standards.
- Reading Comprehension Strategies with a focus on Close Reading and Text Dependent Questions in whole group Read Aloud/Think Aloud lessons as well as in small group Differentiated Instructional Guided Reading Groups . DOK will be a strategy used to scaffold level of speaking, thinking, and listening.
- Increase focus writing revision strategies through Co-op Strip Paragraph (GLAD) and Writer's Workshop model.
- Differentiated Instruction throughout the day with a focus on developing standards based "Respectful Tasks" for those students working independently.
- PLC Collaboration that includes instructional planning , data analysis, Tier I interventions and planning for extending instructional opportunities as necessary.
- Use of Technology-both hardware and software with a focus on increasing the use of IPads, Kindles and their corresponding Apps to increase student achievement.

Mathematics
In order for our students to continue moving students towards levels of proficiency in math Common Core State Standards, instructional practices will include but are not limited to:

- Professional Development in CGI (Cognitively Guided Instruction) for teachers to implement the model more fully and with deeper understanding, this year 2016-2017 ALL our teachers now have been trained by the OCDE in CGI.
- Continued staff development and implementation support from our Instructional Coach for CGI which include modeling, observation, feedback, Lesson Study, etc.
- Math Common Core aligned instruction implemented daily in every classroom focusing on conceptual , skill and problem solving development.
- Higher level questioning strategies that focus on uncovering student thinking and support academic language for students to justify their reasoning.
- PLC meetings focused on math instruction and implementation of CGI.
- Differentiated instruction during mathematics to ensure student comprehension and engagement.

- Use of Technology-both hardware and software with a focus on increasing the use of IPads, Kindles and their corresponding Apps to increase student achievement.

English Learners:

Staff will participate in staff development throughout the year to assist students in their English Language Development. The staff at Ladera Palma School embraces the fact that teaching strategies for our English Learners must include differentiated instruction at our students' specific level of English Language Development. We begin by using the CELDT information to guide our instruction and then identify ways to engage students of varying language levels. We are committed to providing direct and focused instruction in Language Development during ELD instruction and scaffolding language and concepts throughout content instruction in all academic areas using SDAIE strategies. Understanding students' various levels allows teachers to scaffold instruction for their students making them feel more successful and increasing their language development. The staff has met and will continue to discuss various resources, materials, and curriculum that could assist us in attaining this goal. Specifically, G.L.A.D. strategies are implemented school wide to assist students with comprehension skills, vocabulary development, and academic language. Additional practices include but are not limited to:

- Educational Assistants to support small group, differentiated instruction.
- Daily use of GLAD strategies to provide comprehensible input and support academic language in all subjects with specific emphasis on English Language Arts.
- Systematic ELD instruction utilizing "Carousel of Ideas"; Hampton Brown ELD curriculum; and the Houghton Mifflin English Learner component for EL students with 30 minutes of daily instruction.
- Professional Development on Best Practices for Instruction, Curriculum and Assessment for ELD and SDAIE.
- Teacher will consistently engage their English Learners in their instruction by asking higher level thinking questions; expecting complete sentences and providing language supports as necessary.
- Continued staff development and implementation support from our Instructional Coach for GLAD strategies.
- Use of Technology-both hardware and software with a focus on increasing the use of iPads, Kindles and their corresponding Apps to increase student achievement.

Identified Needs for Professional Development

Based on our Organizational Survey for the 2015-2016, teachers identified a need to have more Professional Development in Technology Integration (94%); Project Based Learning (89%); and in Common Core Writing (84%). Based on the fact that we are transitioning to Common Core State Standards, Professional Development will be dedicated to introducing and supporting our teachers' understanding of the standards and the identified best practices that will lead to a strong implementation. Our Multiple Measure data also indicates that we need to dedicate Professional Development for staff to further understand the specific needs and strategies for our English Learners as well as our Socio-Economic Disadvantaged student population. Professional Development will be addressed through the following:

- Professional Development for Instructional Leadership Team; for specific grade levels; and for entire school staff on Professional Development days, PLC meetings and grade level meetings on the implementation and integration of ELA and Math Common Core State Standards.
- Multiple Measure Committee and Writing Committee teachers will participate in Professional Development and collaboration across school sites to prepare and align Multiple Measure Assessments as well as Writing Prompts to meet Common Core State Standards criteria.
- CGI Professional Development from OCDE and from our new math coach with accompanying observation, modeling and Lesson Study opportunities.
- English Language Development and Language Acquisition Professional Development.
- Project Based learning staff development with Instructional Coach as well as grade level planning and implementation of Project Based Learning Unit in content areas.
- Modeling and Observation of GLAD strategies from Instructional Coach as well as time dedicated for Direct Professional Development in GLAD to further understanding of specific strategies and their implementation for specific teacher's needs.
- Professional Development in the use of hand held devices (iPads,laptops) especially for the integration of 1:1 iPad program in 2nd and 1st grade classroom and the use of Websites to communicate with parents.

Input from Parents

The following summaries are based on input from our parent advisory groups including the School Site Council and A&l, as well as the results from our Title I and EL Parent Survey:

Parents have overwhelmingly expressed that they feel that the overall academic program offered at Ladera Palma School is a positive and successful one. They feel encouraged to participate in their child's learning and agree that our frequent communication is a strong aspect of our school. A large majority of our parents feel our school is safe, clean and secure. Parents also expressed that they feel welcome to volunteer on our campus and feel encouraged to take part in decision making. Parents also greatly appreciate the "Tele-Parent" system of automated phone calls home to remind parents of important up-coming events. Areas of need that we continue to improve upon, based upon our input from parents, are in offering our parents more classes and workshops on Improving

Reading and Math Skills; Behavior Management and Technology and Internet Safety. Parents would also like us to continue to send information and provide workshops or trainings in both English and Spanish.

Spanish speaking parents, in particular, would like more opportunities to learn how to help their child in school.

Student Learning

The majority of parents at Ladera Palma express that they are very pleased with the achievement levels of their students and the school wide levels. Trimester multiple measure data as well as the CST results are shared with the School Site Council and A&I.

Home-School Communication

All communication sent home for school wide events is translated into Spanish. Board members on our Parent Teacher Association are bilingual and provide information to parents in Spanish so these parents may further participate in PTA. Personnel are also provided for teachers who need to call Spanish speaking parents and to translate at Parent Teacher Conferences. Other opportunities to communicate with parents are provided through our "Coffee with the Principal" (A&I meetings), School Site Council, School Monthly Calendars, and classroom newsletters and now websites. Tele-Parent phone system messages are sent highlighting important and schedules. The school web site and marquee highlight upcoming events.

Parent Training and Involvement Opportunities

- Community Liaison
- Facebook, Twitter, and school Webpage
- Parent and Teacher Association (PTA)
- Classroom and School-wide Volunteer Opportunities
- Back to School Night
- Parent/Teacher Conferences-Reports to parents about the academic standards and expectations. This time also share each child progress towards meeting proficiency.
- Family Nights

Area Identified for Training:

Parents were specifically interested in training on the following topics of interest:

- Behavior Management
- Reading/Math Skills
- Technology and Internet Safety

Classroom Observations

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

Targeted Leadership WalkThroughs: Site walk-throughs by both administration and staff representatives provide opportunities for others to help us identify specific classroom practices/strategies and provide feedback to us. We will continue the practice this year with a focus on Implementation of Common Core State Standards based instruction and best practices such as CGI, Close Reading and Text Dependent Questions. Part of the work we do includes walk-throughs of classrooms by teams of teachers, administrators, and district personnel to provide observational feedback as specific classroom practices which provide valuable feedback to enable us to move forward.

Informal and Formal Observations: The principal at Ladera Palma is committed to observe in every classroom several times a week. She will provide written feedback with the purpose of providing instructional feedback and support. Formal observations will be set up with teachers who have formal observation requirements as determined by the district contract. These teachers wi ll set up at least 6 objectives including three in the content areas. They will be required to be formally observed and evaluated twice a year providing lesson plans in the area of reading/writing and math.

Pupil Engagement

Attendance Rates

	2013-2014	2014-2015	2015-2016
	Present	**Present**	**Present**
Annual Average	96.4	95.6	96.32

School Climate

	2013-2014	2014-2015	2015-2016
Suspensions	0.0	0.00	0.00
Expulsions	0	0	0

Analysis of Current Instructional Program

An analysis of the current instructional program was completed by the Instructional Leadership Team (ILT) and each grade level. Based upon our current programs and multiple data, the ILT and staff concluded that the current programs has supported in making positive growth in student academic achievement. We will continue to revisit these programs to ensure all our students (EL, RSP, Gen Ed.) continue to make growth reading, math, and writing. These programs include: ExCel, Thinking Maps, Step-up to Writing, English Language Development, GLAD, Accelerated Reader, CGI for Math, and MTSS (Multiple Tier Support System model that is replacing the RTI process.

2016-2017 Focus Areas:

1. Continued staff development in the areas in Depth of Knowledge and Reading Comprehension. Our literacy coach for additional support has been very instrumental in supporting out teachers and students.

2. Continued support for teacher's implementation of GLAD strategies to support the language development of all our students.

3. Continued support in clearly identifying English Learner language levels, developing a system for asking appropriate questions through DOK, and use of sentence frames that have been created by our instructional coach to scaffold language production.

4. Continued staff development and support in implementing FactWise, CGI, Cognitive Guided Instruction in the area of Mathematics at all grade levels.

5. Continued staff Development with Bonnie McGrath and support in understanding the writing component of the Common Core State Standards.

6. Continued staff Development and support in understanding Close Reading, Text Dependent Questions, Text Complexity and Depth of Knowledge of the reading/language arts component of the Common Core State

Standards.

7. Continued staff Development and support from the Language Arts Coach in understanding Project Based Learning and how to successfully implement it into our current curriculum.

8. Continued support from the Technology Coach Jody Green for teacher's to successfully implement the use of the I-pad as an intervention tool and to enhance their curriculum.

9. Staff development and support from our district level coaches in understanding Thinking Maps and DOK and how to successfully implement them into all curricular areas.

10. Support from our site based Literacy Coach to provide in services, modeled lessons, feedback and support to teachers in the area of language arts.

Student Work

Student Work: Teachers collect student work to formally and informally assess student growth and mastery of skills. The teachers use the data they gather from student work to prepare their instructional approach, pacing, and necessary remediation activities based upon student outcomes. These discussions will take place during the Professional Learning Community time where a set amount of time can be dedicated to this process.

ELD pre-assessment: The 2016-17 CELDT results were used to identify the instructional level for placement of students in the ELD program with the mid-year results in January to make any modifications in placement. The student profile cards used along with common core/ELD standards also assisted teachers to review which units had already been completed. Unit assessments and other informal observations will be given/utilized throughout the year to monitor growth and progress towards English Language fluency for EL students.

Multiple Measures: Multiple Measure data is collected three times a year and used as an assessment tool in determining if students are meeting grade level proficiency towards the state standards. This data is also used as an instructional tool in helping teachers determine personal areas of strength, areas of need to teach next to move their students toward proficiency.

School and Student Performance Data

Results of Multiple Measures for ELA

Kindergarten Report – 2015-2016

	Letter recognition Upper Case			Letter recognition Lower Case			Letter Sounds			High Frequency Words			DRA		
	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May
All Students	71.5%	86%	94%	80.5%	90%	96.5%	76%	87.5%	94.5%	92%	95%	92%	81%	83.5%	83.5%
English Only	91%	98%	98%	89%	97%	99%	81%	92%	94%	97%	99%	97%	91%	90%	92%
English Learners	52%	74%	90%	72%	83%	94%	71%	83%	95%	87%	91%	92%	71%	77%	75%

	Writing		
	Nov.	Feb.	May
All Students	57.5%	60%	80.5%
English Only	64%	63%	84%
English Learners	51%	57%	77%

First Grade report – 2015-2016

	BPST II			Fry Words			DRA			Writing		
	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May
All Students	82%	80.5%	86.5%	80%	81.5%	88%	57.5%	61.5%	73.5%	x%	x%	x%
English Only	93%	85%	91%	84%	86%	94%	64%	70%	84%	x%	x%	x%
English Learners	71%	76%	82%	76%	77%	82%	51%	53%	63%	x%	x%	x%

Second Grade Report – 2015-2016

	DRA – John's			Writing		
	Nov.	Feb.	May	Nov.	Feb.	May
All Students	54%	58.5%	66%	13%	43%	63%
English Only	71%	75%	81%	19%	56%	70%
English Learners	37%	42%	51%	61%	29%	53%

Conclusions based on this data:

1. Areas of Strength: In our district-wide Multiple Measures our strengths in Kindergarten excelled to 94.5% of all our students scoring proficient or advanced on knowledge of letters and sounds, 92% were able to read 50 or more sight words, read a DRA level 4 or above at 83.5% accuracy and on average 81% of Kindergarten students were able to write at or above the proficient level in the area of writing. When comparing our English Only students and English Learner students in these areas we are finding that the proficiency levels for each subgroup is only off by an average of 6-10%. This tells us our English Learner population is keeping pace with the rest of our students.

In first grade, our overall strengths were blending/segmenting at 86.5% and Fry Words at 88% proficient or above and writing at 85% proficient or above. Our significant subgroup however, of English Learners has shown the greatest amount of growth increasing their level of proficiency in a couple of areas within our Language Arts Multiple Measures. First, the DRA (Developmental Reading Assessment) scores for our English Learners increased from 51% at the beginning of the school year to 63% proficient by the end of the year. In our district's writing assessment, the number of EL students scoring proficient has risen from 48% proficient to 49 % proficient.

In second grade, our overall strength was 63% of all our students scoring proficient in the area of writing. Our subgroup of English Learners also increased their proficiency levels in writing rising from 6% to 53%. Writing scores made consistent growth throughout the year with our English Only students as well rising from 19% to 70%

2. Areas of Need: The Ladera Palma staff recognizes a continued sense of urgency to reach and maintain a strong performance, as the newly adopted Common Core State Standards quickly approach. Our staff had begun several years ago to address these needs as they identified specific strategies that could be utilized for our English Learners and emphasized the implementation of our English Language Development Program, "Carousel of Ideas". In analyzing the progress of our English Learner population on the multiple measures and AMAO 1 and 2 we continue to see steady growth in the right direction in all areas, however there is a continued need to enhance the level of instruction for these students. Teachers at each grade level will continue to identify students ELD levels, utilize a system for asking appropriate levels of questions and consistently use language frames to scaffold language production. Within our weekly Professional Learning Communities, teachers continue to refine the implementation of the ExCEL model in further aiding our students' reading comprehension, specifically by differentiating instruction according to student need, while simultaneously exposing students to the Common Core State Standards.   In addition we will continue to implement teaching our students the difference between the three writing text types – narrative, informative/explanatory and opinion – in the area of writing and continue to implement the strategies of close reading and text dependent questions necessary for the implementation of the common core state standards to continue raising our students reading comprehension levels for all subgroups.

In our district Multiple Measures, our area of need continues to be in our DRA Levels of reading achievement. In Kindergarten, although the number of students scoring proficient or advanced for all students on this assessment increased from 81% to 83.5%% (+2.5%) and our English Language Learners scores increased from 71% to 75% (+4%) we will continue to strive to increase these numbers.

In First Grade, our overall scores increased slightly with there still being a significant achievement gap between our English Only students and English Learners in the area of Reading as measured by the DRA assessment.   84% of our English Only students scored proficient on the DRA assessment while only 63% of our English Learner students scored proficient. This is a 21% achievement gap that needs to be reduced.

The second grade area of need continues to be the DRA with a continued focus on improving the achievement gap with the number of students reading at a level J3 or higher. During the 2015-2016 school year, 61% of our English Learners and 81% of our English Only students were able to meet this goal. This is a slight decrease (4%) for our English Only students compared to last year. We will continue to refine our instructional practices to close the remaining 20% achievement gap between these two sub-groups.

School and Student Performance Data

Results of Multiple Measures for Math

Description of Math Formative Assessment

Students in all grade levels were assessed using a local formative and summative assessment consisting of CGI math problems and measured using ST-Math. Teachers identify selected students to engage in questioning conversation during Cognitively Guided Instruction and probe student thinking by having students explain how they solve the problem. Teachers adjust their instruction in mathematics by using this formative data and either re-teach the information or continue with the next level in instruction for students. Teachers also use the data from the ST Math reports to indicate student progress through a variety of grade level math skills.

Conclusions based on this data:

1. Areas of Strength: Ladera Palma is very proud of the teachers for working with a Growth Mindset as they create curriculum addressing the Common Core. We contribute our student's progress to our teacher's consistent implementation of CGI (Cognitive Guided Instruction) which has helped build our students conceptual understanding and higher level thinking skills. Through teachers personal formative and summative assessments we will measure our students growth. We will also use St-Math reports to help guide our instruction and planning.

2. Areas of Need: Although Ladera Palma now have all teachers trained in CGI, we still recognize a need to continue to ensure the urgency to reach and maintain a strong performance in the area of mathematics. After seeing how using the CGI model has helped improve our student's math scores consistently across every subgroup we will continue to implement this model along with our current adopted curriculum. Teachers will be provided additional training in the area of CGI and how it relates to the newly adopted California Common Core State Standards and learn how they can use it to continue to increase each student's mathematical awareness and problem solving abilities. An area of need is to revisit our current math assessments. For example, as the skill-set of our teachers' understanding CGI improves, so does the learning of our students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	125	121	97
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	125	121	97
Number Met	84	83	58
Percent Met	67.2%	68.6%	59.8%
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	190	0	174	0	141	0
Number Met	56	--	53	--	42	--
Percent Met	29.5%	--	30.5%	--	29.8%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**--**	**Yes**	**--**	**Yes**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA		--
Mathematics			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA		--

Conclusions based on this data:

1. Areas of Strength: The English Learners at Ladera Palma scored 59.8% on the 2015-2016 AMAO #1 We did not exceed the target of 62.0% by we missed it - 2.2%. For AMAO #2, the percentage of ELs attaining English proficiency on the CELDT, was 29.8% has now exceeded by 4.4% the target of 25.4%. Since Ladera Palma is a K-2 school our main goal is to build a firm foundation for English language development leading to a successful transition into the upper elementary grades and the attainment of English language proficiency.

2. Areas of Need: The Ladera Palma teachers will continue to focus their efforts on having our English Learner population speak in complete sentences, utilize sentence frames to scaffold language production at the students CELDT level and implement roles and procedures for getting our English Learners to use academic vocabulary during classroom discussions.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1685	1650	1,463
Percent with Prior Year Data	100.0	99.9	99.9
Number in Cohort	1685	1648	1,462
Number Met	963	992	887
Percent Met	57.2	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1502	498	1495	449	1,224	472
Number Met	411	274	475	229	407	223
Percent Met	27.4	55.0	31.8	51.0	33.3	47.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA	NA	NA
Mathematics			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA	NA	NA
Met Target for AMAO 3	**NA**	**NA**	**NA**

Conclusions based on this data:

1. Areas of Strength: While LHCSD just missed the 2015-16 AMAO Goal 1 (62.0%) - Annual Growth on the CELDT, our students have shown continual improvement from 57.2 to 60.7 percent. Also, 33.3 percent of our English Learner students here less than five years surpassed the AMAO Goal 2 (24.2%) - Attaining Proficiency on the CELDT.

2. Areas of Need: In 15-16, fewer EL students here for 5 or more years met their goal to attain English than in 14-15.   At 47.2% becoming proficient, we did not meet the target (52.8%). Supporting our long term ELL's attain proficiency in English is a priority.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

Language Arts -- All grade levels with the exception of Second grade exceeded the goal of 73% of ALL STUDENTS scoring proficient or above on the Developmental Reading Assessment. Second grade ALL Student was at 66%. Although our EL subgroup made a 2% increase compared to last year Second graders, we need to revisit why.   Kindergarten last year 88% compared to this year 83.5% this is a 5% drop compared to last year students.   Second grade missed the goal by 7% scoring 66% proficient or advanced. Our English only population exceed the goal by 10% scoring 63% proficient or above.

We attribute the following to our student's success in meeting the goal:
1. Teachers were able to meet in small groups on a daily basis during early/late group and ExCEL to provide on level guided reading and skill instruction for students.
2. Students identified as needing intensive intervention support through the RTI process were provided targeted intervention 3-5 times a week either through the Learning Center model or 2-3 times per week for 15-20 minutes
by trained instructional assistants.

Mathematics -- All grade levels exceeded the goal of 70 % as measured using ST-Math.

We attribute the following to our student's success in meeting the goal:
1. Teachers used CGI (Cognitive Guided Instruction) strategies on a daily/weekly basis to provide problem solving opportunities and developed their student's critical thinking and conceptual development. Through the
teachers questioning they were able to understand the student's thinking which helped guide their instruction for the next lesson or day.
2. Teachers were provided consistent follow-up training throughout the school year on how CGI fits into the new common cores standards.

English Language Development --The English Learners at Ladera Palma scored 68.6% on the 2014-2015 AMAO #1 exceeding the target of 60.5% by +8.1.%. For AMAO #2, the percentage of ELs attaining English proficiency on the CELDT, was 30.5% exceeding the target of 24.2% by +6.3%.

We attribute the following to our student's success in meeting the goal:
1. All English Learners received 30 minutes of daily ELD instruction utilizing the ELD standards, language objectives and sentence frames to ensure a variety of language opportunities were provided to maximize language. As well as using Depth of Knowledge (DOK) and Thinking Maps to support speaking and listening skills.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective?   Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

One goal that was not completely met was the consistent analysis of student data (work samples in writing, DRA data, multiple measure data) to determine our student's areas of strength and next steps needed to improve reading, reading comprehension and writing. Although we met our goals this is especially true for first grade in the area of reading as reflected in the lack of students meeting the DRA goal of 73%.Teachers met with the principal to review and analyze their own classes student data, however this was not an ongoing practice for the grade level. It was implemented at least two times throughout the school year.

Based on this information, what might be some recommendations for future steps?

The consistent practice of looking at student data and student work will need to be put on the master calendar as an ongoing practice to ensure that more students meet the new goal and we see an increase in the number of students meeting proficiency for the new school year. We have now open the discussion of what is quality work.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

The SSC, ELAC, and staff were involved in developing the plan through meetings that allowed the plan to be shared in an open forum. Within each of our meetings, members had the opportunity to ask questions and make recommendations. Once the members agreed on the plan we voted the approval of the plan within our SSC.

How was the plan monitored during the school year?

The plan was monitored by SSC, ELAC, staff and administration throughout the year.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The changes needed to involve all stakeholders is use multiple platforms of communication (Blackboard Connect, monthly news letter, Website, and monthly meetings) to share the progress of the school plan.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By spring 2017, 80% of all students will score proficient or advanced on the Developmental Reading Assessment (ORA) and Writing Multiple Measures assessment for Language Arts.
How the School will Evaluate the Progress of this Goal:
Reading Comprehension: Multiple Measures taken each trimester Developmental Reading Assessment (DRA)/John's Reading Inventory STAR Diagnostic Test for second graders English Language Arts Assessment (We do not take California State Test (CST). Waiting on direction with Common Core Test) Data Director Group/Individual Reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR LANGUAGE ARTS 1.1 Core Instructional Program -Tier I	August-2016-June 2017	Through the use of our Cycle of Professional Learning we will commit to the	Software Agreement	5000-5999: Services And Other Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• All students will access the Core Reading Curriculum (Houghton Mifflin) on a daily basis. • Teachers will teach California Common Core State Standards using current current core reading curriculum • In ELA all teachers will focus on teaching the 3 text types and implementing reading comprehension strategies: Close Reading and Text Dependent Questioning • In ELA all teachers will begin using sentence starters, depth of knowledge, and academic talk • In ELA all teachers will use DOK and Thinking Maps to support student in higher thinking. • Teachers will use content objectives as a learning tool so that students understand the purpose of their learning and how they will demonstrate this learning. • Students will be grouped in homogeneous reading groups for guided reading instruction and practice in Early/Late groups and in the EXCEL model. • Teachers will provide Differentiated Instruction during Early/Late groups (First and Second) in Guided Reading and Writing strategies. • Supplemental instructional materials such as books, web-based teacher resources sites, etc. will be reviewed, copied and purchased where appropriately needed • Teachers will ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking. • Teachers will utilize vocabulary		instructional focus as stated in our action plan. Collaboration of teaches, administration, student support staff, and parents. Our teachers will also receive training on Common Core Standards through our Instructional Leadership Team training.	Teacher Subs Push in Reading Program Retired	1000-1999: Certificated Personnel Salaries	Title I	2000.00
			Information Tech/Library	2000-2999: Classified Personnel Salaries	Title I	3000.00
			Other Books (not textbooks)	4000-4999: Books And Supplies	Title I	3759.00
			Material & Supplies (not from warehouse)	4000-4999: Books And Supplies	Title I	2650.00
			Material & Supplies (from our warehouse)	4000-4999: Books And Supplies	Title I	2650.00
			Instructional Supplies support CCSS	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	241.00
			Other Books (Supplemental, Media Center, Library)	4000-4999: Books And Supplies	Title I	5000.00
			Noncapitalized Equipment ($500-$9999)	4000-4999: Books And Supplies	Title I	4287.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
development cards and GLAD strategies to enhance reading comprehension, vocabulary and the writing process during reading and writing instruction. • Teachers will integrate writing throughout the year to field trips and other authentic opportunities to write as evidenced by reading response journals, GLAD writing strategies, journals, math journals. • Computer lab will provide opportunities for students to type original stories, utilize teacher created story/writing frames, and publishing all in order to aide in reading comprehension • Teachers will teach writing and increase reading comprehension through Step Up To Writing, mini lessons, Think-Aloud, Six Traits strategies, and Modeled/Shared/Interactive Writing. • Teachers will enhance reading comprehension and writing strategies instruction by using GLAD strategies including but not limited to: Pictorial Input charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, Cognitive Content Dictionaries. • Homework assignments will be designed to reinforce standards and classroom incentive programs will support these efforts • Daily Standards Based English Language Development will be delivered in the classroom for 30 minutes to increase level of comprehension, listening, speaking, academic language development and writing abilities specifically targeting English Language Learner Population • Updated technology (ipads) and software will be utilized in identified classrooms in						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
order to increase achievement levels in reading/reading comprehension.						
1.2 Small Group Intervention - Tier II • Small group leveled instruction in Early/Late groups (First and Second Grade) and additional 45 each day in our ExCEL model. • Educational Assistants to lower student to teacher ratios in ExCEL (First and Second Grade) and "Reading Group" time (Kindergarten) • One fully credentialed part-time retired teachers will provide literacy instructional support in the classrooms at all grade levels during ExCEL • Paired Kinder teachers will provide intervention in small groups for all students at risk of not meeting literacy proficiency throughout the school day • Leveled Lite racy Intervention program (Heinemann Press) will be used to provide small group intervention to identified students during ExCEL. • Students with disabilities will receive "Front-Loading" prior to instruction in the regular classroom by our RSP teacher as well as identified assistance as stated in their IEP • Differentiated language scaffolds and language frames will be used to support students in using academic language to respond to teacher higher level questions. • Accelerated Reader used on a daily basis in 2"d grade in order to provide students with continuous practice and review in reading and reading comprehension. • Teachers will provide differentiation in	August 2016-June 2017 On-going as needed Summer 2016	Collaboration of teaches, administration, student support staff, and parents. Through the use of our Cycle of Professional Learning we will commit to the instructional focus as stated in our action plan. Our teachers will also receive training on Common Core Standards through our Instructional Leadership Team training	Teacher Subs Push in Reading Program	1000-1999: Certificated Personnel Salaries	Title I	4000.00
			Subs for staff development and PD	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	
			Inst. Aides	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	20743.00
			Material & Supplies (not from warehouse)			
			Teacher Salaries Extra Assignment	1000-1999: Certificated Personnel Salaries	Title I	
			Teacher Salaries Extra Assignment	1000-1999: Certificated Personnel Salaries	Alternative Supports	
			Information Tech/Library	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	9211.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
writing during Early/Late group time to support the EL population and struggling writers • The district will identify students who would benefit from additional instruction and review by offering a Summer Academy. • Teachers will meet as a Level of MTSS process intervention for students who are at risk of not meeting standards to set goals and interventions and follow-ups for these students • Group or Individual MTSS meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); principal and parent for identified students.						
1.3 Intensive Individual Interventions-Tier III • Individual differentiated and scaffold instruction to support students to acquire skills needed to be independent readers and writers based on RtI Meeting Action Plan. • SIPPs Program for Intensive Phonics will be used to provide small group intervention to identified students during ExCEL. • Additional adult support as needed to help with remediation, re-teaching or additional practice . • Identify support to assist at-risk students to meet goals on MTSS Action Plan such as ASES; After-School Tutoring; additional and more frequent review and practice; • Teachers identify at-risk students and set goals for learning at data conferences with the principal.	August 2016-June 2017 On-going as needed Sept, Dec., March	Collaboration of teaches, administration, student support staff, and parents. Through the use of our Cycle of Professional Learning we will commit to the instructional focus as stated in our action plan. Our teachers will also receive training on Common Core Standards through	Teacher Subs Push in Reading Program	1000-1999: Certificated Personnel Salaries	Title I	2000.00
			Cert Salaries - Extra assignment	1000-1999: Certificated Personnel Salaries	Title I	
			Conferences Teachers	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	1726.00
			Teacher Subs. Staff Development ($125.00 a day x 24)	1000-1999: Certificated Personnel Salaries	Alternative Supports	1996.00

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

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By June 2017, 60% of all students will have completed 70% or more on ST Math Program at their grade level.
How the School will Evaluate the Progress of this Goal:
Illuminate database for school wide and Individual/Group Reports CGI anecdotal records Timed fact tests Math Magician Assessments EnVision Benchmark Math Tests District Math Content Standards Test ST-Math reports PLC Benchmark Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR MATHEMATICS 2.1 Core Instructional Program - Tier I • All students will have access to the Core Curriculum (Scotts Foresman EnVision Math) on a daily basis. • Teachers will provide opportunities to develop Mathematical Reasoning skills through problem solving using Cognitively Guided Instruction (CGI) strategies on a daily basis. • 2016-2017 all first grade and kindergarten teachers will receive year 2 of CGI math training with our district math coach. (Year 1 has been completed) • Teachers will teach California Common Core State Standards in Math focusing on teaching problem solving and deeper conceptual understanding through CGI strategies on a daily basis. • 2016-2017 every student (kindergarten, first, and second) will receive 90 minutes of additional support each week using ST-Math. • Teachers will use content objectives as a learning tool so that students understand the purpose of their learning and how they will demonstrate the is learning. • Based on the results of formative assessment and aligned with standards, teachers will plan and implement targeted, differentiated instruction using Common Core Standards aligned instruction and curriculum including EnVision. • Teachers will incorporate the use of manipulatives and visual supports in all	August 2016-June 2017	Site administration, teachers, instructional aides, district coaches, and training.	Teacher subs for training and planning	1000-1999: Certificated Personnel Salaries	Title I	
			Instructional Supplies			
			Materials Supplies (from our warehouse)	4000-4999: Books And Supplies	Title I	2650.00
			Other Books (not curriculum textbooks)	4000-4999: Books And Supplies	Title I	
			Other Expenses (LCD TV's)			
			Other Books (Supplemental, Media Center, Library)	4000-4999: Books And Supplies	Title I	2701.00
			Materials Supplies (Not from our warehouse)	4000-4999: Books And Supplies	Title I	2650.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
concept lessons and extend the use of those manipulatives for students until mastery of the concept is achieved • Teachers will continue to use mathematics conceptual daily review and math journals to spiral the instruction of the core curriculum through use of Number Talks and Math Wall. • Math Magicians Awards will provide recognition and incentive towards mastery of math standards. • Touch Math will continue to provide for kinesthetic modalities for students • Teachers will provide more opportunities for our ELL students to practice solving problems using simple charts, picture graphs and number sentences through CGI. • Update technology (ipads) and software to be utilized in identified classrooms in order to increase achievement levels in number sense and general math concepts.						
2.2 Small Group Intervention-Tier II • Teachers will provide small group instruction and/or re-teaching as needed based on formative assessment. • 2016-2017 every student (kindergarten, first, and second) will receive 90 minutes of additional support each week using ST-Math. • Teachers will provide daily spiral review of concepts based on student need as indicated by formative assessment. • The District will identify students who would benefit from additional instruction and review by	August 2016-June 2017 On-going as needed Summer 2016	Site administration, teachers, instructional aides, district coaches, and training.	Sub release time for Professional Development Opportunities			
				4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	5931.00
			Noncapitalized Equipment ($500-$9999) (ipads)	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	7418.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
offering a Summer Academy • Teachers will Pre-t each and/or Re-teach Math concepts or skills based on formative assessments using manipulative and/or visual supports as necessary until students demonstrate proficient understanding of the concept or skill. • Boys and Girls Club A.S.E.S. (After School Education and Safety) Program will service our socioeconomically disadvantaged population on free and reduced lunch and provide after school tutoring that targets math remediation. • Group or Individual MTSS meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); principal and parent for identified students.			Teacher Salaries Extra Assignment Parent Education	1000-1999: Certificated Personnel Salaries	Title I	1000.00
			Teacher Salaries Extra Assignment Parent Education	1000-1999: Certificated Personnel Salaries	Alternative Supports	2000.00
			Teacher Sub Staff Development ($125 x 24)	1000-1999: Certificated Personnel Salaries	Alternative Supports	1996.00
			Alternative Support in purchasing Lego Wedo to extend the program	5000-5999: Services And Other Operating Expenditures	Title I	1000.00
2.3 Using the MTSS model, Intensive Individual Interventions- Tier Ill • Individual differentiated and scaffolded instruction to support students to acquire skills needed to be independent math problem solvers based on Rtl Meeting Action Plan. • Additional adult support as needed to help with remediation, re-teaching or additional practice. • 2016-2017 every student (kindergarten, first, and second) will receive 90 minutes of additional support each week using ST-Math. • ldentify support to assist at- risk students to meet goals on MTSS Action Plan such as ASES; After-School Tutoring; additional and more frequent review and practice. • Math small group instruction within Learning Center Model with SPED teachers	August 2016-June 2017 On-going as needed Sept, Dec., March	Site administration, teachers, instructional aides, district coaches, and training.	Conferences Teachers	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	1000.00
			Material & Supplies (from our warehouse)	4000-4999: Books And Supplies	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(RSP or SDC). • Teachers identify at-risk students and set goals for learning at data conferences with the principal.						

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall 2017, 63% or more of the school's English learners will demonstrate an annual growth on the CELDT. Ladera Palma's goal. By Fall 2017, 28.8% or more of the school's English learners who have been in English language instruction educational programs for less than 5 years will attain the English proficient level on the CELDT. Ladera Palma's goal: By Fa ll 2017, 30% or more of the school's English learners who have been in English language instruction educational programs for less than 5 years will attain the English proficient level on the CELDT. • Due to Ladera Palma having surpassed AMAO 1 and 2 goals set by the CDE, we have formulated goals that will measure our improvement in this performance area.
How the School will Evaluate the Progress of this Goal:
Teachers will evaluate the progress through our 30 minute ELD program, multiple measures, progress monitoring on the number of student growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT 3.1 Core Instructional Program - Tier I	August 2016-June 2017 30 minutes Daily	Site administration, teachers, instructional aides, district coaches, and training.	Material & Supplies (not from warehouse)	4000-4999: Books And Supplies	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• 2016-2017 every teacher (kindergarten, first, and second) will receive review and training on the new ELD standards from our district coach. • Teachers will identify students' ELD levels and will plan lessons accordingly. • Teachers will teach California Common Core State Standards in ELA and ELD to plan lessons focused on communication and language development in all four language domains: Listening, Speaking, Reading and Writing. • Teachers will use multi-modality teaching in all curricular areas which includes: using gestures, objects and pictures in lessons • Teachers will provide 30 minutes daily of a standards based ELD program for English Learners connected to their learning in the Core Curriculum. It is important to note that students are levled during this 30 minutes, so teachers can focus on their needs. Teachers will provide comprehensible input and support for academic language development through Guided Language Acquisition Design (GLAD) strategies in all curricular areas. • Teachers will develop questioning strategies to support and extend student responses into complete sentences using academic language. • Teachers will provide language frames to support student responses to higher level thinking questions. • Teachers will use a variety of grouping strategies to practice and engage in authentic uses of the English language. • Teachers will frequently confirm and clarify responses and check for understanding			Sub release time for Professional Development Opportunities	1000-1999: Certificated Personnel Salaries	Title I	
			After School Reader Theaters to support reading for our EL	5000-5999: Services And Other Operating Expenditures	Alternative Supports	1959.00
			Other Books (not textbooks)	4000-4999: Books And Supplies	Title I	
			Material & Supplies (warehouse)	4000-4999: Books And Supplies	Title I	
			Conference for teachers to attend (CGI, CUE, GLAD)	5000-5999: Services And Other Operating Expenditures	Title I	
			Multilith Charge (In house painting)	5000-5999: Services And Other Operating Expenditures	Title I	1000.00
			Alternative Support in purchasing Lego Wedo to extend the program	5000-5999: Services And Other Operating Expenditures	Alternative Supports	3615.00
			Software Support Agreements	5000-5999: Services And Other Operating Expenditures	Title I	8456.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Lessons will encourage a variety of teacher/student and student/student interaction (10:2 ratio of teacher talk to student talk) to increase student talk and collaborative grouping. • Teachers will focus on students answering in full complete sentences, vocabulary expansion and reduced teacher talk time during instruction • Utilize updated technology as well as iPad apps to increase language development, access prior knowledge, and give students real life learning experiences • Principal will collect lesson plans that demonstrate implementation of G.L.A.D strategies and English Language Development lessons. • Principal will designate observational focus areas for her visitations, which will include observation of G.L.A.D. strategy implementation as well as the ELD curriculum • Classrooms will have access to an educational assistant and Instructional Coach(es) to provide instructional support as needed.						
3.2 Small Group Intervention- Tier II • 2016-2017 every teacher (kindergarten, first, and second) will receive review and training on the new ELD standards from our district coach. • Small group targeted intervention based on students need during ELD based on data from multiple measures and CELDT. • CELDT and/or interim ELD assessment. • Teachers use the HM Extra Support Handbook and English Learner Handbook to plan, pre-teach, and re-teach lesson during	August 2016-June 2017 On-going as needed	Site administration, teachers, instructional aides, district coaches, and training.	Instructional. Aides used for ExCel	2000-2999: Classified Personnel Salaries	Title I	11580.00
			Subs for Staff Development			
			Material & Supplies (not from warehouse)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
small group instruction. • Teachers will use academic sentences starters to support rich conversations in speaking and listening. • Teachers will use targeted scaffolding of Language frames and questioning will be used to support student responses into complete sentences. • Teachers and principal will identify students to differentiate the interventions in small groups. • Based on student performance in English Language Arts, other Tier II interventions will be put into use (refer to section 1.2 above) • Extended learning opportunities will be provided to support learning (ASES) . •						
3.3 Intensive Individual Interventions- Tier Ill • Students will be provided with targeted ELD instruction to meet individual student needs in all Language Domains as determined by CELDT test scores and interim assessments. • Through targeted questioning and prompting, teacher will support students in independently producing more f luent academic language in their reading, writing and speaking. Teachers identify at-risk English Learner students and set goals for learning at data conferences with the principal. Group or Individual Rtl meetings will be held with a team of teachers; RSP teacher; school psychologist; speech pathologist (if needed); translator; principal and parent for identified students.	August 2016-June 2017 On-going as needed	Site administration, teachers, instructional aides, district coaches, and training.	Instructional. Aides used for ExCel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	
			Cert Salaries - Extra assignment	1000-1999: Certificated Personnel Salaries	Title I	
			Other Books (not textbooks)			

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

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

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
By June 2017 we will increase the number of parents that attend our school wide parent and education meeting and/or events to participate as volunteers on campus by 10% as measured by the Title 1 Survey.
How the School will Evaluate the Progress of this Goal:
Ladera Palma will evaluate the progress of this goal through the increase number of parents using sign-up sheets, and recognition of our community partners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL GOALS * Ms. Padilla, school community liaison has created new programs such as: Parenting Classes, Nutrition Classes, Parent Walk-through, We walk to School, Homework without tears, Math, Bullying, and Clothing Exchange. * Disperse home/school compact to all parents to reinforce commitment of parents and teachers in student learning. * Blue homework folders are given to all students in order to improve our home/school	August 2016-2017 August 2016 August 2016 January 2017 January 2017	Site administration, teachers, instructional aides, district coaches, and training.	Printing (in House)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	1000.00
			Material & Supplies (from our warehouse)	4000-4999: Books And Supplies	Title I	
			Blackboard Connect	5000-5999: Services And Other Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
communication. * Parent survey results support the continuation of Family Literacy Night for parents. Teachers share instructional strategies that can be used at home to reinforce reading and reading comprehension skills. * Parent survey results support the continuation of Family Writing Night for parents. Teachers model the writing process and share instructional strategies that reinforce writing in all three text types and fine motor skills development at home. * Parent survey results support the continuation of Family Math Night. Teachers will provide instruction for families in what CGI looks like and how parents can help their students develop critical math skills at home. * Parent survey results ask for Ladera Palma Read and Family Reading Day. * Blackboard Connect will be utilized in order to improve home-school communication. * The weekly bulletin, monthly calendar and office Digital Signage will be used as a means of providing our parents with information regarding upcoming school events on a weekly, monthly basis. * Parent volunteers will be encouraged and welcomed. Badges will be given to all school volunteers and visitors. * Teachers will share grade level goals and multiple measure results with parents during conferences.	February 2017 March 2017 Ongoing Ongoing Ongoing October/January October/January 5 times per year		Industry Weapon (Digital Signage	5000-5999: Services And Other Operating Expenditures	Title I	
			Subs for staff development Alternative Learning Institutes			
			Subs for staff development			
			Material & Supplies (not from warehouse)			
			Material & Supplies (warehouse)	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	
			Non Capitalized Equipment	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	
			School Secretary Substitute	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	
			Parent Night Translation	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	1440.00
			Conferences for Alternative Support	5000-5999: Services And Other Operating Expenditures	Alternative Supports	844.00
			Transportation for Academic Field Trips	5000-5999: Services And Other Operating Expenditures	Title I	300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* Translators will be available for parent conferences and family nights in order to communicate the importance of monitoring and being involved in their student's learning. * Parents will be invited to join the School Site Council that meets 5 times throughout the year to provide input to the school plan, budget and programs. * The ELAC committee as represented by the School Site Council will meet at least 4 times per year to address the following: • Provide input into the school plan for English Language Learners • Assist with the development of the school's needs assessment • Assist with the school's annual Language Census • Training in the importance of regular school attendance						

School Goal #5

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

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By June 2017, 80% of our Ladera Palma parents will indicate on the Title 1 Parent Survery they strongly agree our school promotes positive student choices and behavior in a safe, clean, and secure environment.
How the School will Evaluate the Progress of this Goal:
Title 1 Parent Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CREATE A SCHOOL CLIMATE THAT PROMOTES SAFETY AND WELLNESS FOR ALL STUDENTS * Weekly Multiple Tier Support System (MTSS) meetings will be used to discuss students with either academic or behavior concerns. * Follow-up MTSS meetings will be scheduled to monitor students achievement and growth. * Parents will be invited to weekly MTSS meetings to provide us with additional information so we can better meet the needs of struggling students. * Resources for families such as sight words, addition/subtraction flash cards, 100's charts will be copied for parents of at-risk students as	Weekly Ongoing Ongoing As needed	MTSS Team	Multilith and Printing	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	
			Parent Night Translation Comm Liaison extra time for afters-school events	2000-2999: Classified Personnel Salaries	Title I	1000.00
			Parent Night Translation (Translators)	2000-2999: Classified Personnel Salaries	Title I	2000.00
			School Secretary Extra Time	2000-2999: Classified Personnel Salaries	Title I	640.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
needed. * The PBIS Team will meet 3-5 times throughout the school year to refine and develop our positive behavior system using SWIS data as a guide for decisions. * All teachers will be trained on how to implement the school wide PBIS system in a consistent manner. This will include the use of Minor Infractions and Office Discipline Referrals. * Minor Infractions and Office Discipline Referrals will be used to support our PBIS system school wide. * School Psychologist will be used to provide training for teachers, reteaching for students and check in/check out procedures for students needing more frequent interventions. * All support staff will be trained on the school wide PBIS protocols and procedures at the beginning of the school year and throughout the school year as needed. * Monthly PBIS celebrations will be used to reward students who are consistently following the school wide Code of Conduct. * Parents will be informed in a timely manner of their students behavior as it relates to our school wide Code of Conduct. * Every volunteer/visitor will be required to come through the main office and follow the following procedures: • Complete the Volunteer Liability and Confidentiality Statement prior to being admitted to go to the classroom.	Throughout the 2016-2017 school year. August 2016 Weekly August 2016 Monthly Ongoing Daily Daily Daily	PBIS Team School Psychologist	Clerk Typist Extra Time	2000-2999: Classified Personnel Salaries	Title I	300.00
			School Secretary Substitute	2000-2999: Classified Personnel Salaries	Title I	600.00
			Office Clerk Substitute	2000-2999: Classified Personnel Salaries	Title I	850.00
			Material & Supplies (not from warehouse)	4000-4999: Books And Supplies	Title I	
			Material & Supplies (our warehouse)	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	
			Movie License	5000-5999: Services And Other Operating Expenditures	Title I	
			Maintenance and Repairs (Cotracts)			
			Teacher Salaries - Extra Assignment	1000-1999: Certificated Personnel Salaries	Title I	1000.00
			Teacher Salaries - Extra Assignment	1000-1999: Certificated Personnel Salaries	Alternative Supports	1000.00
			School Secretary Substitute			
			Parent Participation	4000-4999: Books And Supplies	Title I	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Sign in and out on the volunteer log and receive a yellow visitors badge from the office staff. • Schedule and appointment with the principal prior to visiting the classroom for observation purposes. * All staff will be informed to stop any person on campus without a volunteer/visitor badge and direct them to the school office. * Visitation and volunteer procedures will be reinforced periodically through home communication. * The following drills will be conducted throughout the school year so both students and staff are familiar with the procedures and protocols in case of an emergency. (Fire Drills - Once a month, Earthquake Drills - Twice a year, Intruder Drill - Once a year) * Attendance will be monitored on a weekly basis. The clerk typist will run weekly attendance letters and provide a list of those students in need of a Pre-Sarb meeting to discuss attendance issues. * Attendance will also be supported through our community liaison. this person will make phone calls, setup resources to support parents in how/why attendance matters. * Pre-Sarb meetings with parents will be conducted on an as needed basis. Maintenance and Repairs - Copy machine and other equipment to print or copy materials for	Weekly	Office Staff				

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

Planned Improvements in Student Performance – Program Improvement

Shared Responsibility for Improvement

| Description of Specific Actions to Improve Educational Practice | Implementers Timeline | Proposed Expenditure(s) | | |
		Related Expenditures	Funding Source	Estimated Cost
The school will implement the action steps in its Single Plan for Student Achievement and the Director will work with each principal to review their SPSA. The district academic coaches will work closely with the principals and staff of Program Improvement schools to provide professional development and support for improvement activities and strategies per the SPSA.	Director of Programs and Assessment Academic Coaches Ongoing	As described in the Site Plans	Title I Centralized Title II Centralized Title III Centralized	150,000 100,000 50,000
All administrators and each individual school's staff will participate in training on Title I Program Improvement as needed. All new Year 1 Program Improvement staff will participate in training in program improvement requirements.	Director of Programs and Assessment Assistant Superintendent Fall	Staff Personnel Salaries		
The district will provide an analysis of achievement assessment data both school wide and for subgroups.	Director of Programs and Assessment District Classified Staff Ongoing	MAP - Measures of Academic Progress Staff Personnel Salaries Data Director Illuminate Education Data System	Title I Centralized LCFF - Supplemental and Concentration Centralized	6,500 35,000
The district will provide an analysis of instructional delivery system through the use of Targeted Leadership walkthroughs, classroom observations, instructional software and surveys.	Assistant Superintendent Academic Coaches Ongoing	McGrath Consulting Services Contracts Software	Title I Centralized Title II Centralized Title III Centralized LCFF - Supplemental and Concentration Centralized Title I Centralized Title I Centralized	17,500 5,000 30,000 12,500 37,000 45,000

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The district will provide an analysis of site EL services (staff credentialing; ELD instructional delivery system; curriculum support)	Assistant Superintendent Academic Coaches Ongoing	Staff Personnel Salaries and Professional Development		
The district will provide an analysis of services for students with disabilities (staff credentialing; instructional delivery system, curriculum support)	Director of Special Education District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of community involvement and early intervention strategies.	School Readiness Coordinator School Readiness Community Liaison Child Welfare and Wellness Coordinator	Staff Personnel Salaries		
The district will prepare required parent notification for Program Improvement status.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel Salaries		
The district will prepare centralized support for Alternative Supports including development of forms and assistance with site plans.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Alternative Supports	13,410.00
LCFF - Supplemental and Concentration	48,710.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	68,073.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

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
1. George Lopez	X				
2. Roberta Bryant			X		
3. Annakenna Perez				X	
4. Arturo Diaz				X	
5. Judy Robins				X	
6 Julie Lopez				X	
7. Jeff Garcia (Community Member)				X	
8. Mrs. Gomez (Community Member)				X	
9. Mrs. Mayfield		X		X	
10. Mrs. Olynyk		X			
11. Mrs. Coffman		X			
12. Mrs. Padilla			X		
Numbers of members of each category:	**1**	**3**	**1**	**6**	

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.

The Single Plan for Student Achievement

School: El Cerrito Elementary School

CDS Code: 30665636028948

District: La Habra City Elementary School District

Principal: Emily Szary

Revision Date: October 17, 2016

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: Emily Szary

Position: Principal

Phone Number: (562) 690-2340

Address: 1051 North Hillside
La Habra, CA 90631

E-mail Address: eszary@lahabraschools.org

The District Governing Board approved this revision of the SPSA on October 27, 2016.

Table of Contents

School Vision and Mission

El Cerrito Elementary School's Vision and Mission Statements
Mission Statement
El Cerrito School is committed to producing confident, self-directed learners in a highly motivating, student-centered environment.

Vision Statement
Through collaboration and teamwork we will provide a solid foundation to meet each student's individual needs.

Students will become independent problem solvers, active learners, and responsible, productive citizens.

Staff will work to secure academic success for all students by providing a positive learning environment.

Parents will share the responsibility for their child's learning by taking an active part in their child's education by supporting their child's learning at home and at school and participating in school related activities.

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 following summaries are based upon staff and student surveys, minutes/findings from Leadership Team and PLC meetings:
English-Language Arts:
The El Cerrito staff agrees that English Language Arts continues to be the area most in need of focus. A focus on instructional practices and curriculum for the 2016-17 school year will be in reading comprehension and writing strategies.

- Leveling students, through the ExCEL model, based on their instructional level will continue to be implemented in every grade level.
- Teachers will differentiate instruction within ExCEL groups with a focus on developing standards based "respectful tasks" for those students working independently.
- Teachers will implement newly learned Reading Comprehension strategies on a daily basis across curricular areas with students and be provided: coaching/feedback as needed, time to observe colleagues, time for focused discussion and reflection during cross grade level Professional Learning Community meetings.
- GLAD strategies will be used to develop vocabulary and strengthen student's comprehension in language arts, science and social studies. Teachers will be expected to use the following GLAD strategies: Sentence Patterning Chart, Input Charts , and Cognitive Content Dictionary.
- Step Up to Writing strategies will be modeled, reinforced, and taught on a daily/weekly basis in every grade level.
- Co-op strip paragraph (GLAD strategy) will be used to help students further develop their writing skills.
- Teachers will be provided with in class demonstration lessons in reading comprehension strategies with follow-up feedback and support as needed by content area district coaches.

Mathematics:
In order to continue our progress of moving students towards proficiency in the area of math, we will:
- Devote additional instructional time to math lessons as needed.
- Use Coginitively Guided Instruction(CGI).
- Teach to a clear objective .
- Develop standards -based "respectful tasks" to provide differentiated instruction for all students.
- Teach key math vocabulary so students understand math concepts .
- Provide daily use of math manipulatives for all students for scaffolding and support.

- Utilizie Touch Math as an alternative strategy to help students learn their math facts.
- Implement ST Math twice a week for 45 minutes.

English Learners:

The English Learner population at EI Cerrito continues to increase every year. El Cerrito is fortunate to have 14 out of 14 staff members GLAD trained . The EI Cerrito staff feels that it is very important to continue to provide the scaffolding and support the students need in order to be successful. The following strategies and activities will be used to provide differentiated instruction to effectively instruct our English Learners:

- On a daily basis, students will be leveled based on their English proficiency level for 30 minutes of ELD instruction using Hampton Brown, Carousel of Ideas, and the Houghton Mifflin ELD component.
- CELDT data from Data Director will be utilized as a tool to monitor student progress in reaching English proficiency.
- Teachers will make a conscious effort to model, reinforce and expect EL students to speak in complete sentences . They will provide prompting and scaffolding support by utilizing sentence frames when speaking.
- Teachers will continue to use GLAD strategies to make the curriculum comprehensive and accessible for all students.
- Staff will devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs.

Identified Needs for Professional Development:

- Reading Comprehension strategies
- Differentiated instruction
- Continued use of GLAD strategies
- Cross grade level articulation for the purpose of communicating expectations for student learning
- Opportunities to view other K-2 multiple measure data and visit other schools to learn additional instructional strategies for the area of language arts

The following summaries are based on the results from the annual Title I Parent Involvement Survey and input from our parent advisory groups including the School Site Council, ELAC, and A&I:

Student Learning

An overwhelming number of parents indicated that they are satisfied with the overall academic progress of their students here at EI Cerrito. Parents are very pleased with the teachers and staff. They feel we provide a safe environment for their students and work hard at teaching the students how to make positive choices and promote and encourage positive behavior. During the 2016-17 school year, we will continue our partnership with the La Habra Boys and Girls Club, ASES (After School Education and Safety) program to service the academic needs of students who are on the free/reduced lunch program or below grade level proficiency, and provide not only remediation in reading but extended activities in the areas of physical education and music.

Home-School Communication

Blackboard Connect will continue to be utilized during the 2016-17 school year in promoting home-school communication with our parents as an easy to access tool. This will provide consistent, steady information to parents who utilize the system. Our monthly newsletter, weekly classroom newsletters, as well as school calendars will be sent home with every child in order for families to plan and be aware of upcoming school activities. EI Cerrito's website and social media accounts are updated regularly to inform parents of upcoming events and how they can be involved. Parents feel that they are informed on a regular basis how their students are progressing at meeting grade level standards and receive information during parent teacher conferences and during Family Nights or ways to help their children at home.

Parent Training and Involvement Opportunities

The input from parents at El Cerrito showed a continued interest in parenting classes. With the addition of our community liaison, this became possible during the 15-16 school year and will continue during the 2016-17 school year through various parenting workshops and seminars. This new school year each grade level will present on a different curricular area in order to assist parents at home in supporting their child' s academic needs.

Areas Identified for Future Training:

Parents were specifically interested in training on the following topics of interest:

- Improving and helping students with Reading/Math
- Homework Help
- Healthy Habits

Classroom Observations

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

Targeted Leadership Guided Visits:

Administrators and staff representatives participate in school walk throughs. These walk throughs include observing feeder pattern schools within the district a well as walking our own school site. The observations are centered on the district initiatives and the school-wide focus of reading comprehension. These observations give us the opportunity to see specific classroom practices in action, provide feedback to each school site as well as receive feedback to assist us in moving forward.

Formal and Informal Observations:

The El Cerrito Principal has made it a personal commitment to be in every classroom every week. These informal observations provide the administrator frequent opportunities to observe a teacher's instructional strategies and student learning for the purpose of providing instructional feedback and/or support, modeling of instructional practices, and monitoring of student progress. Formal observations will be conducted for a total of six teachers who have formal observation requirements per the district contract. These teachers will set a minimum of 6 objectives including three in the content areas. Each teacher will be required to be observed and evaluated in the area of reading or writing.

Pupil Engagement

Attendance Rates

	2013-2014	2014-2015	2015-2016
	Present	Present	Present
Annual Average	96.05%	95.5%	95.07

School Climate

	2013-2014	2014-2015	2015-2016
Suspensions	1.2	0.85	1.52
Expulsions	0	0	0

Analysis of Current Instructional Program

El Cerrito will analyze our instructional program in the following ways:

- Professional Learning Committees -teachers will meet weekly to collaborate on goals for student achievement, develop common assessments to monitor student progress, discuss instructional strategies, analyze student work, and plan learning opportunities for students
- Multiple measures assessments
- Common assessments and other resources will be used to create common assessments
- Data Conferences- teachers will meet with the principal formally twice a year to discuss student data and intervention strategies for specific targeted areas
- Targeted Leadership-an ILT team will meet regularly and attend institutes throughout the year for professional development and collaboration with staff to implement the school wide focus
- Technology will be purchased and used to enhance instruction and analyze data

Our focus during the 2016-17 school year will be:

- The implementation of Common Core State Standards
- Writing in the three text types
- Close Reading and Text Dependent Questions
- Depth of Knowledge

- GLAD Strategies-Expert Groups, Process Grid and incorporating Project Based Learning
- The implementation of Cogitively Guided Instruction(CGI)
- A continued focus on English Language Development
- Refining the Response to Intervention(RtI) process
- Technology Integration

School and Student Performance Data

Results of Multiple Measures for ELA

Kindergarten Report – 2015-2016

	Letter recognition Upper Case			Letter recognition Lower Case			Letter Sounds			High Frequency Words			DRA		
	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May
All Students	75	82	92	66	78	93	55	71	80	68	78	78	48	62	61
English Only	72	86	100	66	79	98	64	71	86	69	76	81	41	61	64
English Learners	66	77	88	61	75	88	40	72	71	62	75	71	51	62	53

	Writing		
	Nov.	Feb.	May
All Students		47	56
English Only		47	47
English Learners		48	58

First Grade report – 2015-2016

	BPST II			Fry Words			DRA			Writing		
	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May
All Students	73	62	59	61	65	68	40	46	56	29	43	60
English Only	81	69	65	62	70	82	40	46	59	36	40	59
English Learners	65	54	54	60	58	63	40	48	54	23	46	61

Second Grade Report – 2015-2016

	DRA – John's			Writing		
	Nov.	Feb.	May	Nov.	Feb.	May
All Students	59	64	70	41	50	55
English Only	66	74	75	50	58	65
English Learners	53	53	48	31	49	53

Conclusions based on this data:

1. Areas of Strength: Our goal for the 2015-2016 school year was for 80% of our students to attain proficiency on the DRA/Johns' assessment by the end of the school year. By June of 2015, 61% of Kindergarten students attained proficiency. 56% of 1st grade students attained proficiency and 48% of 2nd grade students attained proficiency.

El Cerrito's writing goal for the year was for a minimum of 80% of students to attain proficiency in all three text types. While this goal was not met, all subgroups improved between February and May.

Intervention curriculum and strategies were provided to those students needing additional support by means of Leveled Literacy Intervention, SIPPS, and attending our after school ASES program. Further, students requiring intensive intervention received their instruction in our learning center where they received weekly formative assessment to track their progress and better focus the intervention.

Throughout the year teachers attended staff development in the area of Close Reading and teaching the three text types. This training along with the intervention provided contributed to the success of students meeting the goal we set for them.

2. Areas of Need: Multiple measure data indicates that students are showing a strong foundation as they leave Kindergarten. However, as the demands increase and students are required to put the skills together and apply them to their everyday reading and writing in second grade it is becoming more difficult. Reading Comprehension and Writing Strategies continue to be two common areas of need among all subgroups. The minimal growth toward proficiency indicates that all subgroups are in need of differentiated, targeted and scaffolded instruction in the area of language arts to meet expected goals. Our students continue to need to be exposed to what it looks and sounds like to be proficient readers and writers and taught how to apply the reading readiness skills they are learning to their everyday life. A focus on integrating the reading comprehension strategies of making connections, visualizing and questioning will be modeled and reinforced across the curriculum to help the students make improvements in this area. Teachers will also be in-serviced on how to use Summarizing techniques with their students both orally and in writing. In addition, teachers will be asked to use the following GLAD strategies – Sentence Patterning Chart, Input Chart (pictorial and narrative), Co-op Strip paragraph and Cognitive Content Dictionary consistently across the curriculum to provide the comprehensible input the students need to learn what we are teaching them.

School and Student Performance Data

Results of Multiple Measures for Math

Description of Math Formative Assessment
Students in all grade levels were assessed using a local assessment consisting of CGI math problems.

Conclusions based on this data:

1. Areas of Strength: Our goal for the 2015-2016 school year was for 60% of students to be proficient on our district math assessment. All subgroups in all grade levels met this goal. Ongoing Cogitively Guided Insturction training and support has been provided to all teachers during the 2015-2016 school year which contributed to students meeting our goal.

2. Areas of Need: Though our students learning English did meet our goal in all three grade levels, this subgroup had the lowest scores. As a school, we will continue to provide intervention and support in the area of languge development in the area of math.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	155	165	123
Percent with Prior Year Data	100.0%	99.4%	100.0%
Number in Cohort	155	164	123
Number Met	107	108	80
Percent Met	69.0%	65.9%	65.0%
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	248	0	224	0	172	0
Number Met	64	--	78	--	50	--
Percent Met	25.8%	--	34.8%	--	29.1%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**--**	**Yes**	**--**	**Yes**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		NA	NA
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate		NA	NA
Met Percent Proficient or Above			--

Conclusions based on this data:

1. Areas of Strength: During the 2015-2016 school year, our English Learners met the growth target set by the state.

2. Areas of Need: During the 2016-2017 school year, we will continue to provide appropriate learning experiences for students to gain proficiecy in English Language Acquisition.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1685	1650	1,463
Percent with Prior Year Data	100.0	99.9	99.9
Number in Cohort	1685	1648	1,462
Number Met	963	992	887
Percent Met	57.2	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1502	498	1495	449	1,224	472
Number Met	411	274	475	229	407	223
Percent Met	27.4	55.0	31.8	51.0	33.3	47.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA	N/A	NA
Mathematics			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA	N/A	NA
Met Target for AMAO 3	**NA**	**NA**	**NA**

Conclusions based on this data:

1. Areas of Strength: While LHCSD just missed the 2015-16 AMAO Goal 1 (62.0%) - Annual Growth on the CELDT, our students have shown continual improvement from 57.2 to 60.7 percent. Also, 33.3 percent of our English Learner students here less than five years surpassed the AMAO Goal 2 (24.2%) - Attaining Proficiency on the CELDT.

2. Areas of Need: In 15-16, fewer EL students here for 5 or more years met their goal to attain English than in 14-15.   At 47.2% becoming proficient, we did not meet the target (52.8%). Supporting our long term ELL's attain proficiency in English is a priority.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

We met all of the writing goals in all grade levels. These writing goals were met due to a focus on the three common core writing text types. All grade levels were close to reaching our DRA/Johns' goals. Providing intervention support through the use of Leveled Literacy Intervention assisted in more students meeting our reading goal. All students in all grade levels met our math goal last year. This gain is attributed to more consistent Cognitively Guided Instruction implementation.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective?   Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Based on our Multiple Measure Data, we will continue to work towards meeting the reading goal of 80% or more of our students reaching the proficient level on the DRA/Johns. Deeper analysis of the data shows that all students made great gains in their reading ability, but not enough to meet our set goal.

Based on this information, what might be some recommendations for future steps?

We will continue to provide appropriate intervention support for students not meeting grade level expectations.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

El Cerrito's School Site Council and English Learner Advisory Committee met regularly throughout the 2015-2016 school year. Members of the committees provided input, asked clarifying questions, and were involved in the development as well as the approval of the plan.

How was the plan monitored during the school year?

The Site Council reviewed the plan throughout the year.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Due to parents work schedules, it is at times difficult to have the entire committee together at the same time. When this happens, copies of the documents from the meeting are sent to those members for input, questions, and suggestions.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By June 2017, 80% of all students will score proficient or advanced on the DRA/Johns' and Multiple Measures writing assessments. Kindergarten Reading - 80% of all Kindergarten students will be reading at a DRA level 4 or above by June 2017. Writing - 80% of all Kindergarten students will have a score of 3 or above in all three text types by June 2017. 1st Grade Reading - 80% of all 1st grade students will be reading at a DRA level 18 or above by June 2017. Writing - 80% of all 1st grade students will have a score of 3 or above in all three text types by June 2017. 2nd Grade Reading - 80% of all 2nd grade students will be reading at a Johns' level 3 or above by June 2017. Writing - 80% of all 2nd grade students will have a score of 3 or above in all three text types by June 2017.
How the School will Evaluate the Progress of this Goal:
Throughout the year students will be assessed to measure progress through our multiple measure assesments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Instructional Program - Tier I • All teachers will use the content standards, district pacing guide and the scope and sequence of the Houghton Mifflin core curriculum as a base for their planning. • ExCEL-Students will be placed in flexible groups based on their reading level for guided reading and skill instruction. Teachers will be provided release time for curriculum development and planning. Supplemental materials and supplies will be purchased as needed to support ExCEL. • Early/ Late Group (all students) model is used to differentiate and target instruction • Differientated instructional strategies will be used such as respectful tasks and student choice • Guided reading instruction • Multiple measure and common assessments will be used to analyze student performance • Professional Learning Communities(PLC) meetings to analyze student work and plan and share best practices related to standards based instruction • Higher level questioning will be used and teachers will analyze the appropriateness of student responses Close Reading • Strategies will be taught to develop reading comprehension • All teachers will go through the professional development cycle focusing on the strategy of Close Reading • Part time Instructional Services Tech will be hired to maintain the library which students will attend weekly • Thinking Maps will be utilized to help students organize their thoughts	August 2016 -June 2017	Principal, staff	Information Services Tech	2000-2999: Classified Personnel Salaries	Title I	8,565
			Software Support Agreements	5000-5999: Services And Other Operating Expenditures	Title I	8377
			release time for teachers	1000-1999: Certificated Personnel Salaries	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small Group Intervention - Tier II • Small group leveled instruction in Early/Late and ExCEL • Leveled Literacy Intervention will be purchased and used • Educational assistants will be utilized to lower student to teacher ratio • Differentiated language frames to promote the use of academic language • AR used on a daily basis in order to provide students continuous practice and review • Technology will be used as a valuable resource and support to assist all students and provide differentiated instruction • Use of the Leveled Literacy Intervention program	August 2016 -June 2017	Staff	Instructional Aide Salaries	2000-2999: Classified Personnel Salaries	Title I	14115
			Instructional Aide Salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	51349
Intensive Individual Interventions - Tier III • Students will be monitored closely through the RtI process • One on one differentiated and scaffolded instruction to support students on acquiring skills needed to be independent readers and writers • Identify support to assist at -risk student to meet goals such as After School Tutoring(ASES) • Teachers will identify 3-5 at-risk students to set goals for learning • SIPPS	August 2016-June 2017	Staff	Instructional supports	4000-4999: Books And Supplies	Title I	3000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By June 2017, 60% of students will have completed 70% or more of the ST Math program at their grade level.
How the School will Evaluate the Progress of this Goal:
Data from district math assessments as well as teacher assessments will be analized throughout the year to measure student progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Instructional Program -Tier I • Access to core curriculum • Opportunities to problem solve through Cognitively Guided Instruction(CGI) • Concept development using manipulatives and supports • PLC collaboration about the following: • best practices • student work • CGI problems	August 2016-June 2017	Staff	materials and supplies	4000-4999: Books And Supplies	Title I	2000
			technology conference	5000-5999: Services And Other Operating Expenditures	Title I	1203

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Collaborative grouping • Higher level questioning to uncover student thinking process • Analysis of multiple measure and common assessments CGI • All teachers will be trained to use CGI strategies • Teachers will collaborate in PLC about strategies, successes, and challenges • The district coach will train, observe, and provide ongoing feedback and support ST Math • Students will visit the computer lab twice per week to use ST Math • Teachers will receive training to analyize reports and incorporate the ST Math games into their classroom instruction • Teachers will attend technology conferences to learn how to incorporate technology into their lessons						
Small Group Intervention - Tier II • Small group instruction as needed based on formative assessments • Daily spiral review of concepts based on student need • Pre-teaching and re-teaching of concepts CGI based on formative assessment	August 2016-June 2017	Staff	release time for staff	1000-1999: Certificated Personnel Salaries	Title I	4,000
			materials and supplies-manipulatives	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	753
Intensive Individual Interventions - Tier III • One on one differentiated and scaffolded instruction • Identify supports to assist at risk students to meet goals such as ASES • Teacher will identify 3-5 at -risk students to set goals for learning	August 2016-June 2017	Staff	materials and supplies-manipulatives, instructional resources/workbooks	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	500

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall of 2017, 70% or more of the school's English Learners will demonstrate an annual growth on the CELDT.(AMAO1) By Fall of 2017, 35% or more of the school's English Learners who have been in English Language instruction educational programs for less than 5 years will attain the English proficient level on the CELDT. (AMAO 2) Due to El Cerrito having surpassed AMAO 1 and 2 goals set by the CDE, we have formulated goals that will measure our improvement in this performance area.
How the School will Evaluate the Progress of this Goal:
We will evaluate our students' progress towards this goal by: *CELDT scores *Multiple Measures Scores *Teacher observation and informal progress monitoring tools.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Instructional Program-Tier I • Language frames to support student responses	August 2016-June 2017	Principal, Staff,	Materials and Supplies	4000-4999: Books And Supplies	Title I	3,980

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Questioning strategies to support and extend student responses into complete sentences • Language objective • Multi-modality instruction • GLAD strategies across the curriculum • 30 minutes of designated ELD instruction a day • Teachers will identify EL students and know appropriate levels for instruction using a marker system • The use of 10:2/ 5:1 to increase student talk and collaborative grouping • SDAIE strategies • ST Math for all students • Data conversations to discuss progress of English Learners • GLAD instructional strategies (input charts, observation chart s, Co-op strip paragraph, chants, sentence patterning chart, and cognitive content dictionary) will continue to be implemented at all grade levels. • Teachers will continue to share GLAD instructional strategies during PLC meetings (once a month). • Teachers will have the opportunity to plan GLAD instructional strategies and develop lessons. • Teachers will be given the opportunity to attend district refresher courses provided by a key GLAD trainer. • Content coaches will provide staff development, demonstration lessons and follow up observations and feedback in the following GLAD strategies: Pictorial & Narrative Input charts, Sentence Patterning charts and Cognitive Content Dictionary on an as needed basis.			Materials and supplies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	2000
			Release Time For Staff	1000-1999: Certificated Personnel Salaries	Title I	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small Group Intervention - Tier II • Use of Houghton Mifflin English Learner Handbook to pre-teach and re-teach lessons during small group instruction • Targeted scaffolding of language frames and questioning will be used to support student responses into complete sentences based on formative assessment • Extended learning opportunities will be provided to support learning (ASES) • Instructional aides will be used to work with small groups	August 2016-June 2017	Staff	Instructional Aide Benefits	3000-3999: Employee Benefits	Title I	4252
			Instructional Aide Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	5872
Intensive Individual Interventions - Tier III • Targeted ELD instruction to meet individual student needs in all language domains • Through targeted questioning and prompting, teachers will support students in independently producing more fluent academic language in their reading, writing, and speaking • One on one conferences will be held to outline plans for improving EL students who are not performing at the expected pace of language acquisition. • Teachers identify at-risk English learners and set goals for learning at data conferences with the principal • Group or individual RtI meetings will be held with a team for identified students.	August 2016-June 2017	Staff	Release time for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	1,000

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
By June 2017, we will increase the number of parents that attend our school wide parent education events, parent meetings(SSC, BTSN, Conferences, etc.) and participate as volunteers on campus by 10% as measured by the end of the year Title I parent survey.
How the School will Evaluate the Progress of this Goal:
Parent survey results, attendance at various events such as back to school night, family nights, parent conferences, and volunteer logs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
• The EI Cerrito Reads Program will motivate students to read with their families through the use of incentives such as books and other incentives. • Parents will be provided information regarding Common Core State Standards at Back to School Night and parent/teacher conferences in both English and Spanish. • Homework assignments will be designed to reinforce grade level standards. • School newsletters/calendars will be sent home in English and Spanish on a monthly basis to keep parents informed of important school events and curriculum related information.	August 2016-June 2017	Principal, Staff	materials and supplies	4000-4999: Books And Supplies	Title I	1334
			Software Support Agreements	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	354

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Blackboard Connect will be used to keep parents informed of important school events and curriculum related information.						
• Parents will be invited to Response to Intervention meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.						
• Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards.						
• Parents will be invited to attend monthly Awards Assemblies where students are recognized for outstanding student achievement						
• Family Homework, Literacy, Math and Writing Nights will be held in both English and Spanish to provide parents with instructional strategies to help their children develop literacy and math skills. Incentives will be given for participating.						
• Parents of incoming kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.						
• Family Math Night will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce basic mathematical concepts.						
• Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.						
• Parents will be provided with information						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
regarding strategies to increase student achievement during Back to School Night, Parent/ Teacher conferences, and Family Literacy, Writing, and Math Nights. • Translators and child care will be provided for younger siblings during Family Night events. • Translators will be provided for parent/ teacher conferences. • Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement. • Blue "take-home/bring-back" folders will be provided to all students. • Digital signage will be on and current in the office for parents and visitors to be kept up on current events. • Family Nutrition Classes will be offered to parents. • Classroom visitations will be scheduled for parents to watch their children in class.						

School Goal #5

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

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By June 2017, 80% of El Cerrito parents will indicate on the Title 1 parent survey that they "strongly agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment.
How the School will Evaluate the Progress of this Goal:
Results of annual parent survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
• Implementation of Positive Behavioral Interventions and Supports(PBIS) • Effective Response to Invervention (RTI) meetings • Rewards and incentives will be purchased to promote positive school climate and encourage higher learning • Buck-A-Book • Read Across America • Monthly awards • Assemblies	August 2016-June 2017	Principal, Psychologist, Staff	material and supplies	4000-4999: Books And Supplies	Title I	6717

Planned Improvements in Student Performance – Program Improvement

Shared Responsibility for Improvement

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	**Funding Source**	**Estimated Cost**
The school will implement the action steps in its Single Plan for Student Achievement and the Director will work with each principal to review their SPSA. The district academic coaches will work closely with the principals and staff of Program Improvement schools to provide professional development and support for improvement activities and strategies per the SPSA.	Director of Programs and Assessment Academic Coaches Ongoing	Staff Personnel Salaries	Title I Centralized Title II Centralized Title III Centralized	150,000 100,000 50,000
All administrators and each individual school's staff will participate in training on Title I Program Improvement as needed.	Director of Programs and Assessment Assistant Superintendent Fall	Staff Personnel Salaries		
The district will provide an analysis of achievement assessment data both school wide and for subgroups.	Director of Programs and Assessment District Classified Staff Ongoing	MAP - Measures of Academic Progress Staff Personnel Salaries Data Director Illuminate Education Data System	 Title I Centralized LCFF - Supplemental and Concentration Centralized	 6,500 35,000
The district will provide an analysis of instructional delivery system through the use of Targeted Leadership walkthroughs, classroom observations, instructional software and surveys.	Assistant Superintendent Academic Coaches Ongoing	McGrath Consulting Services Contracts Software	Title I Centralized Title II Centralized Title III Centralized LCFF - Supplemental and Concentration Centralized Title I Centralized Title I Centralized	17,500 5,000 30,000 12,500 37,000 45,000

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The district will provide an analysis of site EL services (staff credentialing; ELD instructional delivery system; curriculum support)	Assistant Superintendent Academic Coaches Ongoing	Staff Personnel Salaries and Professional Development		
The district will provide an analysis of services for students with disabilities (staff credentialing; instructional delivery system, curriculum support)	Director of Special Education District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of community involvement and early intervention strategies.	School Readiness Coordinator School Readiness Community Liaison Child Welfare and Wellness Coordinator	Staff Personnel Salaries		
The district will prepare required parent notification for Program Improvement status.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel Salaries		
The district will prepare centralized support for Alternative Supports including development of forms and assistance with site plans.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental and Concentration	61,828.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	62,543.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

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
Maria Castillo				X	
Jacqueline Cortes				X	
Maribel Zuniga				X	
Marisela Estrada				X	
Monica Vargas				X	
Colleen Johnson		X			
Barbara Nonis		X			
Ellissa Sanchez		X			
Beatriz Zavala			X		
Emily Szary	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.

The Single Plan for Student Achievement

School: Las Lomas Elementary School

CDS Code: 30665636028971

District: La Habra City Elementary School District

Principal: Pam Cunningham

Revision Date: 10/6/16

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: Pam Cunningham

Position: Principal

Phone Number: 562 690-2353

Address: 301 Las Lomas Dr.
La Habra, CA 90631

E-mail Address: pcunningham@lhcsd.k12.ca.us

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

Table of Contents

School Vision and Mission

Las Lomas Elementary School's Vision and Mission Statements
Mission Statement
We will not rest until every student's individual needs are met and ALL students are confident and independent readers!

Vision Statement
At Las Lomas the school, home and community collaborate to provide a safe learning environment and to secure academic success for all students.

• Students will be lifelong learners who are culturally sensitive, productive citizens, problem solvers, and effective communicators.
• Staff will be professional lifelong learners who support and respect one another as we work to annually increase the number of students who are proficient and advanced in reading, writing and mathematics.
• Parents will understand that they are their child's first teacher and will continue taking responsibility in their child's education by participating in classroom and school activities, and supporting their child's learning at home.

2015-2016 Instructional Focuses
*A coordinated whole school effort to have every Las Lomas student show growth in DRA levels, reading comprehension, writing and mathematical critical thinking and problem solving as measured by the district multiple measures and classroom formative assessments.
*A coordinated whole school effort to show growth in the English Language proficiency levels of our English Language Learner population as measured by CELDT and AMAO data.
*A coordinated whole school effort to develop all students critical thinking through the use of Quality Assignments.

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 following staff development and training is being provided through the use of Title II money at the district level:
* Cognitive Guided Instruction
* Math Grade Level Unit Planning with Math Coaches
* Common Core State Standards
* Writing Committee (Updating and refinement to align with Common Core State Standards)
* Multiple Measures (Updating and refinement to align with Common Core State Standards)
* Training for Transitional Kindergarten Teachers as needed
* Literacy coaches
* EDI Training for Kindergarten teachers
* 1:1 I-pad training for teachers as needed
* GLAD refresher training
* ELA/ELD Adoption

Input from Parents:
The following summaries are based on the results from the annual Title I Parent Involvement Survey and input from our parent advisory groups including the School Site Council, ELAC, SAC, and A&I:

Student Learning

Parents continue to indicate that they are satisfied with the overall academic progress of their students here at Las Lomas. Parents are very pleased with the teachers and staff. They feel we provide a safe environment for their students and work hard at teaching the students how to make positive choices and promote and encourage positive behavior. During the 2015-16 school year, we continued our partnership with the La Habra Boys and Girls Club, ASES (After School Education and Safety) program to service the academic needs of students who are on the free/reduced lunch program or below grade level proficiency, and provided not only remediation in reading but extended activities in the areas of physical education and music. For the 2016-2017 school year we will continue this partnership. In addition, we will be providing after school tutoring for students who qualify as needing extra help in the areas of Reading, Language Arts, English Language Development, Math or Writing.

Home-School Communication
Our "Blackboard" system will continue to be utilized during the 2016-17 school year in promoting home-school communication with our parents as an easy to access tool. This will provide consistent, steady information to parents who utilize the system. Our weekly parent newsletter, "Something to ROAR About", Classroom newsletters, as well as the school website and monthly calendars will be updated and sent home with every child in order for families to plan and be aware of upcoming school activities. Parents will also be able to access student grades, attendance and demographic data using the student ABI portal. Parents have expressed an interest in being able to access teacher websites to find out what is happening in the classroom and about homework. Teachers will continue to be trained on how to develop and create their own website to use as a communication tool to promote the home/school connection with parents. Parents feel that they are informed on a regular basis how their students are progressing at meeting grade level standards and receive information during parent teacher conferences and during Family Nights or ways to help their children at home.

Parent Training and Involvement Opportunities
The input from parents at Las Lomas showed a continued interest in parenting classes. Some of these requests will take place during the 2016-17 school year through various parent nights and conferences. This new school year each grade level will present on a different curricular area in order to assist parents at home in supporting their child's academic needs.

Areas Identified for Future Training:
Parents were specifically interested in training on the following topics of interest:
• Improving and helping students with Reading/Math/Child Study and Homework Skills
• Behavior Management Techniques for Parents
• CGI Math Night for all grade levels
• Developing Healthy Habits
• Encouraging Parent Participation - Importance, Value and Ways to Help at School

Input from Staff

The following summaries are based upon staff surveys, minutes/findings from Leadership Team and PLC meetings:
English Language Arts:
Students continue to make growth in Language Arts. Our staff's focus on instructional practices and curriculum in the Common Core state standards for reading, writing and English Language Development for 2016-17 school year will continue the upward trend for all students, specifically our English Learners subgroup. We will continue our focus on learning how to use Thinking Maps effectively at the K-2 level to support our students organization in the area of writing and enhance all curricular areas. In addition, we will learn the most effective ways to build our students critical thinking skills through the use of quality assignments.

• ExCEL services every student whether as an intervention, differentiation, or extension. This leveling of students provides direct reading instruction for 1/2 hour to an hour daily to meet each student's individual needs.
• Students identified as needing intervention support through the RTI process will be provided targeted intervention 2-3 times per week for 15-20 minutes by trained instructional assistants.
• Students identified as needing intensive intervention support through the RTI process will be provided targeted intervention 3-5 times per week for 15-30 minutes by the classroom teacher, trained instructional assistants, Biola Tutors or CSUF Interns.
* Staff will participate in ongoing professional development in how to development student's critical thinking skills through the development of quality assignments. A focus on how to use all four levels of the Depth of Knowledge questioning continuum will be used to increase their critical thinking skills. Teachers will use modeling and guided practice with research-based articles, time for safe practice with their students and time for peer observation and feedback in order to become familiar with how to effectively create quality assignments.

- Staff will receive ongoing professional development in Thinking Maps to increase student achievement in the area of reading and writing. Teachers will use modeling and guided practice to help the students understand how to use the Thinking Maps appropriately and as a tool for writing.
- Staff will continue to participate in ongoing professional development in the areas of close reading, text dependent questions, Depth of Knowledge and Text Complexity to increase student achievement in the area of reading comprehension.
- GLAD, Guided Language Acquisition Development, standards based units/strategies, are utilized daily in all classrooms. Teachers at all grade levels will be provided times to develop units and lessons and be supported with demonstration/observation lessons as needed.
- Reading Comprehension instruction for all students, with an emphasis on strategies that will improve both reading ability, reading comprehension will continue to be utilized using Questioning strategies to differentiate and develop skills for all students.
- Appropriate levels of questioning will be used during reading instruction using the Bloom' Taxonomy and CELDT questioning/command resource card.

* Staff will continue to participate in staff development with one of our district coaches to learn and develop standards based lessons that align with the newly adopted ELD standards and Confabs.

* Staff will participate in staff development with district math coaches to develop standards based math units that align with the Common Core Math Standards.

Mathematics:
Throughout the 2015-16 school year all teachers successfully implemented CGI strategies, Cognitive Guided Instruction, on a weekly/daily basis to continue developing their student's concept development and critical thinking skills in the area of mathematics. Many teachers were provided additional training in "Number Strings" to add to their CGI lessons to enhance the mathematical conceptual understanding for their students. As a school we will continue to attend follow up training and work on consistently using these strategies. We anticipate continued significant growth in our students' mathematics achievement in the coming year with students developing the mathematical thinking necessary to become critical thinkers and problem solvers not only in the area of math but all curricular areas.

English Learners:
Although our English Learner students continue to show growth in all areas of Language Arts in respect to this subgroup the Las Lomas staff continues to feel that it is very important to continue to provide the scaffolding and support students need in order to be successful. Therefore continual improvement with the aid of the following will ensure our expected target growth rate:
- With the help of our district coach teachers will continue to develop a comprehensive English Language Development plan for designated and integrated English Language Development instructional time. This plan will include how to teach using our district initiatives to make learning comprehensive for our students.
- Leveling of students based on teachers' observations for specific daily instruction at students' current level of English Language fluency.
- Teachers will develop a system for providing the appropriate level of questioning based on students CELDT level.

* Teacher will develop roles and responsibilities for classroom discussions to scaffold and support the English Language students in using academic vocabulary and promote student engagement for all language levels.

- CELDT data from Data Director/Illuminate will be utilized as a tool to monitor student progress in reaching English proficiency.
- Teachers will make a conscious effort to model, reinforce and expect EL students to speak in complete sentence. They will provide prompting and scaffolding support by utilizing sentence frames when speaking.
- Teachers will continue to use GLAD strategies to make the curriculum comprehensive and accessible for all students and make a conscious effort to use these strategies across all curricular areas.
- Staff will devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs.

Identified Needs for Professional Development:
Teachers feel that continued staff development in the following areas would be beneficial:
- Continued ELD support with planning time and sharing of best practices, primarily done in Professional Learning Communities.
- Staff development in how to effectively identify student's EL level, system for asking appropriate questions, ways of documenting student responses and the use of sentence frames to scaffolding student's language production.
- Continued ExCEL Planning time to create lessons that support differentiating for all students.
- Continued time planning for GLAD units, specifically integrating our Social Studies, Science and Language Arts Curriculums.
- Continued staff development in reading comprehension, specifically implementing Questioning strategies, Close Reading,Text Dependent Questions, Depth of Knowledge and Text Complexity as related to the Common Core State Standards.
- Continued staff development in how to effectively use CGI, Cognitive Guided Instruction, in the area of math.

- Continued staff development in common core writing and how to effectively incorporate and implement the three text types (narrative, informative/explanatory and opinion) into all curricular areas.
* Continued staff development in Thinking Maps and how to effectively use them across all curricular areas and for student writing.
* Staff development in how to effectively incorporate technology into daily lessons.
* Staff development in how to effectively create quality assignments to promote critical thinking for all students.

Classroom Observations

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

Informal/Formal Walk-Throughs: Informal Walk-Throughs are done on a daily, weekly basis throughout the school campus. The focus for these informal walk-throughs is to be able to see teaching and learning in action on a consistent basis. A focus on best practices for language arts and math as well as how teachers are incorporating the district initiatives into their daily lessons is emphasized with the following targeted areas:
- Articulation of student learning
- Use of complete sentences, sentence frames and teacher scaffolding
- Student engagement
- Checking for understanding
- Student Talk vs. Teacher Talk
- Clear objective for learning
* Roles and Procedures for Classroom Discussions
* Integration of Technology
* Integration of District Initiatives across all curricular areas
In addition to these informal walk-throughs, teachers are also formally observed on a rotation basis. These formal observations are on mutually agreed upon subject areas with a formal post observation conference that follows the observation to discuss the lesson and possible needs for improvement.

Targeted Leadership Walk-Throughs: Formally, Las Lomas will have two District Instructional Leadership Team Walk-Throughs this year. The administrators, district personnel, and teachers walk, observe and provide feedback on specific instructional practices identified for observation by the school. Our area of focus for the 2016-2017 school year will be on how we can effectively increase our students critical thinking skills through the use of developing quality assignments using all four levels of Depth of Knowledge questioning for all grade levels.

Pupil Engagement

Attendance Rates

	2013-2014	2014-2015	2015-2016
	Present	Present	Present
Annual Average	95.85%	95.6	95.70

School Climate

	2013-2014	2014-2015	2015-2016
Suspensions	0.2	0.41	0.00
Expulsions	0	0	0

Analysis of Current Instructional Program

An analysis of the current instructional program was completed by the Instructional Leadership Team (ILT) and the staff.

Based upon our data analysis of our current programs and multiple measure data, the ILT concluded that the current programs, although they have made a positive impact upon student academic achievement, should continue to be carefully reviewed—especially for their impact on English learners. These programs include: ExCEL leveling for reading instruction, reading comprehension, Thinking Maps, Step Up to Writing, English Language Development, GLAD, Accelerated Reader, CGI for Math and RtI – Response to Intervention.

2016-2017 Focus Areas:

1. Continued staff development in the area of Reading Comprehension.
2. Continued support for teacher's implementation of GLAD strategies to support the language development of all our students.
3. Continued support in clearly identifying English Learner language levels, developing a system for asking appropriate questions and use of sentence frames to scaffold language production.
4. Continued staff development and support from Math coach developing Common Core State Standards based Math units and support in implementing CGI, Cognitive Guided Instruction in the area of Mathematics at all grade levels.
5. Continued staff Development and support in understanding the writing component of the Common Core State Standards.
6. Continued staff Development and support in understanding Close Reading, Text Dependent Questions, Text Complexity and Depth of Knowledge of the reading/language arts component of the Common Core State
Standards.
7. Continued staff Development and support from the Language Arts Coach in understanding Project Based Learning and how to successfully implement it into our current curriculum.
8. Continued support from the Technology Coach for teacher's to successfully implement the use of the I-pad as an intervention tool and to enhance their curriculum.
9. Continued staff development and support from our district level coaches in implementing Thinking Maps and how to successfully implement them into all curricular areas.
10. Support from our site based Literacy Coach to provide in services, modeled lessons, feedback and support to teachers in the area of language arts.
11. Staff development and support from our district level coaches in understanding and implementing how to develop our student's critical thinking using the Depth of Knowledge level questioning and Quality Assignments to enhance learning in all curricular areas.

Student Work

Student Work: Teachers collect student work to formally and informally assess student growth and mastery of skills. The teachers use the data they gather from student work to prepare their instructional approach, pacing, and necessary remediation activities based upon student outcomes. These discussions will take place during the Professional Learning Community time where a set amount of time can be dedicated to this process.

ELD pre-assessment: The 2015-16 CELDT results were used to identify the instructional level for placement of students in the ELD program with the mid-year results in January to make any modifications in placement. The student profile cards used along with Carousel of Ideas also assisted teachers reviewing which units had already been completed. Unit assessments and other informal observations will be given/utilized throughout the year to monitor growth and progress towards English Language fluency for EL students.

Multiple Measures: Multiple Measure data is collected three times a year and used as an assessment tool in determining if students are meeting grade level proficiency towards the state standards. This data is also used as an instructional tool in helping teachers determine personal areas of strength, areas of need to teach next to move their students toward proficiency.

School and Student Performance Data

Results of Multiple Measures for ELA

Kindergarten Report – 2015-2016

	Letter recognition Upper Case			Letter recognition Lower Case			Letter Sounds			High Frequency Words			DRA		
	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May
All Students	85%	92%	98%	84%	90%	98%	81%	81%	97%	85%	82%	89%	72%	68%	81%
English Only	88%	91%	96%	88%	90%	96%	83%	83%	96%	88%	88%	93%	78%	75%	87%
English Learners	82%	93%	100%	81%	91%	100%	79%	87%	98%	83%	83%	85%	65%	60%	75%

	Writing		
	Nov.	Feb.	May
All Students	5%	48%	76%
English Only	8%	63%	85%
English Learners	2%	29%	65%

First Grade report – 2015-2016

	BPST II			Fry Words			DRA			Writing		
	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May	Nov.	Feb.	May
All Students	87%	76%	71%	67%	73%	74%	55%	61%	66%	41%	70%	77%
English Only	89%	72%	81%	75%	73%	82%	63%	61%	74%	48%	63%	79%
English Learners	86%	80%	63%	70%	72%	67%	47%	61%	59%	34%	78%	75%

Second Grade Report – 2015-2016

	DRA – John's			Writing		
	Nov.	Feb.	May	Nov.	Feb.	May
All Students	67%	70%	74%	56%	63%	69%
English Only	76%	76%	82%	70%	75%	76%
English Learners	54%	63%	65%	39%	47%	60%

Conclusions based on this data:

1. Areas of Strength: District-wide Multiple Measures showed strengths for Kindergarten with 98% of all our students scoring proficient or advanced on knowledge of letters and sounds, 89% were able to read 50 or more sight words, read a DRA level 4 or above at 80% accuracy and on average 76% of Kindergarten students were able to write at or above the proficiency level in the area of writing. When comparing our English Only students and English Learner students in these areas we are finding our English Language Learners are out performing or English Only students on the basic foundational skills of letter/sound identification and recognition.

In first grade, our overall strengths were writing at 77% and Fry Words at 74% proficient or above. Our significant subgroup however, of English Learners has shown the greatest amount of growth increasing their level of proficiency in a couple of areas within our Language Arts Multiple Measures. First, the DRA (Developmental Reading Assessment) scores for our English Learners increased from 47% at the beginning of the school year to 59% proficient by the end of the year. In our district's writing assessment, the number of EL students scoring proficient has risen from 34% proficient to 75% proficient making them only 4% lower than our English Only students.

In second grade, our overall strength was 74% of all our students scoring proficient or advanced on the Developmental Reading Assessment (DRA). Our subgroup of English Learners also increased their proficiency levels in writing rising from 39% to 60%. Writing scores made consistent growth throughout the year with our English Only students as well rising from 70% to 76%

2. Areas of Need: The Las Lomas staff recognizes a continued sense of urgency to reach and maintain a strong performance, with the newly adopted Common Core State Standards. Teachers at each grade level will continue to identify students ELD levels, utilize a system for asking appropriate levels of questions and consistently use language frames to scaffold language production. Within our weekly Professional Learning Communities, teachers continue to refine the implementation of the ExCEL model in further aiding our students' reading comprehension, specifically by differentiating instruction according to student need, while simultaneously exposing students to the California State Standards. We will continue to implement teaching our students the difference between the three writing text types – narrative, informative/explanatory and opinion – in the area of writing and continue to implement the strategies of close reading and text dependent questions necessary for the implementation of the common core state standards to continue raising our students reading comprehension levels for all subgroups. In addition, all staff members have been trained in how to effectively utilize thinking maps as a tool across the curricular areas. The use of thinking maps will help all students make connections between what they are learning and/or reading and use them as a tool for writing.

In our district Multiple Measures, our area of need continues to be in our DRA Levels of reading achievement. In Kindergarten, although the number of students scoring proficient or advanced for all students on this assessment increased to 81% (+9%) and our English Language Learners scores increased from 65% to 75% (+10%) we will continue to strive to increase these numbers. We are finding that students who can read at or above the minimum DRA level (4) have a better chance of retaining their reading skills when they come back in the fall for first grade and are better prepared to continue with their growth in reading. Therefore, we will continue to push our students to read at higher levels when leaving Kindergarten.

In First Grade, our overall scores dipped slightly with there still being a significant achievement gap between our English Only students and English Learners in their reading foundational skills (BPST & Fry Words) and Reading. 74% of our English Only students scored proficient on the DRA assessment while only 59% of our English Learner students scored proficient. This is a 15% achievement gap that needs to be reduced. We see a similar achievement gap with the BPST (18%) and Fry Words (15%).

The second grade area of need continues to be the DRA with a continued focus on improving the achievement gap with the number of students reading at a level J3 or higher. During the 2015-2016 school year, 65% of our English Learners and 82% of our English Only students were able to meet this goal. This is an increase of 18% for our English Only students and a 5% increase for our English Learner students compared to last year. We will continue to refine our instructional practices to close the achievement gad of 17% and increase both subgroup scores for the upcoming year.

School and Student Performance Data

Results of Multiple Measures for Math

Description of Math Formative Assessment

Teachers are able to formatively assess students through their questioning during CGI math lessons and ST Math time. Through their questioning they are able to probe student thinking and determine which students are understanding the concept and which ones still need further assistants or instruction. This enables the teachers to either adjust their instruction or develop small group intervention groups to meet the needs of the students. In addition to collecting formative assessment data during CGI teachers use ST Math reports to monitor student progress toward meeting grade level goals.

Conclusions based on this data:

1. Areas of Strength: Las Lomas is very proud of our student's accomplishments in the area of mathematics. We contribute our student's progress to our teacher's consistent implementation of CGI (Cognitive Guided Instruction) which has helped build our students conceptual understanding and higher level thinking skills. Although we do not have any scores to report for our students, teachers are finding that through the use of CGI, number strings and our ST Math program our students have a better understanding of the math concepts and are able to explain their thinking when asked to do so.

2. Areas of Need: After seeing how using the CGI model has helped improve our student's mathematical understanding we will continue to implement this model along with our current adopted curriculum. Teachers will be provided additional training in the area of CGI and how it relates to the newly adopted California Common Core State Standards and learn how they can use it to continue to increase each student's mathematical awareness and problem solving abilities.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	162	154	134
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	162	154	134
Number Met	109	84	94
Percent Met	67.3%	54.5%	70.1%
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	231	0	222	0	193	0
Number Met	66	--	55	--	66	--
Percent Met	28.6%	--	24.8%	--	34.2%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**--**	**Yes**	**--**	**Yes**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		NA	NA
Met Percent Proficient or Above			--
Mathematics			
Met Participation Rate		NA	NA
Met Percent Proficient or Above			--

Conclusions based on this data:

1. Areas of Strength: The English Learners at Las Lomas scored 70.1% on the 2015-2016 AMAO #1 exceeding the target of 62% by +8.1%. For AMAO #2, the percentage of ELs attaining English proficiency on the CELDT, was 34.2% exceeding the target of 25.4% by +8.8%. Since Las Lomas is a K-2 school our main goal is to build a firm foundation for English language development leading to a successful transition into the upper elementary grades and the attainment of English language proficiency.

2. Areas of Need: The Las Lomas teachers will continue to focus their efforts on having our English Learner population speak in complete sentences, utilize sentence frames to scaffold language production at the students CELDT level and implement roles and procedures for getting our English Learners to use academic vocabulary during classroom discussions. In addition, teachers have worked closely with our district coach to plan and develop lessons that will meet the needs of all language levels through designated and integrated instructional time.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1685	1650	1,463
Percent with Prior Year Data	100.0	99.9	99.9
Number in Cohort	1685	1648	1,462
Number Met	963	992	887
Percent Met	57.2	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1502	498	1495	449	1,224	472
Number Met	411	274	475	229	407	223
Percent Met	27.4	55.0	31.8	51.0	33.3	47.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA	N/A	NA
Mathematics			
Met Participation Rate	NA	NA	NA
Met Percent Proficient or Above	NA	N/A	NA
Met Target for AMAO 3	**NA**	**NA**	**NA**

Conclusions based on this data:

1. Areas of Strength: While LHCSD just missed the 2015-16 AMAO Goal 1 (62.0%) - Annual Growth on the CELDT, our students have shown continual improvement from 57.2 to 60.7 percent. Also, 33.3 percent of our English Learner students here less than five years surpassed the AMAO Goal 2 (24.2%) - Attaining Proficiency on the CELDT.

2. Areas of Need: In 15-16, fewer EL students here for 5 or more years met their goal to attain English than in 14-15.   At 47.2% becoming proficient, we did not meet the target (52.8%). Supporting our long term ELL's attain proficiency in English is a priority.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

Language Arts -- Two out of three grade levels missed the goal of 80% of all students scoring proficient or above on the Developmental Reading Assessment. Kindergarten met the goal with 81% scoring proficient or advanced. First grade missed the goal by 14% scoring 66% proficient or advanced and second grade missed the goal by 6% scoring 74% proficient or advanced.

We attribute the following to our student's success toward meeting the goal of 80%:
1. Teachers were able to meet in small groups on a daily basis during early/late group and ExCEL to provide on level guided reading and skill instruction for students.
2. Students identified as needing intensive intervention support through the RTI process were provided targeted intervention 3-5 times a week either through the Learning Center model for 30-60 minutes or 2-3 times per week for 15-20 minutes by trained instructional assistants.
3. Biola Tutors and/or Interns were pushed into classrooms for extra support for those students performing below grade level.

Writing -- Each of the grade levels missed the goal of 80% of all students scoring proficient or above on the district writing assessment for narrative, informational and opinion writing.

We attribute the following to our student's continued growth in the area of writing:
1. Teachers used consistently taught and used Thinking Maps with their students in various curricular areas. They provided modeling and guided practice to help the students understand how to use Thinking Maps
appropriately and as a tool for writing.
2. Teachers were provided consistent training throughout the school year on how to use Thinking Maps to increase student achievement in the area of writing. As they year progressed the students organization and quality
of writing improved in each area. We anticipate our scores to improve for the 2016-2017 school year.

English Language Development --The English Learners at Las Lomas scored 70.1% on the 2015-2016 AMAO #1 exceeding the target of 62% by +8.1%. For AMAO #2, the percentage of ELs attaining English proficiency on the CELDT, was 34.2% exceeding the target of 25.4% by +8.8%.

We attribute the following to our student's success toward meeting the goal:
1. All English Learners received 30 minutes of daily ELD instruction utilizing the ELD standards, language objectives and sentence frames to ensure a variety of language opportunities were provided to maximize
language development.
2. Teachers continued to work closely with the district coach to plan and develop lessons that would meet the needs of all language levels through designated and integrated instructional time.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective?   Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

One goal that was not completely met was the consistent analysis of student data (work samples in writing, DRA data, multiple measure data) to determine our student's areas of strength and next steps needed to improve reading, reading comprehension and writing. With only one grade level meeting the DRA goal of 80% a consistent analysis of student work practice will need to be implemented. Teachers met with the principal to review and analyze their own classes student data, however a more consistent and ongoing analysis of grade level data and student progress will need to be an ongoing focus during PLC meetings.

Based on this information, what might be some recommendations for future steps?

The consistent practice of looking at student data will need to be put on the master calendar as an ongoing practice to ensure that more students meet the new goal and we see an increase in the number of students meeting proficiency for the new school year.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

All three stakeholder groups were asked for their input in the development of the goals and actions needed to meet our goals.

How was the plan monitored during the school year?

The plan was monitored through looking at multiple measure data and student work samples.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

A master calendar will need to be developed to ensure that a consistent plan is in place to look at student work and/or work samples to ensure growth toward our goals.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By spring 2017, 80% of all students will score proficient or advanced on the Developmental Reading Assessment (DRA) and Writing Multiple Measure assessment for Language Arts. SMARTe Goal(s): Kindergarten By May 2017, 80% of all students will score proficient or above (Level 4) on the Developmental Reading Assessment. By May 2017, 70% of all students will score proficient or above (3) on all three text types (narrative, informative/explanatory and opinion).   First Grade By May 2017, 80% of all students will score proficient or above (Level 18) on the Developmental Reading Assessment. By May 2017, 70% of all students will score proficient or above (3) on all three text types (narrative, informative/explanatory and opinion).   Second Grade By May 2017, 80% of all students will score proficient or above (John's 3) on the Developmental Reading Assessment. By May 2017, 70% of all students will score proficient or above (3) on all three text types (narrative, informative/explanatory and opinion).

How the School will Evaluate the Progress of this Goal:
Multiple Measures

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR LANGUAGE ARTS 1.1 Core Instructional Program -Tier I * All teachers will use the common core state standards, district curriculum map and the scope and sequence of the Houghton Mifflin core curriculum as a base for their planning. Each lesson will include an explicit objective, skill/standard match, strategies for student engagement, checking for understanding and formative assessment. The targeted area for instruction continues to be reading comprehension and writing strategies. * All teachers will use the common core state standards, district developed scope and sequence writing guide and Step Up to Writing on a daily basis as a base for their planning writing instruction. All teachers will use modeling and guided practice to help the students understand the expectation for writing at their grade level. Teachers will use the following GLAD strategies to provide a structure and model for writing: Co-op Strip paragraph and Sentence Patterning chart. * All teachers will use the Common Core State Standards in the area of writing. All teachers will develop lessons for the three text types (narrative, informative/explanatory and opinion) in the area of language arts, science and social studies. *Staff will participate in ongoing professional development to increase student achievement in the area of writing. Teachers will use modeling and guided practice to help the students	Ongoing throughout the 2016-2018 school year	Certificated Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	5,000
			Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	1500
			Software Agreement (Illuminate)	5000-5999: Services And Other Operating Expenditures	Title I	2,948
			Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	17,156
			Materials & Supplies	4000-4999: Books And Supplies	Title I	2,000
			Materials & Supplies Warehouse	4000-4999: Books And Supplies	Title I	2,000
			Certificated Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	237
			Classified Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	1,193
			Certificated Benefits	3000-3999: Employee Benefits	Title I	789
			Software Agreement Star/AR/Follett	5000-5999: Services And Other Operating Expenditures	Title I	3,387

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
understand the differences between the three text types and the expectation for writing at their grade level. * Students will be placed in flexible groups based on their reading level for guided reading and skill instruction on a daily basis during early/ late group for 1st and 2nd grade and during ExCEL for all grade levels. * First and second grade teachers will use the Accelerated Reader program as a tool for monitoring students reading progress and reading comprehension. * Teachers will be provided with release time for the purpose of curriculum development and planning to analyze student data to develop lessons based on student need. * Supplemental materials and supplies will be purchased as needed to support the ExCEL program. * Teachers will analyze student data (work samples, DRA data, AR tests, Multiple Measure data, MAP data) for the purpose of determining student's areas of strength and the next steps in moving the students forward in their reading comprehension and writing. * All teachers will use the following strategies and/or programs during the language arts block to increase student achievement in the area of reading and writing: • Guided reading/writing • Shared reading • Close Reading • Text Dependent Questions • Depth of Knowledge • Text Complexity • Big Books/Read Alouds • Accelerated Reading (1st/2nd) • Literature Circles • Respectful Tasks (Early/Late group, centers)			Software Agreement Typing Agent	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	398
			Non-Capitalized Equipment	6000-6999: Capital Outlay	Title I	3741
			Non-Capitalized Equipment	6000-6999: Capital Outlay	Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Story Maps • Thinking Maps • Vocabulary Development lessons • GLAD (input charts, CCD, co-op strip paragraphs, sentence patterning chart, observation charts, etc.) • Roaring Reader at home reading program * Staff will continue to participate in professional development in the area of Thinking Maps as needed to increase student achievement in the area of oral language development, student engagement, reading comprehension and writing. * Staff will participate in professional development in the area of how to develop student's critical thinking through the use of Depth of Knowledge questioning and developing Quality Assignments. Teachers will be provided with research based articles, time for safe practice with their students and time for peer observation and feedback in order to become familiar with how to design the appropriate DOK level questions/Quality Assignments and how they will be used to enhance the critical thinking of our students in all curricular areas. * Teachers will continue to utilize the Professional Learning Communities model to evaluate/monitor student work and to create an action plan for further staff development and planning to improve reading comprehension. * Teachers will do peer observations to collaborate and share best practices in reading/language arts. Release time will be provided for these peer observations. * The school Librarian and Follett Library system will be a support for our students in picking the appropriate AR and library books at their level to help increase reading achievement. *Illuminate will be used as a data collection tool to keep track and monitor student progress						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
throughout the school year. * Students will use the Typing Agent program in the classroom and computer lab to help them develop the necessary keyboarding skills for future computer use and to write stories using the computer. * Additional I-pads will be purchased to support the language arts program. The I-pads will be used to help reinforce the reading readiness, reading and writing skill of our students. They will also be used to develop the critical thinking, and collaboration skills when working on Project Based Learning assignments. * Educational applications for the I-pads will be purchased to support the language arts programs.						
1.2 Small Group Intervention -Tier II * Teachers will meet with small groups on a daily basis during early/late group and ExCEL to provide on level guided reading and skill instruction for students. The Houghton Mifflin support manuals will be used to provide pre-teaching and re-teaching, depending on the needs of the students. * Teachers will provide different levels of scaffolding support when teaching the reading comprehension and writing strategies. * Teachers will provide differentiated instruction in homogeneous small groups according to student needs for remediation purposes in Language Arts and ExCEL. * Teachers will develop differentiated "respectful tasks" for students during ExCEL and early/late group reading using the Language Arts standards and Houghton Mifflin Intervention Kit as a guide. Release time will be provided to develop "respectful tasks" as needed. * Teachers will provide small group support and differentiation in writing using graphic	Ongoing throughout the 2016-2018 school years	Certificated/ Classified Staff/Biola Tutors/Interns	Classified Salaries	2000-2999: Classified Personnel Salaries	Title I	26,120
			Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	27,715
			Classified Benefits	3000-3999: Employee Benefits	Title I	1,817
			Movie License	5000-5999: Services And Other Operating Expenditures	Title I	418
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I	2,000
			Certificated Benefits	3000-3999: Employee Benefits	Title I	316
			Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
organizers (Thinking Maps), modeling, and guided practice. Analysis of student work samples will assist teachers in identifying areas of need and to guide their instruction. * Support Staff, Biola Tutors and CSUF interns will be used to provide differentiated instruction and lower the teacher- student ratio throughout the day during early/late group, ExCEL and writing instruction for those students identified needing extra assistants. * Students identified as needing intervention support through the RTI process (Level 1 - Group and Level 2a & b) will be provided targeted intervention 2-3 times per week for 15-20 minutes in small groups and by trained instructional assistants. * Reading A-Z resources will be utilized for all our low level ExCEL classes. The small predictable readers will help to develop the fluency level of our beginning readers. * Enchanted Learning will be utilized as a supplemental resource for teachers to enhance the learning experience of our struggling readers. * Teachers will utilize the Movie Licensing contract to show videos to help students compare/contrast and make the connection between literature read in class and the video version. * Teachers and instructional assistants will provide targeted intervention through our after school tutoring program for those students identified as needing additional support in language arts to meet grade level standards. * Additional materials will be purchased using Alternative Supports money to support the after school tutoring program.			Classified Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	1,928
			Certificated Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	79
			Classified Benefits - PERS	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	4500
			Certificated Salaries Extra Hours	1000-1999: Certificated Personnel Salaries	Alternative Supports	5000
			Certificated Benefits Extra Hours	3000-3999: Employee Benefits	Alternative Supports	789
			Classified Salaries Extra Hours	2000-2999: Classified Personnel Salaries	Alternative Supports	1500
			Classified Benefits Extra Hours	3000-3999: Employee Benefits	Alternative Supports	104
			Supplemental Books	4000-4999: Books And Supplies	Alternative Supports	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Intensive Individual Interventions- Tier Ill * During early/ late group instruction for first and second grade and the language arts block for kindergarten teachers will pull students individually for targeted instruction as identified through formative assessments (teacher made assessments, running records, and language arts multiple measure data). * Students at risk of not meeting grade level standards will be closely monitored through the Level 1- Group/ Level 2a & b RTI process and Level 3 if appropriate. * Teachers will meet with the principal formally three times a year to discuss student data and intervention strategies for specific targeted areas and identified students. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement. * During independent reading/writing time, teachers will pull students who need individual support to provide re-teaching and scaffolded instruction for targeted areas of need. Leveled guided reading materials will be purchased using Title 1 funds to support learning. * Student work samples (DRA, writing samples, etc.) will be analyzed during weekly PLC meetings to identify areas of need and brainstorm possible interventions and scaffolded support. * Teachers will identify 3-5 at-risk students to set goals for learning and closely monitor progress. * Teachers and instructional assistants will provide targeted intervention through our after school tutoring program for those students identified as needing additional support in language arts to meet grade level standards. * Additional materials and supplies will be purchased using Alternative Supports money to	Ongoing throughout the 2016-2018 school year	Certificated/ Classified Staff/Biola Tutors/Interns	Release Time	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Certificated Benefits	3000-3999: Employee Benefits	Title I	158
			Materials and Supplies	4000-4999: Books And Supplies	Alternative Supports	4182
			Materials and Supplies Warehouse	4000-4999: Books And Supplies	Alternative Supports	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support the after school tutoring program.						

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 (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By June 2017, 45% of all students will have completed 70% or more of the ST Math program at their grade level.
How the School will Evaluate the Progress of this Goal:
Multiple Measures

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
2. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR MATHEMATICS 1.4 Core Instructional Program -Tier I * All teachers will use the common core state standards, district curriculum maps and the scope and sequence of the Envision math core curriculum as a base for their planning. Each lesson will include an explicit objective, skill/standard match, strategies for student	Ongoing throughout the 2016-2018 school years.	Certificated Staff	Materials and Supplies	4000-4999: Books And Supplies	Title I	1,000
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	1500
			Materials and Supplies Warehouse	4000-4999: Books And Supplies	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
engagement, checking for understanding and formative assessment. * All teachers will use CGI (Cognitive Guided Instruction) strategies on a daily/weekly basis to provide problem solving opportunities and develop student's critical thinking and conceptual development. Teachers will be provided follow-up training from the district math coach to continue developing lessons that relate to the common core state standards. * Teachers will meet with the district Math Coaches to develop a Math Unit Planning Guide based on the Common Core State Standards to use as a guide for their daily instruction. * Teachers will use manipulatives on a daily basis to help students gain a conceptual understanding of math. * Teachers will be provided with release time for the purpose of curriculum development and planning to analyze student data and develop lessons based on student need. * Supplemental materials and supplies will be purchased as needed to support the Envision math program, ST Math and CGI (Cognitive Guided Instruction). * Teachers will utilize the following to monitor student achievement and discuss best practices for remediation and enrichment: • Problem of the Day • Daily Spiral Review • Common assessments • Formative assessments • Quick Checks • CGI data collection • ST Math * Teachers will collaborate on student data/work samples and best instructional strategies during weekly PLC meetings for the purpose of developing math lessons that will improve the			Materials and Supplies Warehouse	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	1000
			Non-Capitalized Equipment	6000-6999: Capital Outlay	Title I	3741
			Non-Capitalized Equipment	6000-6999: Capital Outlay	Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student's mathematical thinking/reasoning and understanding. * Teachers will utilize higher level questioning during math instruction to uncover the student's thinking process and misconceptions. * Teachers will observe colleagues to collaborate and share best practices in CGI strategies. * Additional I-pads will be purchased to support the ST Math program for our students. * Educational applications for the I-pads will be purchased to support the mathematics program.						
1.5 Small Group Intervention- Tier II * Teachers will meet with small groups on a weekly basis during math instruction based on their formative assessment to provide scaffolded support, pre-teaching and/or re-teaching of math concepts on an as needed basis. * Teachers will provide daily spiral review of concepts based on student need from formative assessments.	Ongoing throughout the 2016-2018 school years.	Certificated Staff				
1.6 Intensive Individual Interventions - Tier Ill * Teachers will meet with students one-on-one to provide differentiated and scaffolded instruction to support the students on acquiring the skills needed to be independent critical mathematical thinkers based on their analysis of student work samples. * Learning Center teacher will provide small group instruction for students requiring intensive intervention for one to one correspondence, number sense, counting and addition/subtraction two to three times a week. * Students at risk of not meeting grade level standards will be closely monitored through the Level 1 - Group and Level 2a & b RTI process. * Teachers will identify 3-5 at-risk students to set goals for learning and closely monitor progress.	Ongoing throughout the 2016-2018 school years.	Certificated Staff RTI Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* Teachers will meet with the principal formally three times a year to discuss student data and intervention strategies for specific targeted areas and identified students. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement. * Teachers will identify support to assist at-risk students to meet goals such as ASES, After School Tutoring, Biola Tutors and CSUF Interns.						

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall, 2017, 70% or more of the school's English Learners will demonstrate growth on making annual progress in learning English (AMAO 1) on the CELDT. By Fall 2017, 34% or more of the school's English Learners will demonstrate growth on attaining English Proficiency (AMAO 2) on the CELDT.
How the School will Evaluate the Progress of this Goal:
CELDT Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
3. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT 1.7 Core Instructional Program -Tier I * ILT members and staff will continue to focus on increasing the scores of our English Language	Ongoing throughout the		Materials and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	1164
			Materials and Supplies Warehouse	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	975

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learners in the area of reading on our district Multiple Measure Assessments and CELDT. Staff Development will consist of refining our current best practices to identify students ELD levels, appropriate levels of questioning and use of sentence frames to scaffold instruction. * All students will receive 30 minutes of ELD instruction daily utilizing the new ELD/LA standards and scope and sequence of the Hampton Brown/Carousel of Ideas instructional materials as a base for planning ELD instruction. Oral language development will be the focus for every lesson. * Content and Language objectives will be emphasized and used as a learning tool for students to ensure students understand the purpose of their learning and how they will demonstrate Daily learning through various language experiences. * Language objectives and sentence frames will be targeted as a means to ensure English Language Learner students are provided various language opportunities to maximize language development. * Teachers will identify English Language Learners and know appropriate levels for questioning and instruction using a marker system. * Teachers will use the Common Core State Standards and appropriate scaffolds to guide their daily ELD instruction. * Teachers will use a variety of G.L.A.D. strategies across the curriculum (Input Charts, Sentence Patterning Charts, Cognitive Content Dictionary, Co-op Strip paragraph, Process Grid, Story Map) to provide comprehensible input through various formats. * Teachers will consistently utilize 10:2 and 5:1 GLAD strategy to increase student talk and collaborative grouping.	2016-2018 school years.	Certificated Staff	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	1,000
			Extra Earning Community Liaison	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	500
			Classified Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	35
			Certificated Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	158
			Non capitalized Equipment	6000-6999: Capital Outlay	Title I	3740
			Non capitalized Equipment	6000-6999: Capital Outlay	Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* Roles and responsibilities will be implemented to ensure student engagement in classroom discussions. A set of grade level sentence frames will be used as a scaffold for our English Learner students so they are able to use the appropriate academic language when responding to questions. * Teachers will utilize questioning strategies to support and extend student responses into complete sentences using sentence frames when appropriate. * Teachers will provide virtual field trips to bring learning to life for our students by utilizing the projection system in the cafeteria. * Using paper and supplies from the warehouse order, gestures, realia and pictures will be used to make vocabulary comprehensible for all students. * Teachers will collaborate by grade level to provide direct ELD instruction to EL students. * Supplementary instructional materials will be purchased to support the academic achievement of EL students and the involvement of parents. * Teachers will continue to utilize the Professional Learning Communities model to evaluate/monitor student work and to create an action plan for further staff development and planning to improve English Language Development. * The Community Liaison will be used to translate all correspondence sent home to our Spanish speaking families, translation of comments on report cards and provide Spanish translation to enhance our home/school connection. * Additional I-pads will be purchased to support our student's English Language Development. The I-pads will be used to develop the critical thinking, communication, creativity and collaboration skills of our ELL students when		Classified Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
working throughout all curricular areas. * Educational applications for the I-pads will be purchased to support the English Language Learner program.						
1.8 Small Group Intervention -Tier II * Teachers will utilize the Houghton Mifflin English Learner Handbook as a supplemental curriculum to plan, pre-teach, and re-teach lessons during small group instruction. There will be a focus on the level of rigor in the expectation of oral development students are producing to ensure they are attaining the skills and practice necessary to move to the next level of English proficiency. * Based on teacher's formative assessment targeted, scaffolding of language frames and tiered questioning will be used to support student responses into complete sentences. * Teachers will provide multiple opportunities and multiple modalities for checking for understanding to ensure students understand the objective of each lesson and the purpose for their learning. * Extended learning opportunities will be provided to support student learner. (ASES, one-on-one instruction, Biola tutors, etc.) * Students will be provided with small group pull out mini-lessons based on formative assessment data and student need. * Additional materials will be purchased to enhance the implementation of GLAD (poster paper, CD players and pocket chart/holders).	Ongoing throughout the 2016-2018 school years.	Certificated Staff	Non capitalized Equipment	6000-6999: Capital Outlay	LCFF - Supplemental and Concentration	1772
			Materials and Supplies Warehouse	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	975
1.9 Intensive Individual Interventions- Tier Ill * Teachers will utilize targeted ELD instruction to meet individual student needs in all language domains through small group and/or one-on-one instruction.	Ongoing throughout the 2016-2018 school years.	Certificated Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* Through targeted tiered questioning and prompting, teachers will support students in independently producing more fluent academic language in reading, writing, listening and speaking. * English Language Learner students at risk will be closely monitored through the Level 1 - Group and Level 2a & 2b RTI process and Level 3 if appropriate. * Teachers will identify 3-5 at-risk EL students to set goals for learning and closely monitor progress. * Teachers will meet with the principal formally three times a year to discuss student data and intervention strategies for specific targeted areas and identified students. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement. * Literature will be purchased using to supplement ELD lessons during designated ELD instruction						

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
By June 2017, we will increase the number of parents that attend our school wide parent education events, parent meetings (SSC, Back to School Night, Conferences, etc.) and participate as volunteers on campus by 10% as measured by the end of the year Title I Parent Survey.
How the School will Evaluate the Progress of this Goal:
Title I Parent Survey Results, Attendance at Parent Education Events, Back to School Night, Conferences and Volunteer Log

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ENGAGE FAMILIES AND THE COMMUNITY IN SUPPORTING THE INSTRUCTIONAL GOALS * Disperse home/school compact to all parents to reinforce commitment of parents and teachers in student learning. * Blue homework folders are given to all students in order to improve our home/school communication. * Parent survey results support the continuation of Family Literacy Night for parents. Teachers share instructional strategies that can be used at home to reinforce reading and reading	Ongoing throughout the 2016-2018 school year.	Certificated and Classified Staff	Homework Folders	4000-4999: Books And Supplies	Title I	1069
			Extra earnings for Classified Staff	2000-2999: Classified Personnel Salaries	Title I	1,000
			Extra earnings for Classified Staff	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	1500
			Materials and Supplies	4000-4999: Books And Supplies	Title I	1,500
			Blackboard Connect	5000-5999: Services And Other Operating Expenditures	Title I	925

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
comprehension skills. * Parent survey results support the continuation of Family Writing Night for parents. Teachers model the writing process and share instructional strategies that reinforce writing in all three text types and fine motor skills development at home. * Parent survey results support the continuation of Family Math Night. Teachers will provide instruction for families in what CGI looks like and how parents can help their students develop critical math skills at home. * Parent survey results support the continuation of our Pajama Story Night to celebrate the love of reading and model oral reading strategies. * Parent survey results indicate a need for a Family Homework Night. Parents would like to learn how they can help their child at home with homework. The principal and school psychologist will provide a night filled with how parents can help their child with homework. * Parents will be invited to hands-on Science Family Night. Teachers will provide hands-on activities for the families to do that teach them the importance of learning science and about the new NGSS. Parents will learn how to ignite the love of science in their children. * Blackboard Connect will be utilized in order to improve home-school communication. * The weekly ROAR, monthly calendar, school website and office Digital Signage will be used as a means of providing our parents with information regarding upcoming school events			Industry Weapon (Digital Signage)	5000-5999: Services And Other Operating Expenditures	Title I	783
			Materials and Supplies Warehouse	4000-4999: Books And Supplies	Title I	1,500
			Extra Earnings for Certificated	1000-1999: Certificated Personnel Salaries	Title I	2,000
			Extra earnings for Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	500
			Certificated Benefits	3000-3999: Employee Benefits	Title I	316
			Classified Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	104
			Classified Benefits	3000-3999: Employee Benefits	Title I	69
			Certificated Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	79

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
on a weekly, monthly basis. * Parent volunteers will be encouraged and welcomed. Badges will be given to all school volunteers and visitors. * Teachers will share grade level goals and multiple measure results with parents during conferences. * Translators will be available for parent conferences and family nights in order to communicate the importance of monitoring and being involved in their student's learning. * Parents will be invited to join the School Site Council that meets 5 times throughout the year to provide input to the school plan, budget and programs. * The ELAC committee as represented by the School Site Council will meet at least 4 times per year to address the following: • Provide input into the school plan for English Language Learners • Assist with the development of the school's needs assessment • Assist with the school's annual Language Census • Training in the importance of regular school attendance * Parents will be invited to attend a bi-monthly A&I (Advisory & Information) meeting to ask questions and express concerns related to their students and the school.		Classified Staff				

School Goal #5

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

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By June 2017, 85% of our parents will indicate on the Title I Parent Survey that they "Strongly Agree" our school promotes positive school choices and behavior in a safe, clean and secure environment.
How the School will Evaluate the Progress of this Goal:
Title I Parent Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
CREATE A SCHOOL CLIMATE THAT PROMOTES SAFETY AND WELLNESS FOR ALL STUDENTS * Each grade level will meet on an ongoing basis to discuss students who are struggling academically, socially or behaviorally to develop appropriate goals and interventions to support student growth. Follow-up meetings will be scheduled every 6-8 weeks to monitor progress and determine if further intervention is needed. * Weekly Response to Intervention (RTI) meetings will be used to discuss students with either academic or behavior concerns. * Follow-up RTI meetings will be scheduled to monitor students achievement and growth.	Ongoing throughout the 2016-2018 school year.	RTI Team	Multilith and Printing	5000-5999: Services And Other Operating Expenditures	Title I	1,000
			Materials and Supplies	4000-4999: Books And Supplies	Title I	500
			Materials and Supplies Warehouse	4000-4999: Books And Supplies	Title I	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* Parents will be invited to weekly RTI meetings to provide us with additional information so we can better meet the needs of struggling students. * Resources for families such as sight words, addition/subtraction flash cards, 100's charts will be copied for parents of at-risk students as needed. (Copy paper and card stock from the warehouse will be used for these resources.) * The PBIS Team will meet 3-5 times throughout the school year to refine and develop our positive behavior system using SWIS data as a guide for decisions. * All teachers will be trained on how to implement the school wide PBIS system in a consistent manner. This will include the use of Minor Infractions and Office Discipline Referrals. * Minor Infractions and Office Discipline Referrals will be printed and used to support our PBIS system school wide. * School Psychologist will be used to provide training for teachers, reteaching for students and check in/check out procedures for students needing more frequent interventions. * All support staff will be trained on the school wide PBIS protocols and procedures at the beginning of the school year and throughout the school year as needed. * Monthly PBIS celebrations will be used to reward students who are consistently following the school wide Code of Conduct. (Celebration prizes will be purchased using material and supplies budget.)		PBIS Team School Psychologist Office Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* Parents will be informed in a timely manner of their students behavior as it relates to our school wide Code of Conduct. * Every volunteer/visitor will be required to come through the main office and follow the following procedures: • Complete the Volunteer Liability and Confidentiality Statement prior to being admitted to go to the classroom. • Sign in and out on the volunteer log and receive a yellow visitors badge from the office staff. (Badges will be purchased using materials and supplies budget.) • Schedule and appointment with the principal prior to visiting the classroom for observation purposes. * All staff will be informed to stop any person on campus without a volunteer/visitor badge and direct them to the school office. * Visitation and volunteer procedures will be reinforced periodically through the weekly ROAR. * The following drills will be conducted throughout the school year so both students and staff are familiar with the procedures and protocols in case of an emergency. (Fire Drills - Once a month, Earthquake Drills - Twice a year, Intruder Drill - Once a year) * Attendance will be monitored on a weekly basis. The clerk typist will run weekly attendance letters and provide a list of those students in need of a Pre-Sarb meeting to discuss attendance issues. (Copy paper used to copy attendance letters and Pre-Sarb documents		Community Liaison				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
for meetings with parents will be purchased using the materials and supplies warehouse budget.) * Pre-Sarb meetings with parents will be conducted on an as needed basis.						

Planned Improvements in Student Performance – Program Improvement

Shared Responsibility for Improvement

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The school will implement the action steps in its Single Plan for Student Achievement and the Director will work with each principal to review their SPSA. The district academic coaches will work closely with the principals and staff of Program Improvement schools to provide professional development and support for improvement activities and strategies per the SPSA.	Director of Programs and Assessment Academic Coaches Ongoing	As described in the Site Plans	Title I Centralized Title II Centralized Title III Centralized	150,000 100,000 50,000
All administrators and each individual school's staff will participate in training on Title I Program Improvement as needed. All new Year 1 Program Improvement staff will participate in training in program improvement requirements.	Director of Programs and Assessment Assistant Superintendent Fall	Staff Personnel Salaries		
The district will provide an analysis of achievement assessment data both school wide and for subgroups.	Director of Programs and Assessment District Classified Staff Ongoing	MAP - Measures of Academic Progress Staff Personnel Salaries Data Director Illuminate Education Data System	Title I Centralized LCFF - Supplemental and Concentration Centralized	6,500 35,000
The district will provide an analysis of instructional delivery system through the use of Targeted Leadership walkthroughs, classroom observations, instructional software and surveys.	Assistant Superintendent Academic Coaches Ongoing	McGrath Consulting Services Contracts Software	Title I Centralized Title II Centralized Title III Centralized LCFF - Supplemental and Concentration Centralized Title I Centralized Title I Centralized	17,500 5,000 30,000 12,500 37,000 45,000

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The district will provide an analysis of site EL services (staff credentialing; ELD instructional delivery system; curriculum support)	Assistant Superintendent Academic Coaches Ongoing	Staff Personnel Salaries and Professional Development		
The district will provide an analysis of services for students with disabilities (staff credentialing; instructional delivery system, curriculum support)	Director of Special Education District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of community involvement and early intervention strategies.	School Readiness Coordinator School Readiness Community Liaison Child Welfare and Wellness Coordinator	Staff Personnel Salaries		
The district will prepare required parent notification for Program Improvement status.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel Salaries		
The district will prepare centralized support for Alternative Supports including development of forms and assistance with site plans.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Alternative Supports	15,075.00
LCFF - Supplemental and Concentration	66,468.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	75,937.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

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
Pam Cunningham	X				
Leanne Bannon		X			
Julie Erickson		X			
Laurie Dreher		X			
Yvonne Shultz			X		
Margarita Gaeta				X	
Margarita Calhoun				X	
Evalia Rivas				X	
Crystal Rodriguez				X	
Marsh McLead				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.

The Single Plan for Student Achievement

School: Walnut Elementary School

CDS Code: 30665636029029

District: La Habra City Elementary School District

Principal: Susan Goellrich

Revision Date: 10/10/16

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: Susan Goellrich

Position: Principal

Phone Number: 562-690-2369

Address: 625 North Walnut St.
                              La Habra, CA 90631

E-mail Address: sgoellrich@lahabraschools.org

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

Table of Contents

School Vision and Mission

Walnut Elementary School's Vision and Mission Statements

Welcome to Walnut School. We are proud of our dedicated staff and the relationships we've cultivated with students and parents. We continue to work together with students, parents, and staff to create a learning environment that fosters a love of knowledge and strives to develop children intellectually, emotionally, physically, and socially. We consider parents our partners in education and we look forward to the opportunity to work with you and your children. Our greatest focus as a professional learning community is to create critical thinkers and lifelong learners using 21st Century Skills. Schoolwide we teach and encourage excellent behavior utilizing Positive Behavior Intervention and

Support (PBIS) for all of our students. We also emphasize the development of character attributes, including: respect, responsibility, honesty, trustworthiness, dependability, cooperation, positive attitude, sportsmanship, teamwork, and friendship.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

In both Language Arts and Math there was slight growth in most areas. The exception was in 3rd grade did not achieve growth in Writing or Research and Inquiry. There is plenty of room to growth in Language Arts and Math. The growth that was shown, demonstrates that the instructional practices in Language Arts that have been implemented are helping students to increase achievement. Math instruction will be an area of focus for this year.

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).

Input from Staff and Students
The following summaries are based upon staff and student surveys
*Language Arts and Mathematics continues to be the areas in need of focus. A focus on instructional practices and curriculum for the 2016-2017 school year will be to create critical thinkers and lifelong learners using 21st Century Skills.Walnut also continues to look at our English Language Learners, especially our long term learners.
English Language Arts:
In order to continue or progress of moving students towards proficiency in the area of ELA, we will:
*Level students, through the ExCEL model , based on their instructional level will continue to be implemented in every grade level.
*Writing in all three Common Core text types, across all content areas, using a variety of graphic organizers.
*Utilization of text dependent questions to ensure students can answers out of non-fiction and fiction text and cite evidence from the text
*Use of non-fiction text like the weekly Scholastic News, or content text books for additional practice in apply reading strategies
*Teachers will differentiate instruction within ExCEL groups with a focus on developing standards based on "respectful tasks" for those students working independently.
*Teachers will implement newly learned Reading Comprehension strategies on a daily basis across curricular areas with students and be provided: coaching/feedback as needed, time to observe colleagues, time for focused discussion and reflection during cross grade level Professional Learning Community meetings.
*GLAD strategies will be used to develop vocabulary and strengthen students' comprehension in language arts, science and social studies. Teachers will be expected to use the following GLAD strategies: Sentence Patterning Chart, Story Maps, and Cognitive Content Dictionary Charts.
*An ELD program using either the Houghton Mifflin ELD component or Carousel of Ideas will continue to be implemented school wide for English Learners for 30 minutes on a daily basis.
*Use of the Leveled LIteracy Intervention (LLI) and System 44 program for those students well below grade level and in need of remediation.
Mathematics :
In order to continue our progress of moving students towards proficiency in the area of math, we will:
*Use of Math Coach to maintain focus of learning through Professional Learning Cycle.
*Focus of understanding Common Core State Standard - Number Sense

*Commit to spending more time using CGI and ECM techniques in the classrooms
*Devote additional instructional time to math lessons as needed.
*Differentiate math instruction within the classroom for those students needing additional support.
*Include 15 minutes of intervention instruction daily for all students
*Teach to a clear objective.
*Develop standards-based "respectful tasks" to provide differentiated instruction for all students.
*Teach key math vocabulary so students understand math concepts.
*Continued use of ST Math twice a week for 45 minutes for all Walnut students.
*Use MAP data and ST Math data to guide instruction.
English Learners:
The English Learner population at Walnut continues to increase every year. Walnut staff feels that it is very important to continue to provide the scaffolding and support the students' needs in order to be successful. The following strategies and activities will be used to provide differentiated instruction to effectively instruct our English Learners:
*On a daily basis, students will be leveled based on their English proficiency level for 30 minutes of ELD instruction using Houghton Millin ELD or Carousel of Ideas materials.
*CELDT data from Data Director will be utilized as a tool to monitor student progress in reaching English proficiency.
*Teachers will make a conscious effort to model, reinforce and expect EL students to speak in complete sentences. They will provide prompting and scaffolding support by utilizing differentiated sentence frames and CELDT level correct questioning strategies for their students.
*Teachers will continue to use GLAD strategies to make the curriculum comprehensive and accessible for all students.
*Collaborative Conversations will be used to teach used the use of academic language in discussions.
*Staff will devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs .
Identified Needs for Professional Development:
*Reading Comprehension strategies
*writing all text types throughout all content areas.
*Help with PBL
*Continued use of GLAD strategies
*Collaborative Conversations
*Continue to look at students ' work by grade level and vertical groups to ensure grade level rigor
*Understanding the language of the test through careful analysis of test released questions
*Cross grade level articulation for the purpose of communicating expectations for student learning
*Coaching assistance for grade levels and individual staff in GLAD, ECM & CGl strategies .
*GLAD, ECM & CGI demonstration lessons for staff.

Classroom Observations

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

Various classroom observations are conducted throughout the year:
*Administrators walkthroughs
*Instructional Leadership Team
*Peer Observations through the Professional Learning Cycle
Follow up on the various classroom observations are completed through PLC conversations. Teachers reflect on the observations and use these conversations to guide future instruction.

Pupil Engagement

Attendance Rates

	2013-2014	2014-2015	2015-2016
	Present	Present	Present
Annual Average	96.6	96.1	96.27

School Climate

	2013-2014	2014-2015	2015-2016
Suspensions	1.4	2.24	1.08
Expulsions	0	0	0

Analysis of Current Instructional Program

The current instructional program was analyzed by the Instructional Leadership Team and staff.

Our ILT establishes goals based on the previous year's state and/or benmark test results. We continue to look at all of our programs, especially the programs which impact our English Learners such as ExCLE levels for reading instruction, English Language Development, GLAD, Accelerated Reader, CGI, ECM and ST Math in the area of math instruction and RtI (Response to Intervention). We will continue to focus site staff development and the use of district coaches in the following areas:

1. Support for teachers in the implementation of GLAD strategies.
2. Reading Comprehension
3. ELD instruction using appropriate levels of questioning and question frames.
4. Support in development of CGI and ECM math strategies.
5. The writing component of the common core state standards.
6. Close reading, text dependent questions, text complexity depth of knowledge of the lreading/language arts components of the Common Core State Standards.
7. Project based learning (PBL) and essential questions for PBL projects.
8. Technology support to enhance instruction.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	190	188	187	186	185	186	98.4	98.9
Grade 4	185	181	182	180	182	180	98.4	99.4
Grade 5	174	184	172	184	170	183	98.9	100
All Grades	549	553	541	550	537	549	98.5	99.5

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2374.7	2375.7	9	9	14	16	28	26	48	50
Grade 4	2399.5	2417.7	8	10	14	18	17	22	61	50
Grade 5	2446.6	2450.8	3	6	23	22	22	26	51	46
All Grades	N/A	N/A	7	8	17	19	22	25	53	49

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	9	38	41	55	51
Grade 4	6	9	38	38	55	53
Grade 5	4	8	37	35	59	57
All Grades	6	9	38	38	56	54

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	6	41	39	51	54
Grade 4	9	11	41	44	50	45
Grade 5	11	17	46	48	42	36
All Grades	9	11	43	44	48	45

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	10	59	63	34	27
Grade 4	8	6	54	67	38	27
Grade 5	2	4	67	57	31	39
All Grades	5	6	60	63	35	31

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	10	51	52	36	38
Grade 4	5	14	31	47	42	38
Grade 5	20	12	52	61	28	27
All Grades	12	12	44	53	36	35

Conclusions based on this data:

1. 25% of all Walnut students met or exceeded the ELA standards overall.

2. Listening and Research/Inquiry were a relative strength for all students in ELA.

3. All students have room to grow from where they are in their English Language Arts achievement at this time.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	190	188	187	186	187	186	98.4	98.9
Grade 4	185	181	182	179	182	177	98.4	98.9
Grade 5	174	183	172	183	172	183	98.9	100
All Grades	549	552	541	548	541	546	98.5	99.3

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2396.6	2399.5	4	5	23	25	37	33	36	36
Grade 4	2407.4	2433.4	4	8	13	12	25	44	58	36
Grade 5	2425.8	2441.9	1	4	7	11	27	28	65	57
All Grades	N/A	N/A	3	6	14	16	30	35	53	43

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	17	43	35	45	48
Grade 4	11	14	19	27	70	59
Grade 5	2	7	23	23	76	70
All Grades	8	13	28	28	63	59

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	9	10	47	51	44	39
Grade 4	3	7	43	53	53	39
Grade 5	2	7	31	33	67	60
All Grades	5	8	41	46	54	46

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	11	9	57	59	32	32
Grade 4	7	9	27	49	65	42
Grade 5	2	5	37	38	62	56
All Grades	7	8	40	49	53	43

Conclusions based on this data:

1. 17% of all students met or exceeded standards expectations in math.

2. Communicating Reasoning is a relative strength for all students in math.

3. All students have room to grow from where they are in their Mathematics achievement at this time.

School and Student Performance Data

Measures of Academic Progress for Reading – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	NA	176.9	NA
Third to Fourth Grade Cohort Group	174.8	188.3	63
Fourth to Fifth Grade Cohort Group	184.3	195.9	70

Fall 2016

READING	RIT Mean	Literature	Informational Text	Vocabulary Acquisition and Use
Third				
Walnut Elementary School	176.9	177.4	176.8	176.7
District	178.2	178.5	177.9	178.2
Fourth				
Walnut Elementary School	187.5	188.2	186.7	187.7
District	189.7	189.8	189.7	189.7
Fifth				
Walnut Elementary School	195.9	195.9	195.8	195.8
District	196.8	197.1	196.5	196.8

+/- 3 Standard Error Relative Strength Relative Weakness

Conclusions based on this data:

1. Areas of Strength: All grade levels performed relatively equally in Literature, Informational Text, and Vocabulary Acquisition and Use.
2. Areas of Need: Although there has been growth in all areas, there is still room for growth to meet grade level standards.

School and Student Performance Data

Measures of Academic Progress for Language Usage - MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	NA	179.2	NA
Third to Fourth Grade Cohort Group	178.1	188.2	46
Fourth to Fifth Grade Cohort Group	188.4	197.5	61

Fall 2016

LANGUAGE USAGE	RIT Mean	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics
Third				
Walnut Elementary School	179.2	177.9	180.1	179.5
District	181.4	180.7	182.4	181.3
Fourth				
Walnut Elementary School	187.9	187.4	188.5	188.1
District	190.5	190.2	191.1	190.3
Fifth				
Walnut Elementary School	197.6	196.9	197.5	198.6
District	198.8	197.9	199.0	199.3

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: In all grade levels, Understand, Edit for Grammar, Usage and Edit Mechanics are areas of relative strength.

2. Areas of Need: In all grade leves, Writing: Plan, Organize, Develop, Revise, and Research are an area of relative weakness. Third grade is weakest of all grades in this area.

School and Student Performance Data

Measures of Academic Progress for Mathematics – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	NA	179.9	NA
Third to Fourth Grade Cohort Group	180.8	192.0	54
Fourth to Fifth Grade Cohort Group	191.5	201.2	47

Fall 2016

MATH	RIT Mean	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Third					
Walnut Elementary School	179.9	179.8	181.2	178.4	180.3
District	181.1	181.4	181.9	180.3	181.1
Fourth					
Walnut Elementary School	191.8	193.0	191.9	190.8	191.7
District	193.9	194.8	194.4	193.1	193.5
Fifth					
Walnut Elementary School	201.1	202.5	202.3	200.4	199.4
District	202.9	203.3	204.7	201.4	202.2

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: Fourth grades area of strength was Operations and Algebraic Thinking. In fifth grade, Operations and Algebraic Thinking and Numbers and Operations are an area of strength.

2. Areas of Need: In all grade levels, Measurement and Data are an area of weakness.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	235	251	228
Percent with Prior Year Data	100.0%	100%	99.6%
Number in Cohort	235	251	227
Number Met	99	134	131
Percent Met	42.1%	53.4%	57.7%
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	177	66	250	11	175	56
Number Met	47	26	87	4	59	28
Percent Met	26.6%	39.4%	34.8%	36.4%	33.7%	50.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	--
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	--

Conclusions based on this data:

1. Areas of Strength: For the past three years, students with less than five years of EL instruction surpassed the AMAO 2 target to attain English proficiency.

2. Areas of Need: For the past two years, EL students have not made the AMAO 1 target showing annual growth on the CELDT.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1685	1650	1,463
Percent with Prior Year Data	100.0	99.9	99.9
Number in Cohort	1685	1648	1,462
Number Met	963	992	887
Percent Met	57.2	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1502	498	1495	449	1,224	472
Number Met	411	274	475	229	407	223
Percent Met	27.4	55.0	31.8	51.0	33.3	47.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	N/A	NA
Mathematics			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	N/A	NA
Met Target for AMAO 3	**NA**	**NA**	**NA**

Conclusions based on this data:

1. Areas of Strength: While LHCSD just missed the 2015-16 AMAO Goal 1 (62.0%) - Annual Growth on the CELDT, our students have shown continual improvement from 57.2 to 60.7 percent. Also, 33.3 percent of our English Learner students here less than five years surpassed the AMAO Goal 2 (24.2%) - Attaining Proficiency on the CELDT.

2. Areas of Need: In 15-16, fewer EL students here for 5 or more years met their goal to attain English than in 14-15.   At 47.2% becoming proficient, we did not meet the target (52.8%). Supporting our long term ELL's attain proficiency in English is a priority.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

Goals 1, 2, and 3 were not met. Goals 4 and 5 were met. See below for specific actions.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective?   Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

The goal English Language Arts and ELD goals were not met although great gains were made. The incentives for meeting AR goals were partially effective in helping to meet this goal. Grouping and the use of a variety of different strategies (i.e. GLAD) were effective to help meet the ELD goals. A Language Arts intervention program continues to implemented with partial validity in all grade levels.. Good growth was seen in these grades in the lower ExCEL groups.

Based on this information, what might be some recommendations for future steps?

In ELA, the use of a research based intervention program is crucial to help students narrow the achievement gap. Fully implementing the intervention program in reading will continue to help close the achievement gap in language arts. Close data analysis needs to be used in order to place students in the appropriate level for reading and ELD. ELD instruction needs to be daily and instruction needs to be planned and differentiated to meet the various levels of ELD learners.Continued use of Literature Circles and integrated Depth and Complexity Icons with the Literature Circles will help to further students critical thinking skills.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

The SSC, ELAC, and staff all had input into the development of the plan. Opportunities were given bimonthly for parents to come together informally with the principal to ask questions and give input as to the needs and programs of the school. The staff also discussed and gave input into the direction the school needed to take in order to increase academic achievement including the Instructional Leadership Team and Professional Learning Communities.

How was the plan monitored during the school year?

The plan was monitored throughout the year with data analysis each trimester. This gave the staff the needed information to guide instruction and next steps needed for increasing academic achievement.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The plan needs to continuing be monitored throughout the year and adjustments made as needed. Transparency with all stakeholders involved is crucial.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall 2017, 80% of Walnut students will meet or exceed their projected RIT growth as measured on district MAP assessment. The other 20% will meet or exceed one half of their projected RIT growth.
How the School will Evaluate the Progress of this Goal:
Formative Assessments Student Work Samples STAR Reading MAP Test

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1.1 Core Instructional Program -Tier I *GLAD strategies-CCD charts, story maps, sentence patterning charts *10:2 or 5:1 to ensure students oral language	2016-2018		Release time substitutes	1000-1999: Certificated Personnel Salaries	Title I	11,525

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
development *Independent practice *Step Up to Writing and 6 Traits writing for CCSS text types *Nonfiction reading materials for all students: Scholastic News at all grade levels *Technology including internet use, internet safety and keyboarding skills with "Typing Agent" for keyboarding skills. *Differentiation *Close reading strategies using reader's notations and nonfiction articles. *Graphic Organizers – Thinking Maps *Collaborative Conversations *Reading Literacy Coach *Text Dependent Questions with Depths of Knowledge (Costa's Level of Questioning) *Use of technology to enhance learning experience: blogs, web sites, virtual field trips, etc. *AR Program will motivate students to read by setting and attaining goals through incentives and recognition at student of the month assemblies *AVID Elementary *Literature Circles *Science on the Go			Library Tech	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	17,121
			Chart paper for GLAD strategies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	500
			Non Fiction Reading Materials	4000-4999: Books And Supplies	Title I	1,407
			Software	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	585
			Benefits on 1000's	3000-3999: Employee Benefits	Title I	1,819
			Software	5000-5999: Services And Other Operating Expenditures	Title I	13,986
			Technology - Non capitalized Equipment	4000-4999: Books And Supplies	Title I	11923
			Conferences	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	10000
			AVID Contract	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental and Concentration	10000
			Benefits on 1000s	3000-3999: Employee Benefits	Alternative Supports	1,263
			Technology - Non capitalized equipment - Apple TVs/Flat Screen TVs	4000-4999: Books And Supplies	Title I	37,778

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplemental Materials	4000-4999: Books And Supplies	Title I	1,000
			Science on the Go	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental and Concentration	3,000
1.2 Intensive Individual Interventions - Tier II *Group RTI' s and goal-setting for students *Push in or pull out RSP help *Small group reading strategies, ear to ear, on tape, etc * Re-teaching in small group or one on one with aides/teachers/volunteers * Modified assignments * One on one writing conferences * Additional intervention through after school ASES program * Group RTI's to identify further needs and goal *Small Group Homework Club * Level Literacy Intervention (LLI) *System 44 *Instructional Assistants will be used to work with small group reading, math and language instruction. *Afterschool Intervention Groups	2016-2018		Teachers Extra Pay	1000-1999: Certificated Personnel Salaries	Alternative Supports	8000
			Benefits on 2000s	3000-3999: Employee Benefits	Title I	452
			Supplemental Materials (LLI)	4000-4999: Books And Supplies	Title I	10099
			Supplement Materials	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	6016
			Instructional Aides Salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	30,411
			Benefits on 2000s	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	3,306
			Instructional Assistants	2000-2999: Classified Personnel Salaries	Alternative Supports	6,000
			Benefits on 2000s	3000-3999: Employee Benefits	Alternative Supports	417
			Supplemental Materials	4000-4999: Books And Supplies	Alternative Supports	4885
1.3 Intensive Individual Interventions - Tier III • Continued small group with teachers/aides/volunteers • Sight words • Fluency practice • Parent help at home with fluency builders	2016-2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Parent contact(s) • Leveled Literacy Intervention • System 44 intervention reading program • Individual goals based on RTI's						

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall 2017, 80% of Walnut students will meet or exceed their projected RIT growth in math as measured on district MAP assessment. The other 20% will meet or exceed one half of their projected RIT growth.
How the School will Evaluate the Progress of this Goal:
Formative Assessment LASW - Looking at Student Work End of Module Tests MAP Test

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Core Instructional Program - Tier I • Manipulatives and white boards • CGI/ECM strategies and starters • Math journals/notes, i.e. analysis of problems through writing • Direct teaching and modeling	2016-2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• ST math • Use of math content coach and CGI coach *AVID Elementary *Teachers will have one release day per trimester to develop math curriculum and lessons. *Technology will be used to enhance instruction						
2.2 Core Instructional Program-Tier II • Small group instruction with teacher or aide • Pull out wit h RSP teacher/aides • Flash Cards or manipulatives • Re-teaching • Khan Academy Videos • After school Intervention Groups *Response to Intervention Groups	2016-2018					
2.3 Intensive Individual Interventions - Tier III • One on one tutoring • Modified assignments • RSP support • Targeted support • Extra support with volunteers/tutors • Additional intervention through afterschool ASES program • Individual goals based on RTI' s *Response to Intervention Groups	2016 - 2018					

Planned Improvements in Student Performance

<center>**School Goal #3**</center>

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

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall 2017 63.5% or more of the school' s English Learners will demonstrate an annual growth on the CELDT By Fall 2017, 26.7% or more of the school's English Learners who have been in English language instruction educational programs for less than 5 years will attain the English proficient level on the CELDT. By Fall 2017, 55.7% or more of the school's English Learners who have been in English language instruction educational programs for more than 5 years will attain the English proficient level on the CELDT By Fall 2017, 100% of the school's English Learners will attain proficiciency of the SBAC.
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Core Instructional Program -Tier I • Language frames to support student responses • Questioning strategies to support and extend student responses into complete sentences • Language objective	2016-2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Multi-modality instruction • GLAD strategies across the curriculum and specifically for ELD time • 30 minutes of explicit / direct ELD instruction a day with students grouped by CELDT levels • Teachers will identify EL students and know appropriate levels for instruction using their own system • The use of 10:2/5:1 to increase student talk and collaborative conversations • SDAIE strategies *AVID Elementary						
3.2 Small Group Intervention - Tier II • Use of Houghton Mifflin English Learner Handbook to pre-teach and re-teach lessons during small group instruction • Targeted scaffolding of language frames and questioning will be used to support student responses into complete sentences based on formative assessment • Extended learning opportunities will be provided to support learning (ASES) • Use of Santa Maria Bonita USD ELD strategies tied to Houghton Mifflin during ELD time • Leveled Literacy Intervention for 3rd grade students	2016-2018					
3.3 Intensive Individual Interventions - Tier III • Targeted ELD instruction to meet individual student needs in all language domains • Through targeted questioning and prompting, teachers will support students in independently producing more fluent academic language in their reading, writing, and speaking.	2016-2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Leveled Literacy Intervention • System 44 reading intervention						

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
Walnut will increase parent participation at least 10% over last year's participation numbers, using data from Back to School Night, Open House, Parent Conferences, parent classes as well as parent surveys. Walnut students will have at least 80% of the students who feel engaged in their education through the Student Engagement Survey.
How the School will Evaluate the Progress of this Goal:
1. Parent participation rates, sign-in sheets, surveys 2. Student Engagement Survey, teacher and parent observations and comments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
*School newsletters/ calendars will be sent home in English and Spanish on a weekly basis to keep parents informed of important school events and curriculum related information. *Blackboard Connect will be used on a regular basis to keep parents informed of important school events and curriculum related information *Parents will be provided information regarding California Common Core State Standards at Back to School Night and parent/teacher conferences	2016-2018	Principal Teachers Parent Bilingual Support	Translation	2000-2999: Classified Personnel Salaries	Title I	5,000
			Student Agendas	4000-4999: Books And Supplies	Title I	3,000
			Parent Education Resources/Family Nights	4000-4999: Books And Supplies	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
in both English and Spanish. *Parents will be invited to Response to Intervention meetings for the purpose of improving student achievement . These meetings will be translated for our Spanish speaking parents for better understanding and involvement. *Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards. They will also be asked to chaperone field trips. *Parents will be invited to at tend monthly Awards Assemblies where students are recognized for outstanding student achievement. *Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of reading and math at home. *Parents will be provided with information regarding strategies to increase student achievement during Back to School Night and Parent /Teacher conferences *Translators will be provided for all nightly events *Translators will be provided for Parent/Teacher conferences. *Parents will be invited to all SSC and A& I meetings to keep them informed about what is going on at school and how they can support their child's achievement . *Math CGI/ECM Night to explain the CGI/ECM Concepts *Parent/Student Reading night *Parent/Student Nutrition Night *Student agendas to facilitate home school communication and student organizational skills. *Coffee With the Principal will be held bimonthly to give the parents opportunities to meet for questions and discussion.			Community Liaison Extra Time	2000-2999: Classified Personnel Salaries	Title I	1,500

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

School Goal #5

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

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By May 2017 Walnut will use PBIS strategies to motivate students to attend school 97.5% of the school year.
How the School will Evaluate the Progress of this Goal:
*Participation in monthly celebrations. *Fifth grade Student Engagement Survey *Attendance Figures *Decreased number of suspensions *School Spirit Banners

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
*Student Handbooks will be given to all students and reviewed with parents. *Assemblies and lessons provided to teach and reinforce school wide rules, behavior expectations, and emergency procedures. *Cool Tools to teach Code of Conduct for PBIS. *Monthly schoolwide celebrations will be held to positively recognize students for their appropriate behavior. *Monthly attendance data will be analyzed and reported. *RtI process will be used to identify and support students that are in need of additional strategies to ensure school safety for all, including student	2014-2016	Principal Teachers School Site PBIS Team School Psychologist ILT	Incentives and supplies for Code of Conduct Training and Celebrations	4000-4999: Books And Supplies	Title I	500
			Printing	4000-4999: Books And Supplies	Title I	500
			Handbook Printing	4000-4999: Books And Supplies	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
wellness and achievement. *Close monitoring of students experiencing severe attendance and academic issues through the school year. *AVID Elementary						

Planned Improvements in Student Performance – Program Improvement

Shared Responsibility for Improvement

| Description of Specific Actions to Improve Educational Practice | Implementers Timeline | Proposed Expenditure(s) | | |
		Related Expenditures	Funding Source	Estimated Cost
The school will implement the action steps in its Single Plan for Student Achievement and the Director will work with each principal to review their SPSA. The district academic coaches will work closely with the principals and staff of Program Improvement schools to provide professional development and support for improvement activities and strategies per the SPSA.	Director of Programs and Assessment Academic Coaches Ongoing	As described in the Site Plans	Title I Centralized Title II Centralized Title III Centralized	150,000 100,000 50,000
All administrators and each individual school's staff will participate in training on Title I Program Improvement as needed. All new Year 1 Program Improvement staff will participate in training in program improvement requirements.	Director of Programs and Assessment Assistant Superintendent Fall	Staff Personnel Salaries		
The district will provide an analysis of achievement assessment data both school wide and for subgroups.	Director of Programs and Assessment District Classified Staff Ongoing	MAP - Measures of Academic Progress Staff Personnel Salaries Data Director Illuminate Education Data System	Title I Centralized LCFF - Supplemental and Concentration Centralized	6,500 35,000
The district will provide an analysis of instructional delivery system through the use of Targeted Leadership walkthroughs, classroom observations, instructional software and surveys.	Assistant Superintendent Academic Coaches Ongoing	McGrath Consulting Services Contracts Software	Title I Centralized Title II Centralized Title III Centralized LCFF - Supplemental and Concentration Centralized Title I Centralized Title I Centralized	17,500 5,000 30,000 12,500 37,000 45,000

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The district will provide an analysis of site EL services (staff credentialing; ELD instructional delivery system; curriculum support)	Assistant Superintendent Academic Coaches Ongoing	Staff Personnel Salaries and Professional Development		
The district will provide an analysis of services for students with disabilities (staff credentialing; instructional delivery system, curriculum support)	Director of Special Education District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of community involvement and early intervention strategies.	School Readiness Coordinator School Readiness Community Liaison Child Welfare and Wellness Coordinator	Staff Personnel Salaries		
The district will prepare required parent notification for Program Improvement status.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel Salaries		
The district will prepare centralized support for Alternative Supports including development of forms and assistance with site plans.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Alternative Supports	20,565.00
LCFF - Supplemental and Concentration	80,939.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	102,989.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

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
Susan Goellrich	X				
Natalia Chavez				X	
Elsa Esquivias				X	
Martha Minguela				X	
				X	
Kristen Gomez		X			
Paige Lunsford		X			
Bertha Parfitt			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.

The Single Plan for Student Achievement

School: Sierra Vista Elementary School

CDS Code: 30665636028997

District: La Habra City Elementary School District

Principal: Anna Dorado

Revision Date: October 2016

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: Anna Dorado

Position: Principal

Phone Number: 562-690-2353

Address: 1800 East Whittier Blvd.
La Habra, CA 90631

E-mail Address: adorado@lhcsd.k12.ca.us

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

Table of Contents

School Vision and Mission

Sierra Vista Elementary School's Vision and Mission Statements

As a No Excuses University School, Sierra Vista teachers, staff and community will provide a secure and stimulating environment focused on academic and personal success. Every student will acquire the knowledge, skills, and creativity necessary to prepare them to successfully compete in our ever changing society. We will educate each child so they will be college and/or career ready and have the drive to attend a college or university if they so choose.

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 following summaries are based upon staff surveys such as the Organizational and Planning Survey, minutes and findings from Instructional Leadership Team (ILT) and Professional Learning Communities (PLC) collaboration:

English-Language Arts:
The ILT agrees that Sierra Vista students demonstrate growth in Language Arts, particularly in their individual goals, however it remains to be the area most in need of our focus when looking at making grade level proficiency. The following practices are in place to support that goal:

- Posting and unpacking content learning objectives for students using academic language supported by sentence frames to apply the academic language
- Close reading comprehension strategies
- Text Dependent Questions
- Question, Answer, Response (QAR) for reading comprehension- specifically in referring directly to texts
- Thinking Maps
- Depth of Knowledge Questioning Techniques- Specifically with Icons of Depth and Complexity and increasing rigor to DOK Levels 3 and 4
- Literature Circles
- Integration of non-fiction text
- Summary Writing as a formative assessment
- Consistent grade level collaboration using the district pacing guide for curriculum alignment and planning of units that integrate science and social studies
- Analysis of student data using formative and summative assessment
- Identification of intervention skill areas and cycles for intervention monitoring
- ExCEL model daily targeted to reading comprehension
- Differentiated instruction
- GLAD units that are embedded within ELA/Language Development and other content areas
- Use of 21st Century Common Core Aligned Step Up To Writing as the organizational framework for all writing genres
- Use of content coaches to support professional development cycle of training, observation, and coaching
- Project based learning integrated into content areas to apply literacy skills as well as hands on learning and problem solving
- Technology support for literacy application

Teachers have identified specific areas of strength in the following areas:
- Having high expectations for all students
- Teacher collaboration about students' needs and progress

- Reinforcing positive behavior expectations daily through the use of positive behavior strategies
- Being professionals who value the opportunity to learn and grow

Teachers have identified specific areas of need in the following areas:

- Professional development based on their needs as determined through data and teacher feedback through the PLC model- Thinking Maps, Literature Circle, GLAD units, Common Core Language standards and Icons of Depth and Complexity
- Continued support from the district academic coaches to improve instructional strategies
- Support from parents in helping students to be positive learners and high achievers

Mathematics:

In math we are focusing on the strategy of daily Cognitively Guided Instruction (CGI) and Early Childhood Mathematics (ECM) to promote concept development and exploration. Other specific practices include:

- Use of content objectives posted and unpacked supporting the academic language of math including but not limited to the Learning Principles in Mathematics
- Use of formative assessment to review and analyze student learning
- Use of content coach support in the professional development cycle of training, observation, coaching and unit planning
- Continued training in Cognitively Guided Instruction (CGI) and Early Childhood Mathematics (ECM)
- Concept development through technology based curriculum known as ST Math
- Chunking the curriculum and spiraling the practice and re-teaching of skills

English Learners:

Staff agrees that our teaching strategies for ELD must be incorporated effectively throughout the instructional day. Clear identification of EL students and their language levels for reading, writing, listening and speaking are a way for teachers to target the needed skills to move them to the next CELDT level. Teachers recognize the need to differentiate for EL students in the manner of how they question them and how they respond. The following practices used are as follows:

- Daily integrated as well as designated explicit instruction in English Language Development using new ELD standards based units that integrate the content areas
- Best practices of building collaborative conversations in the areas of listening and speaking: 10/2, heads together, pair share, complete sentence response, language objectives, language frames, differentiated questioning, and accountable talk
- 21st century GLAD strategies that promote vocabulary development and comprehension, specifically guided oral practice

The following summaries are based upon input for our Parent Information Survey and parent advisory groups including SSC/SAC, PTA, and ELAC:

Student Learning:

Parents continue to be positive about the academic rigor and quality of instruction at Sierra Vista in their survey responses. There were three specific questions in regards to student learning and environment, all of which were rate by parents at 78% or higher . This input reflects a broad range of parents representing EL, Special Education, and Low Socio-economic, GATE, Title I and general education students. In addition to the core academic subjects, parents also expressed strong support for the fine arts programs and the opportunities for their students to have enrichment activities.

Home-School Communication:

Parents were pleased with the level of communication with survey scores of 98% agreeing or strongly agreeing to many forms of regular communication from school. School Newsletter, weekly home/school communication folders, Teleparent, written notices and flyers and emails produce a high rating. Continuing to provide communication in both English and Spanish is very important to parents. Parents continue to show appreciation of a bilingual community liaison to address the communication needs of our Spanish speaking parents.

Parent Training and Involvement Opportunities:

Parents at Sierra Vista have completed a survey on a variety of topics such as home/school communication, the academic progress of their students and how they would like support at home. The results from last year reflected that 86-97% of families agreed or strongly agreed that they felt they and their students were supported at Sierra Vista on these variety of topics. They enjoyed regular opportunities for involvement and training in school through SSC, Coffee with the Principal or Advisory and Information Council, PTA, ELAC, DELAC, District A & I and other learning opportunities with our school community liaison. In a survey of parents it was indicated that additional opportunities for parent training was desired. The focus of interest was ways in which parents can assist their children in becoming more successful in school. Improving overall student achievement levels in math and reading, learning good study skills and technology use along with providing information on how to manage their child's behavior are some of the areas of need expressed in the survey. For the 2016-17 school year, these areas plan to be addressed through multiple ways. First,

our community liaison, will work closely with parents to address a variety of these topics and concerns that parents have, focusing on literacy and computer literacy. Next, we will collaborate with Parent Institute of Quality Education (PIQE) to offer weekly parent classes in both mornings and evenings. In addition, each grade level will provide parents an education opportunity to use the instructional techniques and strategies that are being used in the classroom.   This may be done through events such as BTSN, parent conferences, parent nights and/or technology options such as teacher website, google classroom, or teleparents. This "peek" within the classroom will assist parents with understanding the coming changes with Common Core Standards as well as how to assist their child with homework at home.

The following summaries are based upon input from our 5th grade students in a school climate survey:
Out of 180 5th graders, students responded in agreement between 87-98% positive responses on all questions ranging from questions on sense of belonging, connection to adults, interest in classroom activities, and rules and policies.

Classroom Observations

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

There are several different type of classroom observations conducted throughout the school year. This year district visitations will be guided visits consisting of administration, instructional coaches, teachers, and district personnel. These visits provide feedback to the visited school. These particular visits are done at least twice a year. Formal and informal observations by the site administrator are done on a daily/weekly basis in order to provide teachers' instructional feedback to the district/school priorities. Informal observations may include time to offer instructional support and/or modeling of instructional practices as well as to collect data on the implementation of the district initiatives and best practices which are focused priorities. The Instructional Leadership Team may also conduct observations in order to collect data and provide feedback to colleagues on instructional practices through walkthroughs. In addition to this, following through on the professional learning cycle through the leadership institutes, peer observations are done school wide in order to gain feedback from their peers in an non-evaluative sense. And finally, formal observations will be conducted for those teachers who have a formal observation requirement for the school year as per district regulations.

Pupil Engagement

Attendance Rates

	2013-2014	2014-2015	2015-2016
	Present	**Present**	**Present**
Annual Average	97.25%	97.0	

School Climate

	2013-2014	2014-2015	2015-2016
Suspensions	0.8	0.71	1.5
Expulsions	0	0	0

Analysis of Current Instructional Program

Since the 2014-15 school year was the first administration year of the CAASP or SBAC test, our school team is now able to collect more information as far as the progress of our students. In addition to this measure of assessment, our grade level teams are also analyzing MAP data and our own district multiple measures. The results of these are indicated below and even though they do not show proficiency across all areas, they do demonstrate growth.

English Language Learners- Achievement by students as English Learners show the need for focused English Language Development. Sierra Vista has a designated forty minute block of language instruction in the morning for ALL students. Grade levels will group students by their levels in order to target their instruction in that identified area, with the exception of beginning level English Learners who will be mixed into one class, regardless of grade level. All English Language Development classes will focus on the standards of the new Common Core State Standards and use this as the bridge to meet the English Language Arts Standards. The staff continues to receive training and development on the ELD standards defined by the state and learning new strategies such as the use of EL language review and specific questioning techniques to support the language development. All strategies used will be research based strategies to provide support in achieving proficiency on the content standards. The AMAO results can be seen in the charts below.

For ELA, staff reflection and analysis of student performance on state assessments and district multiple measures finds that programs that may strengthen our reading comprehension may include close reading strategies, Thinking Maps, Depth of Knowledge and being familiar with the depth of questions and moving to a more rigorous level of expectations, Depth and Complexity Icons, Literature Circles, G.L.A.D. strategies and leveled guided reading for students who are not reading at grade level are beneficial. The staff has worked cohesively to refine the instructional practices during the ExCEL model to target reading comprehension performance. This intense exposure to grade level standards in differentiated daily directed instruction is considered a strong solution for the lagging scores in this area. Staff continues to review reading comprehension strategies as well as integrate new ones such as thinking maps, as well as to continue the focus of improving writing strategies and organization for our students . We also identified a significant population on the cusp of moving over to the proficient level. These students have been identified and targeted for additional help for after school assistance in our A.S.E.S. program, for small group instruction with teachers skilled at differentiating for student needs and with teachers skilled at challenging students to succeed. Additional intervention curriculum, such as LLI or Imagine Learning, will continue to be used as a supplemental curriculum in our lowest ExCEL reading classes. Creating a positive learning environment is essential to moving student achievement levels. Our Positive Behavior Intervention Support System (PBIS) provide the structure for this effort. Our school psychologist, RSP teacher, classroom teachers, assistants and administrators provide the access for these programs for our students . Infusing technology into our instructional program and project based learning opportunities for students will also support the increase of student achievement levels.

For Math, we will continue the implementation of Cognitively Guided instruction (CGI) and Early Childhood Mathematics (ECM) daily in every classroom to promote critical thinking and problem solving skills in all students in order to support of mathematical concept development. Teachers have committed this year to math unit development and integration of story problems to build math understanding. Small group intervention that provides for spiraling instruction through re-teaching or targeted skills and concepts will be also be provided. In addition, teaching curricular standards in chucks and reviewing the material frequently will be addressed in the collaborative conversations of our Professional Learning Communities.

Our focus area for 2016-17 school year will be to continue our focus on reading comprehension by utilizing strategies that focus on quality assignments or tasks students are assigned and utilizing thinking maps as the tool to do this. The previous strategies we have used in close reading, text dependent questions and the use of listening and speaking strategies as a foundation to understanding reading. This year our goal will be to move students to a deeper understanding of what they have learned by having them organize their understanding into frames such as Thinking Maps and then to utilize this information for further purposes such as writing, defending their viewpoints, making a presentation, etc. Students will then use some of these organizers to connect to their writing skills.
In math we will continue to focus on the implementation of Common Core Standards through continued staff development on CGI and ECM- continuing to build conceptual knowledge but more specifically to provide students with multiple opportunities to justify their reasoning.

Finally, in English Language Development, our focus will be on the English Language Development Standards and how they align with the ELA Common Core Standards. There will be an intentional connection made for students so they can connect this new learning in their language skills to specific content, making the learning of language more relevant. This will primarily be achieved through standard aligned GLAD units.

Means to evaluating our progress will be conducted through:

• Formative and summative assessments will be administered on a regular basis to monitor progress on standards, in both language arts and math. Teachers and Principal will analyze assessment data and plan next steps for appropriate interventions. Grade levels will collaborate and use data to plan targeted intervention cycles to promote proficiency.

- Principal will conduct data conferences with each teacher throughout the year and attend the PLC weekly meetings. PLC will provide feedback sheets from each weekly meeting for principal to review and monitor progress of teacher collaboration on student learning.
- Teacher observation and anecdotal records from small group instruction will be used to guide targeted interventions and support for students not meeting proficiency.
- Principal will regularly collect lesson plans to monitor the Implementation of the curriculum as well as conduct daily walk throughs to ensure consistent follow through of lesson planning, training, expectations. and grade level collaboration.
- The Principal will collaborate with content coaches to provide continuous staff development and get feedback on our action plans towards meeting our goal for implementation of CGI.

Principal will provide support and guidance to teachers to ensure they are continuously refining and improving their instructional practices and maximizing student learning.

Staff have also identified these best practices that supports Collaboration through the Professional Learning Community Model (PLC) and therefore impacts instruction:

- Horizontal- Grade level teams will meet in professional learning communities (PLC) to design lessons incorporating th e best practices in common core reading comprehension, specifically thinking maps, close reading, writing, and math. Best practices will also include Gradual Release of Responsibility Model around the content/language objectives based on the district pacing guide of standards. Teachers will administer grade level formative and summative assessments and follow our district pacing guide. Teachers will collaborate on data from assessments to determine interventions and next step processes for students . Grade levels will put emphasis on analyzing the data of English Learners and make decisions based on that data on the next step interventions and re-teaching opportunities for them. Grade level collaboration is to promote and plan consistent instruction school wide.
- Vertical-Throughout the school year, School wide PLC's will be devoted to vertical collaboration where teachers will be in cross grade level teams that focus on the best practice implementation, professional reading, and student learning data. Cross grade level teams will analyze data to determine school- wide areas of need and collaborate to plan consistent instruction across grade levels.
- Instructional Leadership Team will facilitate grade level conversations and collaboration on best practices, instructional strategies and looking at student work for th e purpose of data gathering and next step implementations for student learning.
- Teachers will collaborate on the use of technology to enhance instruction to support of improved student learning
- Instructional Leadership Team members will attend Targeted Leadership Institutes four times this year to collaborate across the district in grade levels to enhance academic rigor and best practices. Walk throughs will provide opportunity for data gathering on best practices, collaboration and cohesiveness across the school,
- Content Coaches will provide the professional learning cycle in Math, Writing, English Language Development strategies of language objectives and frames and higher level questioning strategies, and Project Based Learning (PBL). The cycle involves initial training, demonstration lessons for each classroom, coach observation time and both individual and grade level feedback meetings.
- Training on the California English Language Development Standards, implementation of Language Objectives and Language Frames
- On-site support will be provided by EL Lead Teacher and Innovation Lead Teacher

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	165	189	162	182	161	182	98.2	96.3
Grade 4	187	169	185	165	185	165	98.9	97.6
Grade 5	185	178	183	177	183	177	98.9	99.4
All Grades	537	536	530	524	529	524	98.7	97.8

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

Overall Achievement for All Students										
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2384.3	2400.4	7	14	20	20	31	34	42	33
Grade 4	2442.1	2436.3	17	13	19	22	23	25	40	39
Grade 5	2462.9	2497.1	12	19	22	28	22	26	44	28
All Grades	N/A	N/A	12	15	20	23	25	28	42	33

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	13	13	39	42	48	46
Grade 4	15	14	43	44	43	42
Grade 5	11	14	37	49	51	37
All Grades	13	14	40	45	47	42

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	17	44	54	46	29
Grade 4	14	11	50	49	37	40
Grade 5	15	25	43	49	42	25
All Grades	13	18	46	51	41	31

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	9	64	67	29	24
Grade 4	11	9	65	67	24	24
Grade 5	6	16	57	65	37	19
All Grades	8	11	62	66	30	22

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	17	57	51	34	32
Grade 4	26	16	53	55	21	30
Grade 5	21	34	55	52	24	14
All Grades	19	23	55	52	26	25

Conclusions based on this data:

1. In analyzing our CAASP data in the area of English/Language Arts we recognize that we have a need for further development in the new Common Core Standards. We now have two years of data that will serve as a beginning reflection for our teams to make specific instructional targets. In our initial observations, we are able to recognize that our 3rd and 5th grade students were the relative stronger groups in being able to move more students into the standard met or above and having less students in the nearly met to not met standards.

2. Upon further analysis and dis-aggregation of scores, all grades saw the biggest increase in areas related to writing and research/inquiry, with the biggest margins of growth in these areas. However, across all grade levels performing the lowest and with the least amount of growth are in the reading of literary and non-fiction text.

3. Our school plan will include areas for both teachers and students to grow in their understanding of the new Common Core State Standards, to increase the rigor of tasks for our students to meet the expectations and to continue working on the foundational reading skills for our students so that they can read and comprehend grade level appropriate texts. Our plan also includes data analysis that includes the students themselves, so they too, can begin to understand and monitor their own progress.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	165	189	164	184	163	184	99.4	97.4
Grade 4	187	168	184	164	184	164	98.4	97.6
Grade 5	185	178	182	177	182	177	98.4	99.4
All Grades	537	535	530	525	529	525	98.7	98.1

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2390.9	2419.7	7	9	16	36	35	29	41	26
Grade 4	2447.8	2458.4	10	8	20	28	40	40	30	24
Grade 5	2467.3	2490.0	9	16	16	19	28	32	47	34
All Grades	N/A	N/A	9	11	17	28	34	34	40	28

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	20	33	46	56	34
Grade 4	19	20	34	44	47	37
Grade 5	15	23	29	31	56	46
All Grades	15	21	32	40	53	39

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	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	12	16	42	57	45	27
Grade 4	10	10	43	60	46	30
Grade 5	7	12	40	42	53	46
All Grades	10	13	42	53	48	34

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	6	21	58	60	37	19
Grade 4	17	13	38	52	45	35
Grade 5	5	15	48	49	46	37
All Grades	9	16	48	54	43	30

Conclusions based on this data:

1. Again, this year provides us with now two data points for us to reflect on in our progression to the full implementation and understanding of Common Core State Standards in Math. Our observations note that overall our students grew in overall achievement, with more students moving up a band towards mastery of standards.

2. Upon further analysis and dis-aggregation of school data, our students relative strength was in the strand of communicating reasoning, with 70% of ALL students were above, at, or near the standard.

3. Our school plan will include areas for both teachers and students to grow in their understanding and implementation of the Common Core State Standards in the area of Mathematics, to increase the rigor of tasks for our students to meet the expectations and to continue working on the foundational conceptual understanding of math skills for our students so that they reason and justify appropriately. Students will also be involved in tracking and monitoring their own progress of conceptual math understanding through ST math.

School and Student Performance Data

Measures of Academic Progress for Reading – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	NA	180.9	NA
Third to Fourth Grade Cohort Group	179.3	189.7	51
Fourth to Fifth Grade Cohort Group	189.8	196.8	54

Fall 2016

READING	RIT Mean	Literature	Informational Text	Vocabulary Acquisition and Use
Third				
Sierra Vista Elementary School	180.9	181.0	180.5	181.2
District	178.2	178.5	177.9	178.2
Fourth				
Sierra Vista Elementary School	189.1	188.6	189.5	189.3
District	189.7	189.8	189.7	189.7
Fifth				
Sierra Vista Elementary School	196.1	196.7	195.4	196.3
District	196.8	197.1	196.5	196.8

+/- 3 Standard Error Relative Strength Relative Weakness

Conclusions based on this data:

1. Areas of Strength: One strength that can be observed in our MAP data is seen in our 3rd grade cohort. When compared to the district average, Sierra Vista studentts RIT scores are slightly higher than the district average.
Another strength overall for our 4th and 5th grade cohort is that there RIT scores from each fall have increased from last year.

2. Areas of Need: An area of need is that Sierra Vista students are not meeting the growth projections at the rate we set out to achieve. Our goal is for 80% of our students to meet their projected growth targets, however last year in 4th and 5th grade it was between 51-54% met their projected growth targets.

School and Student Performance Data

Measures of Academic Progress for Language Usage - MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	NA	184.9	NA
Third to Fourth Grade Cohort Group	180.6	192.5	61
Fourth to Fifth Grade Cohort Group	189.8	199.7	64

Fall 2016

LANGUAGE USAGE	RIT Mean	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics
Third				
Sierra Vista Elementary School	184.9	184.0	186.1	184.8
District	181.4	180.7	182.4	181.3
Fourth				
Sierra Vista Elementary School	191.5	191.0	192.7	191.0
District	190.5	190.2	191.1	190.3
Fifth				
Sierra Vista Elementary School	199.0	198.2	199.8	198.9
District	198.8	197.9	199.0	199.3

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: In Language usage, one strength is all grades were above the district average in their RIT scores. Another observed strength is our 4th and 5th grade cohorts again, increased their average RIT score, year to year.

2. Areas of Need: An area of need in lanaguage usuage is to increase the number of students meeting their projected growth targets. Again, our goal is that at least 80% of students meet their targets and 4th and 5th grade students scored in the range of 61-64%.

School and Student Performance Data

Measures of Academic Progress for Mathematics – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	NA	183.2	NA
Third to Fourth Grade Cohort Group	182.4	193.8	51
Fourth to Fifth Grade Cohort Group	192.3	203.6	61

Fall 2016

MATH	RIT Mean	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Third					
Sierra Vista Elementary School	183.2	183.1	183.3	183.3	183.1
District	181.1	181.4	181.9	180.3	181.1
Fourth					
Sierra Vista Elementary School	193.3	194.3	194.1	192.6	192.0
District	193.9	194.8	194.4	193.1	193.5
Fifth					
Sierra Vista Elementary School	202.6	203.1	204.1	200.9	202.6
District	202.9	203.3	204.7	201.4	202.2

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: In 3rd grade at Sierra Vista School, the majority of average RIT scores for our students, both overall and within the substrands, was slightly higher than the above district average. Our 5th grade students continue to demonstrate their average RIT score higher than the average of the other two grade levels.

2. Areas of Need: Again, our area of need is in reaching at least 80% of our students meeting their projected growth targets. Our average in math ranged from 60-70% of students meeting their goal. 4th grade overall, experienced slightly lower averages that the district in all major areas of the math strands.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	236	230	163
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	236	230	163
Number Met	132	124	95
Percent Met	55.9%	53.9%	58.3%
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	183	60	218	13	163	3
Number Met	50	41	81	7	72	--
Percent Met	27.3%	68.3%	37.2%	53.8%	44.2%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	--	--
Mathematics			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	--	--

Conclusions based on this data:

1. Areas of Strength: Looking specifically at the growth over the past three years in our students that are attaining English Proficiency, we see an increase in our students that are meeting their annual growth. There has been steady progress each year as well for our students less than as well as more than five years. Each year over the past three years, we have meet the NCLB targets as well in both subgroups of students- less than 5 years and 5 or more years.

2. Areas of Need: An identified area of need is for Sierra Vista to have MORE students meet their level growth in proficiency on the CELDT as seen in AMAO 1. Our goal is for students to make the NCLB target, however over the past three years we have not meet the state target, although we have seen an increase each year.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1685	1650	1,463
Percent with Prior Year Data	100.0	99.9	99.9
Number in Cohort	1685	1648	1,462
Number Met	963	992	887
Percent Met	57.2	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1502	498	1495	449	1,224	472
Number Met	411	274	475	229	407	223
Percent Met	27.4	55.0	31.8	51.0	33.3	47.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	N/A	NA
Mathematics			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	N/A	NA
Met Target for AMAO 3	**NA**	**NA**	**NA**

Conclusions based on this data:

1. Areas of Strength: While LHCSD just missed the 2015-16 AMAO Goal 1 (62.0%) - Annual Growth on the CELDT, our students have shown continual improvement from 57.2 to 60.7 percent. Also, 33.3 percent of our English Learner students here less than five years surpassed the AMAO Goal 2 (24.2%) - Attaining Proficiency on the CELDT.

2. Areas of Need: In 15-16, fewer EL students here for 5 or more years met their goal to attain English than in 14-15. At 47.2% becoming proficient, we did not meet the target (52.8%). Supporting our long term ELL's attain proficiency in English is a priority.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

One goal within our SPSA, Goal #4 was met in increasing our parent involvement by 10% as measured by attendance at Back To School Night, Parent Conferences and Open House. During the 2015-16 school year, we did observe a 10% increase in each of these parent events from the previous year. One strategy that was particularly effective in attaining this goal was to advertise repeatedly, offer additional services such as dinner options, book fairs, etc. to entice students and parents to attend these informative evenings.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective?   Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

One goal that was written in our SPSA, related to our MAP data. A goal was written correlated to MAP data in English Language Arts as well as Math. The goal was written for 80% of our students to meet their projected growth targets with the remaining 20% of students demonstrating growth. In neither area, did 80% of our students meet their projected growth targets.

We have now completed our third year administering the MAP data, our staff is now beginning to utilize the resources within MAP to the direct instructional implications. Teachers are using other components of MAP testing to assist in targeting the needs of their students. The teachers have also found that the results are very similar to other assessments used in the class in determining placement and leveling of students. Teachers are finding ways to increase the efforts of students so they can participate in meeting their projected growth target RIT scores.

One barrier identified by our staff was that the MAP was only administered twice last year, fall and winter. We would like to have gathered more data from our students in using the MAP and could have possibly administered again in the spring, but due to CAASP testing, did not further assess in these areas.

Based on this information, what might be some recommendations for future steps?

Our future plans with the MAP data, is to continue to use this information to create goals that are based upon each individual student. Students will create individual data folders and be given an opportunity to write goals in the areas of Reading, Language Usage, and Math. They will be able to track and monitor their own growth as well, which will in turn allow our students to own their learning. This information will now be shared with parents so they too can support their students in their learning.

Teachers will continue to receive training on the value of this data and learn more about the features of the MAP system so they can plan for the instructional needs of each student. This will in turn impact their ability to make their projected growth targets.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

Our English Language Advisory Council in delegation and association to the School Site Council, assisted in the development of this plan by providing input at scheduled School Site Council meetings. Parents asked questions which lead to discussions that helped the council make various recommendations to the plan. Staff were also involved in the process through the election of teachers to School Site Council and their feedback in the approval of the plan. Other staff were also included through the Instructional Leadership Team as they provided feedback to the plan as well before final approval.

How was the plan monitored during the school year?

The plan was continually monitored throughout the school year at each trimester and in the analysis of data. This served as a vital role in determining our needs, goals, and next steps. The plan was also monitored through regular agenda items at School Site Council meetings and the approval of the plan, budget, and other components at each meeting. Finally, the plan is monitored

through teacher accountability as well as administrator accountability plans that are created, revisited and reflected upon throughout the year to ensure that each of our individual goals support the collective goals of the school.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

At this time, we are offering multiple opportunities for input and feedback of the School Site Plan. To increase the adequate monitoring of the planned activities and outcomes, there is a need to provide grade level teams with more opportunities for data analysis and instructional implications. This current year, this is done individually, but there is a need to build this more collaboratively throughout the grade level.

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

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

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall of 2016, 80% of Sierra Vista students will meet growth projections in reading and language usage as measured by the MAP assessment. The remaining 15% will show growth by reaching half their target, while the final 5% will show growth.
How the School will Evaluate the Progress of this Goal:
• Ongoing Formative Assessments • Student Work Samples

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1.1 Core Instructional Program -Tier I • Through grade level collaboration, all teachers at Sierra Vista will use the Common Core Standards as aligned to content standards, district adopted pacing guides, adopted curriculum and supplemental resources as a base for their planning. Grade	2016-18	Principal Teachers ILT leads Volunteers (Buck a	Materials/supplies	4000-4999: Books And Supplies	Title I	4,500
			Materials/Supplies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	7,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
level collaboration will include daily student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis. • Through grade level collaboration, all teachers will continue to refine the best practices of accountable talk, close reading, and thinking maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will use GLAD model best practices of cognitive Content Dictionary, Input charts, story maps, and sentence patterning to promote vocabulary and comprehension. DOK Levels of questioning and rigor will be used to increase and promote comprehension. All teachers will use Step Up to Writing and 6 Traits and will model what the expected rigor of writing is to be at their grade level. • Grade level collaboration and staff development will have all teachers implementing the Gradual Release of Responsibility Model in their daily instruction. Content and language objectives will be emphasized and used as a learning tool for students to ensure student understanding for the purpose of the learning. All teachers will embed the "I Do", "We Do" and "They Do It Together" collaborative group phase to strengthen the instructional delivery towards student independence. • Content and Language objectives will be		book) Various school based committees (Technology committee, No Excuses University Committee, etc.)	Library Technician	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	12,480
			Grade level release time: Subs for GLAD, 6+1 traits/writing Targeted Leadership ,Institutes Participation in Professional Development Cycle, Summer Planning	1000-1999: Certificated Personnel Salaries	Title I	10,125
			Software Support Agreements- Accelerated Reader, STAR, etc.	5000-5999: Services And Other Operating Expenditures	Title I	14,500
			Software Support Agreements continued	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	2,511
			Benefits for Certificated	3000-3999: Employee Benefits	Title I	2,703
			Benefits for Classified	3000-3999: Employee Benefits	Title I	1,042
			Benefits for Classified and certificated	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	5,289
			Technology- ipad (case, adaptor, etc.)	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	9,999

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
used as a learning tool for students to support understanding of the purpose of their learning through various language experiences. >Language objectives and sentence frames will be implemented to ensure that English Learners are provided a variety of opportunities to maximize their language development . Instructional coaches will plan these items with grade level planning days.			Teacher Salaries, Extra Assignment, Summer Planning	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Conference Fees	5000-5999: Services And Other Operating Expenditures	Title I	5,500
• Teachers will provide explicit instruction in the three text types, narrative, informative, and opinion in alignment with the Common Core.				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	3,548
• Students will use non-fiction texts aligned with Common Core and integrate reading and writing with close reading strategies. Librarian and instructional coaches will organize non fiction texts for student check out as well.			Sub Release Time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	15,000
> Accelerated Reader program will be utilized to increase skills in motivation in reading and reading comprehension. Classroom teachers will track progress, school librarian will code and identify, and finally students will earn prizes based upon individual progress and goals.						
• Buck A Book program provides low cost books to students every other month to promote reading practice						
• Students will be exposed to keyboarding skills to ready themselves for writing across the curriculum and common core assessments.						
• Teachers will participate in professional learning cycle of best researched based strategies that are aligned to the Common Core in Reading/Language Arts- specifically looking at reading comprehension and how to demonstrate this understanding through graphic organizers such as Thinking Maps.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will also more explicitly make the connection between reading and writing with these resources. Release time will be provided for peer observations within these focus areas as well. • Teachers will have access to one teacher assigned ipad to enhance core instructional program. • Professional Development opportunities for teachers will be provided to attend GLAD, CUE, and No Excuses conferences to learn best practices for closing the achievement gap. Grade Level ipad carts will be provided to rotate among classrooms and support content instruction.						
1.2 Small Group Intervention - Tier II • The ExCEL reading intervention model will continue to provide differentiated instruction in a small group setting for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data every two weeks to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel, such as educational assistants and retired teachers, will be infused into the classes where students are not meeting proficiency will provide for small group instruction. • Supplementary materials, such as LLI, A to Z, and Imagine Learning will be used daily in order to provide identified students with appropriate leveled curriculum. Accelerated	2016-18	Principal Teachers Instructional Aides School Psychologist RSP teacher ASES Site Team	A-Z website, NEU connect, SWIS and other subscriptions	5000-5999: Services And Other Operating Expenditures	Title I	800
			Retired Teacher Support	1000-1999: Certificated Personnel Salaries	Title I	6,000
			Educational Assistants	2000-2999: Classified Personnel Salaries	Title I	10,345
			Educational Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	24,509
			Extra time/ Classified	2000-2999: Classified Personnel Salaries	Title I	3,000
					LCFF - Supplemental and Concentration	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reader program will be gauged and monitored by teachers ensuring students have reading goals that they are trying to meet through the program. • Teachers will provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Through grade level collaboration, daily writing will be implemented through a variety of writing as identified in the Common Core Standards. • School site team provides targeted intervention strategies for identified students in the area of work completion, time on task, and organization to assist in their progress towards meeting proficiency levels. Students are identified through grade level RtI meetings then referred for further supports and intervention with site team. Personnel will be available for parents that need translation. • Identified students will work with the Resource Teacher in both a push in and pull out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up. • English Learners will be provided with small group instruction by homeroom teachers for additional learning time of skills. • Students will use technology to support their learning in small group settings when appropriate. • ASES Afterschool program will provide at risk students with a structured environment in which to complete homework and reinforce reading and math skills • Summer Academy, if available, will be			Substitute Aides	2000-2999: Classified Personnel Salaries	Title I	640
			Substitute Aides	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
offered to at risk students						
1.3 Intensive Individual Interventions - Tier III (in addition to the Tier I strategies) • Teachers will provide one on one time with intensive students throughout the school day in reading, writing, and math. • RSPTeacher provides work in Read Naturally program, Wilson Reading program, System 44, Imagine It Reading program for identified students through RTI and specialized instruction for specific students. • Resource Teachers provide for specialized instruction for identified students • Technology will supply students with individual practice when appropriate • Summer Academy • ASES	2016-18	Principal Teachers Instructional Aides	Supplemental materials	4000-4999: Books And Supplies	Title I	2,503
			Technology resources	4000-4999: Books And Supplies	Title I	300
			Intervention Resources	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	2,500

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall 2017, 80% of Sierra Vista students will meet their projected growth targets on the Math MAP assessment, while the remaining 15% will meet half a year's growth and the final 5% will show growth.
How the School will Evaluate the Progress of this Goal:
• Ongoing Formative Assessment • Teacher Observation • By May 2017, ST Math records will indicate that a minimum of 70% of the skills will have been mastered.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Core Instructional Program -Tier I • All teachers will utilize Common Core Standards to design math instruction that utilizes the core curriculum and other standard aligned resources to implement a balanced instructional approach in teaching mathematical concepts. Students will be	2016-18	Principal Teachers Instructional Math Coach	Other operating expenses- Data Director, etc.	5000-5999: Services And Other Operating Expenditures	Title I	2,948
			Materials and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	6,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
involved in activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of district pacing guide and units of study. Grade level collaboration will address content and language objectives, analyze student data, looking at student work, and designing standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards. • Cognitive Guided Instruction (CGI) will be utilized in all grade levels to promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways. • Teachers will use the Gradual Release of Responsibility Model in their daily instruction. Content objectives or learning goals will promote rigorous standards and language objectives will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads together, language frames and other strategies to facilitate academic discourse. • ST Math will provide technology that supports the visual exploration of math concepts for all students. Students will engage in ST Math weekly. All teachers and Principal will monitor student progress through the program throughout the year. Grade level collaboration will organize the						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
levels in the program to follow the district pacing guide for standards based support. This technology will provide a valuable resource for differentiating the math instruction for all students. • Content and Language Objectives will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various language opportunities in math content areas. • Technology will be utilized within the classroom to support instruction at each grade level Teachers and students will analyze data throughout the year in order to create class and/or individual goals related to math instruction.						
1.2 Small Group Intervention - Tier II • Small group instruction or re-teaching with teacher • Teachers will meet in PLC meetings to discuss specific students or groups of students not yet proficient and brainstorm strategies to address these needs (RTI Level l & 2) • ASES Afterschool Program • Summer Academy • Technology to support instruction	2016-18	Principal Teachers School Site Team ASES Site Team	Other Books	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	2,500
1.3 Intensive Individual Interventions-Tier III • Teachers will conference one on one with identified students to provide support in the "we do" component of the gradual release	2016-18	Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
of responsibility model. • Assistance by Resource Teacher will be provided for identified students in the area of math based on IEP goals • ASES Afterschool Program • Summer Academy • Technology to support instruction						

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall 2017, Sierra Vista's English learners will demonstrate annual growth on the CELDT in order to meet AMOA 1 at 63.5% or higher and AMAO 2 with at least 26.7% for students that are EL's less than 5 years and at least 54.7% proficient for EL's that have been here for more than 5 years.
How the School will Evaluate the Progress of this Goal:
• CELDT test overall score administered annually • Ongoing form ative assessment within the classroom such as student work samples, teacher observation, and ot her classroom based assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Core instructional Program- Tier I • Through grade level collaboration, all teachers at Sierra Vista will use the English Language Development Standards, district adopted and supplemental curriculum as a base for their planning. Grade level collaboration will include daily student objectives or learning goals for learning,	2016-18	Principal Teachers Academic Coaches	Materials & Supplies for GLAD units- See Goal #1	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	
			Conference Fees- See Goal #1		LCFF - Supplemental and Concentration	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
including specific language objectives for that group of English Learners during ELD time. Teachers and grade levels will conduct regular analysis of student data, look at student work, and participate in standards based instructional planning about best practices and lesson design for EL's specifically centered around GLAD content units. Teachers will participate in professional development in the English Language Development Standards in order to plan lessons accordingly to our students specific language needs. This will include some instructional planning time as well as vertical articulation among teachers and ELD levels. • Students will participate in a school wide ELD block of instructional time for 40 minutes a day. Students will be assigned to these fluid groupings based upon their English Language Development level and their progress towards the next level. • Teachers will use the Gradual Release of Responsibility Model in their daily instruction. Objectives will promote rigorous standards and language objectives that are aligned to support the academic language for student responses. Students will be expected to share and explain their thinking and understanding of the content given to them using our best practices for promoting accountable talk. • Teachers will plan and organize science/social studies based learning units and GLAD units that will develop students cognitive abilities among the 4 C's as well as promote language and language experiences. Instructional or Academic coaches will assist in this planning at each grade level within PLC time, planning time, or release days. • Technology and online subscriptions will be			Software agreements- See Goal #1			
			Instructional Aides, extra time- See Goal #1	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
utilized within the classroom to support instruction- United Streaming, Discovery Education, KOCE, etc. • Professional Development opportunities for teachers will be provided to attend GLAD, CUE, and No Excuses conferences to learn best practices for closing the achievement gap for EL's and other significant subgroups.						
1.2 Small Group Intervention - Tier II • Teachers will have several resources available such as Hampton Brown, Carousel of Ideas, HM Extra Support Handbook and English Learner Handbook and GLAD units/resources to plan and reteach lessons during small group instruction. • Teachers will focus on the rigor of the lesson to ensure that EL students are attaining the skills and practice needed to meet grade level expected standards. Focus on small group instruction for differentiated support during reading and writing will support the learning needs of EL students. • Teachers and aides will target identified students to provide additional support and monitoring to move them upward. Imagine Learning program will be utilized for specific target students in meeting their individual needs as well as informing teachers of small group re-teaching concepts. • ASES After school Program- Tutoring with Certificated Teachers • Summer Academy • Response to Intervention (RtI) and support for those students that have been identified needing additional supports	2016-18	Principal Teachers Site Team- Pyschologist and RSP teacher ASES Site Team	Alternative Supports- After School Tutoring	4000-4999: Books And Supplies	Alternative Supports	3,566
			Staffing for Alternative Supports	1000-1999: Certificated Personnel Salaries	Alternative Supports	12,000
			Benefits for personnel	3000-3999: Employee Benefits	Alternative Supports	1,894
1.3 Intensive Individual Interventions Tier III • Small group instruction will be provided to	2016-18	Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL students by teachers, instructional aides, or RSP teacher for those on IEPS on a weekly basis. • One on one writing conferences will be provided to students in this tier to support our Step Up to Writing model. One on one reading will be applied to targeted students to provide them with guided questioning to support reading comprehension.		School Site Team				

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
Sierra Vista will increase by 10% from 2015-16 data, parent involvement through information and events such as Back To School Night, Parent Conferences, parent classes, monthly newsletters and Open House as measured by attendance data at these events as well as by parent surveys. Sierra Vista will reflect at least 85% positive responses on student engagement survey to poll pupil engagement through creating a positive school cultures that engages students in a variety of learning experiences. This will be measured through teacher observations and student participation in classroom activities.
How the School will Evaluate the Progress of this Goal:
Parent Participation rates, sign in sheets, surveys Students participation and effort in class as reported to parents through parent conferences and report cards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
• Parents are provided information on Common Core content standards and grade level specific standards through events such as Back To School Night, parent conferences, A & I meetings or Coffee with the Principal, School Site Council Meetings, newsletters and through resources and links via school website. • Parent/Student Handbooks as well as	2016-18	Principal Teachers Parents Community Liaison Bilingual Support Staff Office Staff	Community Liaison Extra Time	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	1,500
			Translating Services for parent conferences- See Goal #1	2000-2999: Classified Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student agendas are provided to improve student and parent awareness of school expectations and rules. These tools also provide a means of communication via home/school as well as improve the student and teacher focus on instruction and learning. • Parents are encouraged and invited to be involved in organizations such as PTA, SSC/ELAC, A & I in order to provide opportunities for parents to give input on school wide areas of pride and concern. • Parents will be encouraged and invited to attend the Parent Center located on campus in order to attain information and assistance on a variety of topics that relate to the success of their child's well being and learning. Parents can receive a variety of curriculum support materials as well. This parent center will be organized and facilitated by our school community liaison. • Parents will be sent monthly mailers-newsletters on various parent topics such as homework help, common core, etc. • Parents are invited to attend parent workshops and trainings throughout the school year such as PIQE parent classes, literacy workshops, and other sessions provided by teachers. our school liaison, or other outside agencies throughout the year. • Parents are included as a key component to RTI to assure progress in all content areas. • Parents are provided with regular formal and informal progress reports on their children, including strategies to assist with improving performance and progress towards the end of the year standards. • Parents will be provided internet and public library access to AR title lists at our school as			Translating Services for parent conferences- See Goal #1	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	
			Materials & Supplies- Communication folders/agendas, etc.	4000-4999: Books And Supplies	Title I	
			Extra Time Clerk Typist	2000-2999: Classified Personnel Salaries	Title I	500
			Newsletter Subscriptions	4000-4999: Books And Supplies	Title I	750
			Parent Particip-action Incentives		LCFF - Supplemental and Concentration	1,200
			Blackboard Connect- phone communication system	5000-5999: Services And Other Operating Expenditures	Title I	2,324
			Printing materials	5000-5999: Services And Other Operating Expenditures	Title I	833
			Community Liasion Extra Time	2000-2999: Classified Personnel Salaries	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
well as other useful websites for student learning support at home. These can be found on our school website. • Blackboard connect, which is a telephone operating system that regularly communicates with parents, will be for home/school correspondence. • Weekly communication folders will be utilized to communicate with parents/families on a weekly basis • Each teacher will create a website for their classroom to promote communication between teachers and parents on homework and classroom related activities • Parent/Community Liaison will assist and facilitate with students needs based on attendance, discipline, academics, and other areas that pertain to the health and well being of our students and their families. • Parents and families will be provided with translation services throughout the school year. Bilingual publications will also be made available as well. • All teachers will provide parents with information for using ST math at home in order to provide additional home support in building conceptual math skills.						

School Goal #5

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

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By May 2017, Sierra Vista school will use PBIS strategies, such as PAWS rotations, cool tools and celebrations, as well as create a highly engaging college centered environment to increase and motivate students to attend school 98% of the school year.
How the School will Evaluate the Progress of this Goal:
• SWIS reports that are run monthly for team analysis • Student participation in celebrations/character academy • decrease in suspensions • 5th grade student engagement survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
• Panther Pride Student Handbooks will be given to all students and their families to review rules and expectations • Assemblies will be provided at least three times throughout the year to explicitly teach and reinforce school wide rules, behavior expectations and emergency procedures. • Student PAW handbooks will be taught and reviewed at least twice throughout the school year to explicitly teach and review school wide behavior expectations • Monthly school wide celebrations will be held to positively recognize students that are on track with their behaviors.	2016-18	Principal Teachers School Site Team- School Psycholgoist, RSP teacher, special education assistant	Printing Services- See Goal #4	5000-5999: Services And Other Operating Expenditures	Title I	
			Materials and Supplies- See Goal #1	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Monthly character trait assemblies are held to teach new character traits that reinforce our school wide rules. • Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports • RTI process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement. • School site team will convene on a weekly basis to check in on school wide, grade level, and individual supports that are needed to support a positive school climate. • Students will be encouraged to participate in promoting a positive school culture in groups- such as Student Council. • Various opportunities for student social engagement as well as promoting positive school culture will be provided through structures such as lunch club and other focus groups. • Close monitoring will be done by principal, health technician, psychologist, nurse and attendance clerk for those students experiencing severe attendance and academic issues. Supports, home visits and contracts will be put into place as needed. • Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies • A school safety committee will be organized to facilitate the procedures and reflection of our monthly emergency drills as well as provide feedback on how to improve overall school safety. • PBIS team will analyze student discipline trends utilizing programs such as SWIS for						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
running analytics report. Classroom teachers will create a conducive and team centered learning environment through the No Excuses University Network by adopting a four year college and introducing students to concepts that keep them highly engaged and goal centered in their learning.						

Planned Improvements in Student Performance – Program Improvement

Shared Responsibility for Improvement

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The school will implement the action steps in its Single Plan for Student Achievement and the Director will work with each principal to review their SPSA. The district academic coaches will work closely with the principals and staff of Program Improvement schools to provide professional development and support for improvement activities and strategies per the SPSA.	Director of Programs and Assessment Academic Coaches Ongoing	As described in the Site Plans	Title I Centralized Title II Centralized Title III Centralized	150,000 100,000 50,000
All administrators and each individual school's staff will participate in training on Title I Program Improvement as needed. All new Year 1 Program Improvement staff will participate in training in program improvement requirements.	Director of Programs and Assessment Assistant Superintendent Fall	Staff Personnel Salaries		
The district will provide an analysis of achievement assessment data both school wide and for subgroups.	Director of Programs and Assessment District Classified Staff Ongoing	MAP - Measures of Academic Progress Staff Personnel Salaries Data Director Illuminate Education Data System	Title I Centralized LCFF - Supplemental and Concentration Centralized	6,500 35,000
The district will provide an analysis of instructional delivery system through the use of Targeted Leadership walkthroughs, classroom observations, instructional software and surveys.	Assistant Superintendent Academic Coaches Ongoing	McGrath Consulting Services Contracts Software	Title I Centralized Title II Centralized Title III Centralized LCFF - Supplemental and Concentration Centralized Title I Centralized Title I Centralized	17,500 5,000 30,000 12,500 37,000 45,000

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The district will provide an analysis of site EL services (staff credentialing; ELD instructional delivery system; curriculum support)	Assistant Superintendent Academic Coaches Ongoing	Staff Personnel Salaries and Professional Development		
The district will provide an analysis of services for students with disabilities (staff credentialing; instructional delivery system, curriculum support)	Director of Special Education District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of community involvement and early intervention strategies.	School Readiness Coordinator School Readiness Community Liaison Child Welfare and Wellness Coordinator	Staff Personnel Salaries		
The district will prepare required parent notification for Program Improvement status.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel Salaries		
The district will prepare centralized support for Alternative Supports including development of forms and assistance with site plans.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Alternative Supports	17,460.00
LCFF - Supplemental and Concentration	98,036.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	70,813.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

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
1. Anna Dorado	X				
2. Mary Gray			X		
3. Emily Hernandez				X	
4. Darcy Webster				X	
5. Jaqueline Torres				X	
6. Brighid Pulskamp-Lewis				X	
7. Lynelle Walsh				X	
8. Lynn Kim		X			
9. Stephanie Clark		X			
lO. Michelle Sherman		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.

The Single Plan for Student Achievement

School: Las Positas Elementary School

CDS Code: 30665636028989

District: La Habra City Elementary School District

Principal: Mike Klewer

Revision Date: 10/17/2016

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: Mike Klewer

Position: Principal

Phone Number: (562) 690-2356

Address: 1400 South Schoolwood
La Habra, CA 90631

E-mail Address: mklewer@lhcsd.k12.ca.us

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

Table of Contents

School Vision and Mission

Las Positas Elementary School's Vision and Mission Statements
Mission Statement

At Las Positas School, we engage all learners in a relevant, standards-based curriculum while fostering creativity, critical thinking, collaboration and communication skills. We challenge all students to become resilient, curious and independent learners.

Vision Statement

Every Child, every day.

With the help of ALL staff, parents and the students, we will strive to ensure that every student receives a solid foundation and the teaching/learning they need to be successful in school and their future endeavors.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

<p style="text-align:center"><u>**Surveys**</u></p>

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).

Input from Staff

The following summaries are based upon staff input and findings from Leadership Team and PLC meetings:
English-Language Arts continue to be the area most in need of focus.

English-Language Arts:
As we move to the Common Core Reading, Writing, Speaking and Listening Standards, reading and writing will continue to be a focus this year. Specifically:

- Continued emphasis on improving students' writing in the three common core text types - narrative, explanatory/informational and opinion/argument by using common graphic organizers to respond to prompts in each text type.
- Continued emphasis on increasing the amount of non-fiction books read to meet the CCSS goal of 50%.
- Continued emphasis on GLAD strategies to help scaffold information for all students from ELL through GATE.
- New emphasis on Thinking Maps, close reading, and text dependent strategies to improve reading comprehension.
- New intervention programs (Leveled Literacy, SIPPS and Imagine Learning) to support our most at-risk students to learn to read.
- Systematic analysis of formative (curriculum-based) assessments to drive differentiated instruction.
- Use of "depth and complexity" GATE strategies to support all students thinking deeply and critically about topics.

. Leveling students, through the ExCEL model, based on students instructional level, will be implemented at every grade.

Mathematics:
As we move towards Common Core Mathematics Standards, Las Positas has implemented the following initiatives to support students in this transition:

- The Mind Institute Spatial Temporal Computer Program (ST Math) is used twice a week in all grades to support students' conceptual grasp of mathematical concepts.
- "Rocket Math" is used to help students master multiplication math facts and provide a solid foundation for their learning of fractions and decimals.
- Third grade teachers were trained in Cognitive Guided Instruction (CGI) in 2012-2013 and fourth and fifth grade teachers have been trained in Extending Children's Mathematics (ECM) year one, both of which train students to   understand (as opposed to complete) mathematical concepts.
- This year teachers are working with the mathematics coach to help solidify Common Core math instruction.

. Provide use of math manipulatives to support conceptual understanding.

English Learners:
All English Learners are instructed in mainstream classes, and the staff concurs that our teaching strategies must embrace methods which will provide differentiated instruction to meet their language development needs. Teachers know their students' CELDT levels and plan accordingly for 30 minutes of ELD daily. Teachers will use language objectives and sentence frames to support the oral language development of our English Learners. Guided Language Acquisition and Development (GLAD) strategies have been implemented to scaffold content area instruction. The lead ELD teacher will attend training in helping English Language Learners meet the level of rigor required in the common core.

Identified Needs for Professional Development:
End of year staff survey results reveal that all teachers would like to learn more about technology integration in the classroom, 85% want to learn more about common core writing, and 75% want to learn more about reading comprehension in the content areas. The ILT has identified the need for Professional Development in the following areas:

- Writing in the three common core text types.
- Close Reading strategies and text dependent questions, particularly for non-fiction.
- Using ELD language objectives and sentence frames within the Social Science and/or Science curriculum.
- Applying CGI/ECM strategies into math lessons.

. Review of GLAD strategies in relation to ELD instruction. This year, again, teachers will receive release time with district coach to develop GLAD curriculum.

Input from Parents:

The following summaries are based on input from our parent surveys and parent advisory groups including the School Site Council, ELAC, and A & I:

Student Learning- Parents continue to express satisfaction (96% Title 1 and 99% EL) with their child/children's learning at Las Positas.

Home-School Communication- Parents affirm (98%) that home-school communication is meaningful, regular effective, with teachers and staff going out of their way to help students and parents feel part of the school "team." They particularly like our communication through notices and newsletters, the school website, Teleparent and personal phone calls.

Parent Training and Involvement Opportunities

Ninety-eight percent of our parents indicated that they are well informed about opportunities to participate in school programs and that they feel welcome at the school. Survey results show that only about 10% of our parents volunteer at school in the classroom and 6% on school committees. Increasing parent involvement at the school is a top priority. (Both of these numbers are up by 1 and 2 per cent respectively from last year.) Respondents identified an interest for training in behavior management (30%,) improving reading and math skills (49%,) developing health habits (26%) and technology and internet safety (35%,) Fifty-two percent of our parents would like to see a program for improving study skills and homework skills. Sixty-five percent prefer that these trainings be held in the evenings.

Classroom Observations

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

Targeted Leadership Walk -Throughs

Administrators and staff participate in walk-throughs several times per year. This year we are using guided walk-throughs where each school sends two teachers and one administrator to the host school. These walk-throughs are designed to help the host school focus even deeper on one or more areas of implementation of district initiatives. Formal observations are conducted once a year for teachers that are on the evaluation cycle, (two times for non-tenured teachers). Informal and formal observations provide evidence that Las Positas teachers are providing lessons and activities that are aligned with Common Core State Standards. Particular emphasis is being made this year on accountable talk among all students, the ratio of student talk to teacher talk and school-wide use of thinking maps.

Pupil Engagement

Attendance Rates

	2013-2014	2014-2015	2015-2016
	Present	**Present**	**Present**
Annual Average	96.71	96.5	96.24

School Climate

	2013-2014	2014-2015	2015-2016
Suspensions	2.8	1.84	1.6
Expulsions	0	0	0

Analysis of Current Instructional Program

The current instructional program was analyzed by the Instructional leadership Team and the staff.

Our ILT establishes goals based on the previous year's state and/or benchmark test results. We continue to look at all of our programs, especially the programs which impact our English learners such as ExCEL levels for reading instruction, English Language Development, GLAD, Accelerated Reader, CGI, ECM and ST Math in the area of math instruction and RTI, response to intervention. We will continue to focus site staff development and the use of district coaches in the following areas:

1. Continued support for teachers in the implementation of GLAD strategies.
2. Reading comprehension.
3. Deeper implementation of thinking maps.
4. ELD instruction using appropriate levels of questioning and question frames.
5. Support in development of CGI and ECM math strategies.
6. The writing component of the common core state standards.
7. Close reading, text dependent questions, text complexity, depth of knowledge of the reading/language arts components of the Common Core State Standards.
8. Project based learning, (PBL), and essential questions for PBL projects.
9. Technology support for to enhance instruction.

Student Work

Teachers collect student work to assess student growth and mastery of skills. Teachers use the data they gather from student work to prepare for further instruction and/or remediation. The student work is analyzed during grade level and school level PLC meetings.

The ILT puts into place our professional cycles of learning generated at our three ILT institutes per year. Teachers also meet twice yearly to discuss data results and sets targets for those students not making adequate growth. The principals makes frequent visits to rooms and offers feedback to teachers based on informal and formal observations.

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**	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	141	182	138	181	138	180	97.9	99.5
Grade 4	171	140	169	138	169	138	98.8	98.6
Grade 5	194	172	186	165	186	165	95.9	95.9
All Grades	506	494	493	484	493	483	97.4	98

* 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**	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2377.6	2386.1	7	8	19	19	28	29	46	44
Grade 4	2417.6	2436.6	9	15	14	20	26	23	50	41
Grade 5	2466.3	2475.8	9	12	26	24	26	28	39	36
All Grades	N/A	N/A	8	12	20	21	27	27	45	41

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	11	33	47	58	43
Grade 4	11	11	40	44	50	45
Grade 5	10	15	44	36	46	49
All Grades	10	12	39	42	51	46

Writing Producing clear and purposeful writing					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	10	41	43	49	47
Grade 4	10	14	41	54	49	31
Grade 5	15	16	51	49	35	35
All Grades	12	13	45	48	43	38

Listening Demonstrating effective communication skills					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	11	57	59	37	31
Grade 4	8	8	60	65	32	27
Grade 5	9	10	61	60	30	30
All Grades	8	10	60	61	33	29

Research/Inquiry Investigating, analyzing, and presenting information					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	13	48	58	42	29
Grade 4	11	17	53	49	36	35
Grade 5	13	25	65	57	22	18
All Grades	12	18	56	55	32	27

Conclusions based on this data:

1. The CAASPP has provided us with baseline data on our progression to the Common Core State Standards in English Language Arts/Literacy. Our observations note that again, 5th grade students were our relative strength group in exceeding or meeting the state standards. Our 3rd and 4th grade students demonstrated the greatest area of need in achieving the new standards.

2. Upon further analysis and dis-aggregation of scores, all grades are performing the lowest on demonstrating understanding of literary and non-fictional texts. Among all grades, listening and research/Inquiry are the highest.

3. Our school plan will include areas for both teachers and students to grow in their understanding of the new Common Core State Standards, to increase the rigor of tasks for our students to meet the expectations and to continue working on the foundational reading skills for our students in fiction and non-fiction genres so that they can read and comprehend grade level appropriate texts.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	141	182	136	181	136	180	96.5	99.5
Grade 4	171	140	169	137	169	137	98.8	97.9
Grade 5	194	173	186	165	185	165	95.9	95.4
All Grades	506	495	491	483	490	482	97.0	97.6

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2397.6	2416.5	4	13	26	27	33	26	38	34
Grade 4	2437.3	2465.0	5	14	17	25	38	36	40	26
Grade 5	2462.1	2481.9	7	10	12	19	31	33	50	38
All Grades	N/A	N/A	5	12	18	23	34	31	43	33

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	15	25	43	37	43	38
Grade 4	11	24	31	34	57	42
Grade 5	12	16	29	32	59	52
All Grades	12	22	33	35	54	44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	14	40	50	51	36
Grade 4	8	16	49	61	43	23
Grade 5	6	15	32	43	62	42
All Grades	8	15	40	51	52	34

Communicating Reasoning Demonstrating ability to support mathematical conclusions					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	15	57	61	31	24
Grade 4	10	23	43	45	47	33
Grade 5	7	10	49	43	44	47
All Grades	9	15	49	50	41	34

Conclusions based on this data:

1. The CAASPP has provided us with baseline data on our progression to the Common Core State Standards in Mathematics. 4th grade students were our relative strength group in exceeding or meeting the state standards. Third and fifth grade students demonstrated the greatest area of need in achieving the new standards.

2. Gains were made in every claim when comparing 2015-2016 results with 2014-2015. Areas of concern for 2016-2017 include 3rd and 5th grade ELA.

3. Our school plan will include areas for both teachers and students to grow in their understanding of the new Common Core State Standards in the area of Mathematics, to increase the rigor of tasks for our students to meet the expectations and to continue working on the foundational conceptual understanding of math skills for our students so that they reason and justify appropriately.

School and Student Performance Data

Measures of Academic Progress for Reading – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	NA	176.9	NA
Third to Fourth Grade Cohort Group	177.4	192.4	71
Fourth to Fifth Grade Cohort Group	188.7	200.2	72

Fall 2016

READING	RIT Mean	Literature	Informational Text	Vocabulary Acquisition and Use
Third				
Las Positas Elementary School	176.9	177.4	176.7	176.8
District	178.2	178.5	177.9	178.2
Fourth				
Las Positas Elementary School	192.9	193.1	193.1	192.5
District	189.7	189.8	189.7	189.7
Fifth				
Las Positas Elementary School	198.9	199.2	198.8	198.6
District	196.8	197.1	196.5	196.8

+/- 3 Standard Error Relative Strength Relative Weakness

Conclusions based on this data:

1. Areas of Strength: We came within 9 points (4th grade) and 8 points (5th grade) of making our projection of 80% of our students meeting projected growth in MAP from fall 2015 to fall 2016.

2. Areas of Need: Third grade vocabulary acquisition and use.

School and Student Performance Data

Measures of Academic Progress for Language Usage - MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	NA	180.5	NA
Third to Fourth Grade Cohort Group	178.2	192.0	69
Fourth to Fifth Grade Cohort Group	191.2	200.8	63

Fall 2016

LANGUAGE USAGE	RIT Mean	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics
Third				
Las Positas Elementary School	180.5	180.7	181.1	179.7
District	181.4	180.7	182.4	181.3
Fourth				
Las Positas Elementary School	192.2	192.6	192.2	191.9
District	190.5	190.2	191.1	190.3
Fifth				
Las Positas Elementary School	199.9	198.8	200.1	200.6
District	198.8	197.9	199.0	199.3

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: Third to fourth grade cohort came within 11 points of our 80% goal for MAP testing results for students from fall 2015 to fall 2016.

2. Areas of Need: All grade levels need to focus more on Language: Understand, edit for grammar, usage and Language: Understand, edit mechanics.

School and Student Performance Data

Measures of Academic Progress for Mathematics – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Second to Third Grade Cohort Group	NA	181.4	NA
Third to Fourth Grade Cohort Group	181.8	197.1	75
Fourth to Fifth Grade Cohort Group	194.5	205.8	66

Fall 2016

MATH	RIT Mean	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Third					
Las Positas Elementary School	180.6	181.6	181.3	179.7	180.1
District	181.1	181.4	181.9	180.3	181.1
Fourth					
Las Positas Elementary School	196.9	197.3	197.5	196.0	197.0
District	193.9	194.8	194.4	193.1	193.5
Fifth					
Las Positas Elementary School	205.5	204.6	208.4	203.3	205.5
District	202.9	203.3	204.7	201.4	202.2

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: Third to fourth grade cohort came within 5 points of making our 80% goal for projected growth from fall 2015 to fall 2016.

2. Areas of Need: third grade lags slightly behind almost all district results except operations and algebraic thinking.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	252	220	202
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	252	220	202
Number Met	100	140	131
Percent Met	39.7%	63.6%	64.9%
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	245	11	150	73	154	54
Number Met	75	--	55	44	64	30
Percent Met	30.6%	--	36.7%	60.3%	41.6%	55.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**--**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	NA	--
Mathematics			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	NA	--

Conclusions based on this data:

1. Areas of Strength: We met our AMAO 1 target with 64.9% of the students meeting the requirements out of a target of 62%. Our AMAO 2 targets for students with less than 5 years of EL instruction was very strong at 41.6% met with a state target of 25.4%. The AMAO 2 targets for student here 5 years or more were also met. The goal was 52.8% and Las Positas EL students registered at 55.6%.

2. Areas of Need: We must continue to monitor and assist students who are "stuck" and making limited progress in CELDT level 3.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1685	1650	1,463
Percent with Prior Year Data	100.0	99.9	99.9
Number in Cohort	1685	1648	1,462
Number Met	963	992	887
Percent Met	57.2	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1502	498	1495	449	1,224	472
Number Met	411	274	475	229	407	223
Percent Met	27.4	55.0	31.8	51.0	33.3	47.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	N/A	NA
Mathematics			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	N/A	NA
Met Target for AMAO 3	**NA**	**NA**	**NA**

Conclusions based on this data:

1. Areas of Strength: While LHCSD just missed the 2015-16 AMAO Goal 1 (62.0%) - Annual Growth on the CELDT, our students have shown continual improvement from 57.2 to 60.7 percent. Also, 33.3 percent of our English Learner students here less than five years surpassed the AMAO Goal 2 (24.2%) - Attaining Proficiency on the CELDT.

2. Areas of Need: In 15-16, fewer EL students here for 5 or more years met their goal to attain English than in 14-15.   At 47.2% becoming proficient, we did not meet the target (52.8%). Supporting our long term ELL's attain proficiency in English is a priority.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

School Goal number 3 was met in all three AMAO areas!   Our PBIS goals were met with positive results at each grade level in lowering the numbers of majors and suspensions. The staff is very proactive in teaching the expected behaviors and re-teaching when necessary. The students have reacted positively to the rewards and celebrations as a result of their meeting behavior goals.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective?   Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Our year-long goal in reading, mathematics and language arts was that 80% of our students would make their projected growth targets on the MAP assessments . None of our students made this goal. However, our results surpassed last years results. Progress varied by grade and subject with as few as 63% and as many as 75% of fourth and fifth graders making their projected growth goals. (Third grader do not take the MAP assessments in second grade, so there is no way to analyze data for them from last year).

Last year was our first full year administering the MAP data, therefore our staff is still in the process of learning how to use this information to make instructional decisions. The teachers have found that the results are very similar to other assessments used in the class in determining placement and level of students.

We are finding that reviewing the year to year data can serve as a starting point for discussing the current years' students and their progress.

Based on this information, what might be some recommendations for future steps?

We will continue to use MAP results to create goals that are based upon each individual student. Students will be given individual goals in the areas of Reading, Language Usage, and Math.
Teachers will continue to receive training on the value of this data and learn more about the features of the MAP system so they can plan for the instructional needs of each student.
Teachers will continue to increase rigor and stamina by having students work on longer term assignments and lessons. We will also continue to emphasize some keyboarding lessons during computer lab time.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

Our English Language Advisory Council in delegation and association to the School Site Council, assisted in the development of this plan by providing input at scheduled School Site Council meetings. Parents asked questions which lead to discussions that helped the council make various recommendations to the plan. Staff were also involved in the process through the election of teachers to School Site Council and their feedback in the approval of the plan. Other staff were also included through the Instructional Leadership Team as they provided feedback to the plan as well before final approval. We also used Staff, Title 1 Parent, EL Parent, and student engagement surveys to assist in planning.

How was the plan monitored during the school year?

The "Single Plan" is a living document. It drives what we do throughout the year. Therefore, it is shared with all stakeholders and reviewed at least three times per year.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

No major changes are needed to date. We will continue with clear communication regarding the SPSA and transparency in all that we do.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By spring, 2017, 80% of students will reach their targeted goal in reading and language usage as measured by MAP test results.   20% of students will make at least half of their targeted goal.
How the School will Evaluate the Progress of this Goal:
1. MAP test results in September and January. 2. Ongoing formative assessment. 3. STAR IRL diagnostic test results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR LANGUAGE ARTS 1.1 Core Instructional Program -Tier I	2016-2018	Teachers/	Release time	1000-1999: Certificated Personnel Salaries	Title I	8500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers meet by grade level PLC teams to evaluate CST, CELDT, benchmark assessments and student work, and to identify and share effective strategies. 2. Teachers will meet with principal to discuss student progress in reading comprehension and how data is being used to guide instruction. 3. Teachers will continue to teach and have students use Thinking Maps to help students organize their thoughts. 4. All teachers will write standards based learning objectives using the new common core reading and writing standards. 5. All teachers will use Step Up To Writing and Six Traits of Writing as the basis of their writing instruction in the three text types. 6. All teachers will increase the percentage of non-fiction to fiction reading reading, among students, to 50/50. 7. Teachers will learn and apply common core reading instructional strategies such as thinking maps, close reading and text dependent questions. 8. All students will be taught how to practice 21st century skills, communication, collaboration, creative and critical thinking. 9. All students will participate in the Accelerated Reading Program. Teachers will evaluate student progress based on the level of comprehension (85% comprehension goal) the level of text complexity, the student's instructional reading level, the points accumulated and the percentage of non-fiction to fiction read. Students will earn rewards based on completion of goals and comprehension percentages. 10. Students will learn keyboarding skills to ready themselves for writing across the curriculum and common core assessments. 11. Students will continue to enhance their Close reading and Accountable talk strategies.		Principal	Library Tech Salary	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	16874
			Library Tech Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	2757
			Renaissance Learning Software (AR)	5000-5999: Services And Other Operating Expenditures	Title I	5765
			Follett Destiny Library	5000-5999: Services And Other Operating Expenditures	Title I	1410
			Typing Agent typing program	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	468
			Substitute Benefits	1000-1999: Certificated Personnel Salaries	Title I	2115

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Teachers will receive review lessons on GLAD strategies and be given release time and/or planning time during PE to produce curriculum under the direction of a district coach.						
1.2 Small Group Intervention - Tier II 1. Teachers meet weekly in PLC meetings to plan curriculum, focusing on the needs of students not yet proficient. 2. Teachers of students not yet proficient will provide small/leveled group instruction via the ExCEL model. 3. Teachers meet bi-weekly in PLC meetings to discuss specific students or groups of students not yet proficient and brainstorm strategies to address their needs. (Rtl Level l) 4. The Leveled Literacy Intervention Program, A-Z Resources and Imagine Learning are utilized for students not yet proficient in reading. 5. After School Education and Safety (ASES) Extend Day Program is offered to students who have scored Far Below Basic, Below Basic and Basic to support students' completion of homework and provide enrichment activities. 6. Student not making progress after Rti level 1 will be referred to an Rti level 2 meeting involving special education staff. 7. Our own after school tutoring program will be offered to students not making progress.	2016-2018	Teachers ASES Program	Instructional Assistant Salaries	2000-2999: Classified Personnel Salaries	Title I	13857
			Classified Benefits	3000-3999: Employee Benefits	Title I	3472
			Roving Subs	1000-1999: Certificated Personnel Salaries	Title I	1500
			Instructional Assistants Salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	38798
			Classified Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	2849
			After School Tutoring	1000-1999: Certificated Personnel Salaries	Alternative Supports	15587
			Certificated benefits on after school tutoring	3000-3999: Employee Benefits	Alternative Supports	2368
1.3 Intensive Individual Interventions- Tier Ill 1. RSP Teacher provides additional individual or small group remediation and re-teaching for students who have not yet mastered the concepts through the SIPPS and Imagine Learning programs. 2. At Risk students are provided extended learning time in the summer academy. 3. RSP teacher and aides are utilized in a blended	2016-2018	RSP teacher and Instructional Aides				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
push-in/ pull-out model to support students at risk. 4.Students will be monitored through the RTi process. 5. Teachers will identify at-risk students and set appropriate goals for progress. 6. After school tutoring offered to students not making adequate support.						

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By spring, 2017, 80% of students will reach their targeted role in mathematics as measured by MAP test results. 20% of students will make at least half of their targeted goal.
How the School will Evaluate the Progress of this Goal:
1. MAP test results in September, January and May. 2. Topic test results and Ongoing formative assessments 3. ST Math results will indicate at least 75% of students at Las Positas reach 75% completion in ST math for the 2015-2016 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR MATHEMATICS 1.1 Core Instructional Program -Tier I 1. All teachers will plan their instruction using	2016-2018	Teachers/Principal	ST Math Support	5000-5999: Services And Other Operating Expenditures	Title I	3750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the pacing guide and ST Math, 2. 3rd grade teachers will use Cognitively Guided Instruction and 4th and 5th grade teachers will use Extending Children's Mathematics (ECM) instructional strategies. 3. 3rd Grade teachers previously trained in Cognitively Guided Instruction (CGI) will also be trained in Extending Children's Mathematics (ECM) year one. 4th and 5th grade teachers will be trained in Extending Children's Mathematics year 2. 4. 3rd and 4th grade students will use "Rocket Math" to increase fluency in multiplication facts. 5. All students will participate in ST Math-Teachers will monitor student progress with a goal of at least 75% of the skills being completed by May 2015 6. Teachers will work with the district math coach for at least two release days per year and once per month during PE time to enhance their CGI and ECM training, receive additional training in number strings, work on CCSS pacing guides and specific units. 7. Teachers will utilize Engaged New York common core materials to supplement their math teaching. 8. Students will demonstrate their "thought process" by explaining their math answers to each other, small groups and whole class several times per work.			Staff Development	1000-1999: Certificated Personnel Salaries	Title I	
			Replace Docucams	4000-4999: Books And Supplies	Title I	727
			Materials and Supplies from district warehouse	4000-4999: Books And Supplies	Title I	3897
			Materials and supplies	4000-4999: Books And Supplies	Title I	4957
1.2 Small Group Intervention -Tier II 1. After School Education and Safety (ASES) Extend Day Program is offered to students who have scored Far Below Basic, Below Basic and Basic to support students' completion of homework and provide enrichment activities. 2. Teachers meet weekly in PLC meetings to discuss specific students or groups of students	2016-2018	Teachers/Principal	Roving Subs (see goal #1)	1000-1999: Certificated Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
not yet proficient and brainstorm strategies to address their needs. (RTI Level) 3. 5th grade students not yet proficient in multiplication facts will use "Rocket Math" to increase fluency. 4. Per state mandate, students who are below grade level in math will receive an additional 15 minutes of small group math instruction per day. 5. Use the Alternative supports after school program to assist students not making adequate progress.						
1.3 Intensive Individual Interventions-Tier Ill 1. Teachers provide additional individual or small group scaffolded remediation and re-teaching for students who have not yet mastered the concepts. 2. At Risk students are provided extended learning time in the summer academy. 3. RSP teacher and aides are utilized in a blended push-in/pull-out model to support students at risk. 4. Use the Alternative supports after school program to assist students not making adequate progress.	2016-2018	RSP teacher Instructional aides Principal				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall, 2017 68% or more of the school's English learners will demonstrate an annual growth on the CELDT. By Fall, 2017, 50% or more of the school's English learners who have been in English language instruction educational programs for less than 5 years will attain the English proficient level on the CELDT. By Fall, 2017, 60% or more of the school's English learners who have been in English language instruction educational programs for more than 5 years will attain the English proficient level on the CELDT. Las Positas has surpassed the AMAO goals set by the CDE, therefore, we have formulated goals we feel are attainable for our students.
How the School will Evaluate the Progress of this Goal:
Progress will be monitored by annual CELDT results, school and district benchmarks and teachers' formative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. IDENTIFY, LEARN, AND USE EFFECTIVE RESEARCH-BASED TEACHING PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT 1.1 Core Instructional Program -Tier I	2016-2018	Teachers/Principal	Other Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. All teachers dedicate 30 minutes daily to target needs of English Language Learners. 2. Al l teachers write language objectives, use differentiated sentence frames and use GLAD strategies appropriate for their ELD level. 3. District EL Coach will support teachers in improving students' ELD. 4. English Language Lead teacher will coordinate annual CELDT testing, provide training, modeling, materials and in classroom support. 5. Reading comprehension and vocabulary development will be enhanced through the use of GLAD strategies, and visual aides and videos on large screen and individual devices. 6. Review of GLAD standards and alternate weeks group planning for ELD strategies. 7. Use of on-line media to help students with their listening and speaking skills. 8. Title 1 aides will assist grade levels with small group instruction. 9. Teachers will utilize thinking maps to help scaffold instruction for ELL students. 10. Teachers will utilize 10:2 and 5:1 strategies to increase student talk.		District Coach	Movie License	5000-5999: Services And Other Operating Expenditures	Title I	418
1.2 Small Group Intervention - Tier II 1. After School Education and Safety (ASES) Extend Day Program is offered to students who have scored Far Below Basic, Below Basic and Basic to support students' completion of homework and provide enrichment activities. 2. Teachers meet weekly in PLC meetings to discuss specific students or groups of students not yet proficient and brainstorm strategies to address their needs. (Rtl Level l) 3. Instructional aides to work with small groups of students. 4. Use the Alternative supports after school program to assist students not making adequate progress.	2016-2018	Teachers/Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Intensive Individual Interventions-Tier III 1. Teachers provide additional individual or small group remediation and re-teaching for students who have not yet mastered the concepts. 2. At Risk students are provided extended learning time in the summer academy. 3. RSP teacher and aides are utilized in a blended push-in/pull-out model to support students at risk. 4. Group or individual RtI meeting will be held for identified students. 5. Use the Alternative supports after school program to assist students not making adequate progress.	2016-2018	RSP teacher Instructional aides Principal				

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
Parent participation will increase at least 15% over last years participation numbers. At least 90% of our parents will continue to express satisfaction with their child's education, as measured by Title 1 and EL parent surveys. Students will reflect at least 90% positive responses on student engagement survey.
How the School will Evaluate the Progress of this Goal:
1. Parent nights, communication and newsletters will be used to enhance school community partnerships 2. Utilize parent request information from parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Nights emphasizing reading, math, behavior expectations, Leader in Me and family fun will be held throughout the year. Family Tile Night Math instruction Night Family Literacy Night Leader in Me parent information night Implement Schoolwide Incentive Program based on the Accelerated Reader Program to improve reading comprehension including: 1. Purchase incentive books and supplies for	2016-2018	Principal/Teachers Parents Media Tech.	Parent Education Resources/Family Nights	4000-4999: Books And Supplies	Title I	1273
			Classified Staff Extra Time	2000-2999: Classified Personnel Salaries	Title I	4,500
			Renaissance learning Software (AR) See Goal 1 $5765.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students meeting and/or surpassing their trimester AR goals. 2. Provide regular feedback for parents and students regarding the students' goal, level and progress 3. Library/Media Tech oversee AR program in library Implement Parent Education Program including: 1. Parents will be provided with information regarding the new CCSS at Back to School Night and parent conferences. 2. Family Learning Night to address parent requests for training opportunities in fluency building, ST Math, family fitness, discipline & use of online resources and one on one devices at home 3. School Site Council, A& I, and ELAC parents will be trained in the Instructional Focus of the school. 4. Parents will be provided with regular formal and informal progress reports on their children, including specific strategies to assist their children at home in progressing towards meeting the standards. 5. Share the 7 Habits of Healthy Kids with families via the agenda and letters home. 6. Individual Response to Intervention meetings will be held as needed to address learning needs of at risk students with their families. 7. Regular communication regarding school activities will be provided via Teleparent, daily agenda and school and teacher websites. 8. 3rd Grade Orientation to provide overview of AR program, homework system, etc. The ELAC committee will meet at least three times per year to address the following elements: 1. Provide input into the school plan for EL.			Library Tech. Salary $16,874 + Benefits $2757 See Goal # 1			
			Community Liaison extra time	2000-2999: Classified Personnel Salaries	Title I	600
			Printing and Multilith expenses	5000-5999: Services And Other Operating Expenditures	Title I	4,000
			Digital Signage Software	5000-5999: Services And Other Operating Expenditures	Title I	783
			Blackboard Connect (Teleparent)	5000-5999: Services And Other Operating Expenditures	Title I	1104
			Repair and Maintenance Contracts	5000-5999: Services And Other Operating Expenditures	Title I	2,500
			School Secretary and Clerk extra time and substitutes	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	1750
			Lamination	4000-4999: Books And Supplies	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Assist with the development of the school's needs assessment. 3. Assist with the school's annual Language Census. 4. Training on the importance of regular school attendance 5. Training on the school wide Instructional Focus. 6. Training to assist parents in order to support learning at home. 7. Back to School, Parent Conferences, Response To Intervention Meetings, and Open House and informal progress reports will be provided throughout the year with translation as needed. 8. Title 1 Parent Meetings will meet alongside School Site Council to provide input into the School Plan and expenditures of Title I funds. 9. Adult English Classes will be provided. 10. Bilingual publications and parent communication will be provided. 11. School events and pictures will be shared on our digital signage in the office and website.						

School Goal #5

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

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By May 2016 Las Positas will use PBIS strategies to motivate students to attend school at an average rate of 97% per day.
How the School will Evaluate the Progress of this Goal:
Using PBIS strategies, "boot camps", cool tools, celebrations, SWIS reports, numbers of students participating in celebrations, decreased numbers of suspensions, attendance figures, and fifth grade student engagement survey, Disney musical in Schools opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1. Annual Boot Camp teaching Code of Conduct and cool tools for PBIS. 2. Re-teaching code of conduct on a monthly basis 3. Small group intervention for students who continue to present behavior challenges 4. RTI for behavior challenges 5. Verbal reminders of the importance of school attendance 6. Attendance rewards and incentives for class and grade level attendance "winners" 7. PBIS commmitee planning monthly celebrations for students who meet behavior goals. 8. Monthly attendance data will analyzed and reported. 9. Fifth grade students taking the K-12 insight student engagement survey in November.	2016-2018	Teachers Principal PBIS committee RTI committee	Incentives and supplies for Code of Conduct Training and celebrations. (Materials and Supplies) See goal #1	0001-0999: Unrestricted: Locally Defined	Title I	
			Disney musical in schools extra paid time for teachers.	1000-1999: Certificated Personnel Salaries	Title I	2598

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. PBIS Teachers will analyze major and minor data from SWIS program in order to plan interventions and incentives to support a safe environment conducive to learning. 11. Melding of Leader in Me and PBIS strategies to incorporate positive behavior and leadership skills.						

Planned Improvements in Student Performance – Program Improvement

Shared Responsibility for Improvement

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The school will implement the action steps in its Single Plan for Student Achievement and the Director will work with each principal to review their SPSA. The district academic coaches will work closely with the principals and staff of Program Improvement schools to provide professional development and support for improvement activities and strategies per the SPSA.	Director of Programs and Assessment Academic Coaches Ongoing	As described in the Site Plans	Title I Centralized Title II Centralized Title III Centralized	150,000 100,000 50,000
All administrators and each individual school's staff will participate in training on Title I Program Improvement as needed. All new Year 1 Program Improvement staff will participate in training in program improvement requirements.	Director of Programs and Assessment Assistant Superintendent Fall	Staff Personnel Salaries		
The district will provide an analysis of achievement assessment data both school wide and for subgroups.	Director of Programs and Assessment District Classified Staff Ongoing	MAP - Measures of Academic Progress Staff Personnel Salaries Data Director Illuminate Education Data System	Title I Centralized LCFF - Supplemental and Concentration Centralized	6,500 35,000
The district will provide an analysis of instructional delivery system through the use of Targeted Leadership walkthroughs, classroom observations, instructional software and surveys.	Assistant Superintendent Academic Coaches Ongoing	McGrath Consulting Services Contracts Software	Title I Centralized Title II Centralized Title III Centralized LCFF - Supplemental and Concentration Centralized Title I Centralized Title I Centralized	17,500 5,000 30,000 12,500 37,000 45,000

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The district will provide an analysis of site EL services (staff credentialing; ELD instructional delivery system; curriculum support)	Assistant Superintendent Academic Coaches Ongoing	Staff Personnel Salaries and Professional Development		
The district will provide an analysis of services for students with disabilities (staff credentialing; instructional delivery system, curriculum support)	Director of Special Education District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of community involvement and early intervention strategies.	School Readiness Coordinator School Readiness Community Liaison Child Welfare and Wellness Coordinator	Staff Personnel Salaries		
The district will prepare required parent notification for Program Improvement status.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel Salaries		
The district will prepare centralized support for Alternative Supports including development of forms and assistance with site plans.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Alternative Supports	17,955.00
LCFF - Supplemental and Concentration	63,496.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	69,526.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

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
1. Mike Klewer	X				
2. Linda Cugini		X			
3. Terri Plavala		X			
4. Michelle Atkinson		X			
5. Vilma Abarca			X		
6. Priscilla Villatoro				X	
7. Lisa Valencia				X	
9. Charles Allen				X	
10. Chris Hill				X	
11. Sarah Harshey				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.

The Single Plan for Student Achievement

School:　　　　　Washington Middle School

CDS Code:　　　　30665636029037

District:　　　　La Habra City Elementary School District

Principal:　　　　Dr.Mario A. Carlos

Revision Date:　　10/20/2016

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:　Dr. Mario A. Carlos

Position:　　　　Principal

Phone Number:　　562-690-2374

Address:　　　　716 East La Habra Blvd.
　　　　　　　　　　La Habra, CA 90631

E-mail Address:　mcarlos@lahabraschools.org

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

Table of Contents

School Vision and Mission

Washington Middle School's Vision and Mission Statements

Washington Middle School is a school on the move, empowering students academically and socially to become successful now and in the future. In 2015 Washington was honored by the California Department of Education as a California Gold Ribbon and Title I Academic Achievement Award School. We are also very proud of our students' accomplishments, which include top three performances by each grade level in the Orange County Academic Pentathlon Competition and a top finish by our Robotics team at the Cal Poly Pomona robotics competition.

Washington has partnered with Cal Poly Pomona University to promote STEM education for our students. Washington's Water Guardians, an all female group of future engineers dedicated to water conservation at Washington and throughout the community and State, were recognized by the California State Legislature and Assembly, the La Habra City Council, The La Habra City School District Board of Education, and the Metropolitan Water District for their achievements and winning a nationwide competition called the Lexus Eco Challenge.

Our mission is to prepare all students for 21st century college and careers. We are continuously implementing 21st century technology to enhance learning within all content areas. We model and require all students to demonstrate behavior that is ready, responsible, and respectful. Through a united collaboration of staff, parents, and the community, we are fostering strong foundations that empower our students to become responsible and productive citizens. We are empowering students to be creative thinkers and problem solvers.

We are proud to offer a comprehensive Science, Technology, Engineering, and Math (STEM) program on our campus, including eleven sections of STEM-based Project Lead The Way (PLTW) and four sections of advanced computers and computer publishing. Our PLTW program offers classes in Electrical Engineering, Aeronautics and Flight, Design and Modeling (CAD Design), Automation and Vex Robotics, and Introduction to Computer Science. This year we are excited to offer an elective class in Model United Nations and Advanced Geography, which will allow students an opportunity to learn global perspectives and collaborate with neighboring Middle Schools. Washington also offers elective classes in technology, AVID, Advanced PE, PALs, ASB, Coding, and Reverse Engineering.

Students in all grades utilize a personalized Apple iPad during all classes to enhance learning. This year, every student will bring their iPad to and from school to continue learning through technology during after school hours. Read 180, System 44, Expert 21, English 3D, Imagine Learning, NewsELA, and BrainPop programs integrate state-of-the art technology to ensure proficiency in Language Arts for all our students. In math students utilize the research-based ST-Math program developed at the Mind Research Institute at UC Irvine to ensure proficiency in that subject. Our math team also collaborates throughout the year to align curriculum and instruction to higher levels of mathematical thinking.

During the 2016-17 academic school year we will continue our Positive Behavior Interventions and Support (PBIS) program, which promotes positive discipline and re-teaching of negative behaviors. At the home of the Patriots both academic excellence and creating socially well-rounded and involved students are of utmost importance.

We offer a wide collection of highly engaging after school programs, such as homework assistance, mixed sports, Spanish, Italian, student clubs, Art and Crafts, math tutorials, computers, dance, art, mariachi, video production, Good News Club,cheerleading, Project Lead the Way (PLTW), choir, Model United Nations, Kids Run the OC, and Boys and Girls Club (an After School Education and Safety program).

Our staff continues to work in the professional learning community model, which is research-based and supports highly effective teaching strategies. This year our focus is to continue to implement instructional strategies that incorporate critical thinking, creativity, collaboration, and communication among students. We will also be focusing this year on ensuring that all students are able to demonstrate proficiency in higher levels of Depth of Knowledge. Mastering these skills will ensure that all Patriots are prepared for future educational and career endeavors.

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).

Input from Staff and Students
The following summaries are based upon staff and student surveys, minutes/findings from Leadership Team and PLC meetings, student, and parent surveys:

Surveys:

Title I Parent Survey: The Title I Survey was completed and available to all parents in both English and Spanish. Results are tabulated and reported using K-12 Insight.

Parents who completed the Title I survey identified several strong areas of the instructional program at Washington, which included school-home communication, parent involvement activities, the school environment, their child's academic progress, the welcoming environment, and parent involvement. Parents completing the Title I survey identified parent training and family nights, parent conferences, and reviewing progress reports and agendas as strong areas of parental involvement. Parents also expressed satisfaction with the STEM and instructional programs at the school. Parents also expressed usefulness of the school website.

Some comments that parents expressed included, that the school staff was helpful and took great pride in educating Washington students, and that there was a strong sense of respect from members of the campus community.

EL Parent Survey: Parents who completed the EL Parent Survey identified several strong areas of the Washington instructional program, which included that the school is a welcoming and safe environment, the school challenges students academically and keeps parents informed regarding student progress, parental involvement and voice is valued and encouraged at the school, 90% of parents reported attending at least one parent involvement activity, and that students receive strong instruction geared toward student development of academic English.

Students also completed a student engagement survey. Overall, Washington received positive scores for overall engagement, cognitive engagement, and social and emotional engagement, scoring 3 or over in each category on a 4 point scale. There were many positive student comments regarding support from teachers, enjoyment of PBIS programs and celebrations, and that students felt safe at Washington.

English-Language Arts:
Our Instructional Leadership Team (ILT) will be focusing this year on lesson design relating to Common Core State Standards (CCSS) and Levels of Depth of Knowledge (DOK). ILT professional development is always designed and implemented utilizing the research-based Cycle of Professional Learning.

Our ILT team will be reviewing the research of quality assignments with each grade level and content areas. Based on the research, our teams will be reviewing and designing curriculum to ensure that assignments are all aligned to CCSS, have a high level of cognitive rigor and engagement, have a basis in texts or sources, and have a level of student choice.

We will be compiling data from each content area using Google Forms. Our teachers will then be collaborating and sharing lesson and unit designs that meet the identified criteria. We also will continue to review research throughout the year, including articles, to continue professional learning in those areas.

- Step-Up-to-Writing
- Close Reading
- READ 180
- EXPERT 21
- SYSTEM 44
- ENGLISH 3D
- Imagine Learning

- NewsELA
- Scholastic Scope
- BrainPop
- Explain Everything
- Haiku LMS
- Google Classroom
- Document-Based Question Analysis and Response
- GLAD Strategies
- Thinking Maps
- Graphic Organizers
- Cornell Notes
- Differentiated Instruction
- Reading Comprehension Strategies
- Critical Thinking Skills
- Vocabulary Development
- Project Based Learning that incorporates the strategies named above

Mathematics:

Washington's mathematics teachers consistently collaborate on lesson planning and data assessment. With the assistance of academic coaches and Orange County Department of Education support, our teachers have created lessons and classroom-based assessments to assist in delivery of instruction of Common Core State Standards. In addition , we continue to participate in the MIND Institute and CGI to provide students with conceptual foundations of math practices. We will continue to make this a priority focus for followup coaching in the 2016-17 school year. Emphasis will be placed on using specific SDAIE and GLAD strategies to ensure their understanding of math concepts as well as to provide differentiated instruction to improve all of their skills. Teachers also implement interactive Project-based Learning assignments in the classroom, allowing the students to make connections between math concepts and real-world situations and challenges. Assistance from Academic Math Coach Teresa Lee will support all our math teachers. She will be a part of our Staff Development and release day curriculum planning meetings. In Professional Learning Communities in 2016/17 teachers are collaborating to analyze data, create common on-going assessments, develop warm-ups geared toward high levels of DOK and Common Core Standards, and calibrate lessons across grade levels to high levels of Depth of Knowledge.   Teachers also analyze Common Core performance tasks and dissect the math concepts and skills that are essential for student success on those learning exercises. Students will complete several performance tasks throughout the year to aide in preparation. In 2016/17 based on the LCAP additional supports were put in place to provide tiered interventions for students and to reduce all math class sizes.

English Learners:

The staff agrees that our teaching strategies must include methods that will provide differentiated instruction to instruct our English Learners most effectively. In addition, due to the multiple classes, each teacher will choose strategies that will help them identify and remember CELDT scores and levels. The use of coded seating charts or CELDT cards will enable teachers to keep strategies for differentiation as a priority for instruction. ELD teachers have been trained and are implementing the Imagine Learning software programs in all ELD classrooms. This program provides individualized learning structures to all students, guided by on-going assessment data. The staff also utilizes English 3D, a program designed to support students with the develop academic vocabulary and literacy skills. Read 180 is utilized for English Learners in need of strong support in reading. Teachers collaborate to support students by using graphic organizers and note taking strategies for all students, including English Learners in PLC's. Staff Development will focus on this area with the help of Step-Up-to-Writing and Thinking Maps.

Our teachers will be holding 1:1 data conferences with each student, to review progress on the CELDT and MAP assessments, as well as setting goals and plans to achieve learning goals.

Identified Needs for Professional Development: The ILT and staff have identified needs for Professional Development in the following areas:
- Technology Teaching and Implementation
- Use of Imagine Learning software to differentiate instruction for English Learners based on individual needs.
- Utilization of English 3D to support academic vocabulary and literacy.
- Continued use of Step-Up-to-Writing Strategies
- Depth of Knowledge Levels
- Questioning techniques
- Vocabulary Development

- Close Reading Skills
- Reading Comprehension
- Continued use of Thinking Maps and Cornell Notes
- Improved use and knowledge of GLAD Strategies

Input from Parents

The following summaries are based on input from our parent advisory groups including the School Site Council , ELAC, and Advisory and Information parent groups:

Student Learning: The overall results indicate that Washington Middle School parents agree that the academic and social needs of our students are being acknowledged.

Home-School Communication: The parents at Washington Middle School agree that we have a strong home/school communication and work hard to involve them in their child's education.

School Safety- In collaborating on the school's Safe School Plan with School Site Council, parents agreed and approved Washington's plan to promote the safety and well-being of all students.

Areas Identified for Training:The areas identified for additional training were How to Help with My Child 's Homework, Improving My Child's Study Skills, Ways to Increase Involvement in My Child 's Education, How to help my Child Build Healthy Habits . Results from the school's annual Title I survey also indicated strong parent satisfaction with the program at Washington. Specific areas of strong satisfaction included after-school programs, technology, and communication.

Classroom Observations

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

Administrators and district officials conduct guided campus walk throughs throughout the year, discussing implementation of district initiatives, including Depth of Knowledge Levels in classrooms, integration of technology to enhance Depth of Knowledge levels based on the SAMR model, accountable talk, Common Core instruction, writing across Common Core Text Types, interactive math, project-based learning, GLAD, and Thinking Maps. In addition, site administrators conduct daily classroom visits and provide targeted feedback to staff. Staff Members also participate in peer-observations in order to promote collaboration and sharing of successful teaching strategies. Informal and formal observations are conducted by site administration for all staff members.

Administrators and teachers from Washington and feeder schools will complete two guided visits for classroom visitations during the year. In September, classes were observed with data gathered and analyzed for Depth of Knowledge (DOK) levels with the implementation of technology in Washington classrooms. Overall data indicate that Washington classrooms consistently utilize levels 2 and 3 of DOK with many learning activities leading to level 4. This was growth from data collected in 2015/16, where most classrooms were at levels 1 and 2. A visit will be completed in the spring to gather additional data.

During the school year, Washington teachers also complete several peer visitations to classrooms across grade levels and subjects in order to collaborate and share best practices.

Current findings show that Washington is making strong progress with implementing district initiatives. All classrooms have transitioned instruction to the Common Core State Standards. Washington classrooms also demonstrate higher levels of DOK. Targeted classroom visitations will continue throughout the year to ensure that Washington continues to make progress in all areas.

Pupil Engagement

Attendance Rates

	2013-2014	2014-2015	2015-2016
	Present	Present	Present
Annual Average	97.02%	96.8%	96.77%

School Climate

	2013-2014	2014-2015	2015-2016
Suspensions	1.4	2.80	3.62
Expulsions	0	0	0

Analysis of Current Instructional Program

Washington currently offers a comprehensive education program that includes instruction in the core subjects: Language Arts, Math, Social Studies, Science, and PE as well as a number of enrichment and intervention classes. Enrichment options include Project Lead the Way (Engineering) classes in Automation and Robotics, Design and Modeling, Electrical Engineering, Aeronautics, Computer Science, Reverse Engineering and Coding, Technology Science Math Academy (TSMA), Advanced PE, ASB, PALS, AVID, Spanish, Advanced Computers, Computer Publishing, Model United Nations, and Pre-AVID. Intervention programs include ST-Math, Read 180, Expert 21, Imagine Learning, and English 3D.

Washington analyzes the instructional program in multiple ways. Walkthroughs by site and district administrators are conducted throughout the year. The site's Instructional Leadership Team (ILT), comprised of teachers and site administrators attends institutes four times per year on research-based practices. The ILT analyzes the current instructional program and creates implementation plans to bring targeted research-based practices to the instructional program. Site administrators and staff collaborate to analyze multiple sources of data including MAP scores, CAASPP scores, and CELDT scores to ensure that the instructional program continues to be effective for students throughout the year.

In 2016/17, Washington focus areas include academic discourse based on Depths of Knowledge (DOK) levels 1-4 across content areas with students using accountable talk and writing to establish connections with complex texts, implementation of lessons aligned with the Common Core State Standards, Close Reading, Project-Based Learning (PBL), Hands-on and real-world math problem solving, STEAM, and writing across the Common Core State Standard texts types.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	285	288	284	285	284	283	99.6	99
Grade 7	289	295	284	286	283	286	98.3	96.9
Grade 8	284	283	280	280	280	280	98.6	98.9
All Grades	858	866	848	851	847	849	98.8	98.3

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2466.7	2475.2	3	8	18	17	33	33	46	42
Grade 7	2509.7	2529.6	5	8	32	37	25	26	38	29
Grade 8	2531.0	2539.5	7	8	28	33	32	28	33	31
All Grades	N/A	N/A	5	8	26	29	30	29	39	34

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	5	6	40	36	55	58
Grade 7	7	11	46	52	47	37
Grade 8	13	16	44	48	43	36
All Grades	8	11	43	45	49	44

Writing Producing clear and purposeful writing						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	6	11	43	44	51	46
Grade 7	17	28	49	48	34	24
Grade 8	12	19	53	43	35	38
All Grades	12	19	48	45	40	36

Listening Demonstrating effective communication skills						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	6	7	62	64	32	29
Grade 7	7	9	63	67	30	23
Grade 8	8	9	63	68	29	24
All Grades	7	8	63	66	30	25

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	9	15	60	57	31	28
Grade 7	18	14	51	62	31	24
Grade 8	14	18	61	58	24	24
All Grades	14	16	57	59	29	25

Conclusions based on this data:

1. In 2015 / 16, students participated in the full CAASPP assessment (one performance task and computer-adapted assessment) in both Language Arts and Math (four total tests) for the second time. The CAASPP assessment contains many constructed response questions, which was a shift from the previous state assessments, in which students had participated in the past prior to middle school. Students showed consistent improvement from grade-to-grade.

2. In 2015/16, overall 66% of students nearly met, met, or exceeded standards in Language Arts. This was a 5% growth overall from the previous year. The strongest growth was seen in 7th grade, with students who had been at Washington receiving instruction in Common Core for two full years. There is need for improvement, however, in supporting more students in meeting the standards in Language Arts.

3.   Overall, listening and research and inquiry standards were the strongest areas of student performance across all grade levels. Instructional focus on accountable talk and academic discourse is continuing in 2016 /17 to continue this areas of strength.   Focus areas for improvement include reading and writing standards. Our other strength areas as identified by CAASPP reports were in writing full argumentative texts.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	285	288	282	282	282	279	98.9	97.9
Grade 7	289	295	281	290	281	289	97.2	98.3
Grade 8	284	282	282	279	282	278	99.3	98.9
All Grades	858	865	845	851	845	846	98.5	98.4

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2446.5	2462.6	4	7	8	12	27	29	62	51
Grade 7	2473.1	2492.1	6	4	10	15	28	42	56	39
Grade 8	2498.4	2498.0	4	8	13	12	32	24	51	56
All Grades	N/A	N/A	5	7	10	13	29	32	56	49

	Concepts & Procedures Applying mathematical concepts and procedures					
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	5	10	24	28	71	62
Grade 7	11	7	25	37	64	56
Grade 8	7	13	32	25	61	62
All Grades	8	10	27	30	65	60

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	4	9	35	34	61	57
Grade 7	7	7	34	47	59	46
Grade 8	8	8	55	55	37	37
All Grades	7	8	41	45	52	47

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	4	10	44	44	51	47
Grade 7	8	6	64	57	28	37
Grade 8	3	8	56	52	41	40
All Grades	5	8	55	51	40	41

Conclusions based on this data:

1. In 2015 / 16, students participated in the full CAASPP assessment (one performance task and computer-adapted assessment) in both Language Arts and Math (four total tests) for the second time. The CAASPP assessment contains many constructed response questions, which was a shift from the previous state assessments in which students had participated in the past. Students showed consistent improvement from grade-to-grade.

2. Overall, 52% of Washington students nearly met, met, or exceeded standards in Math. This was an 8% growth overall from 44% in those areas in 2014/15. There is need for improvement, however, in supporting more students with meeting the standards in Math. Washington will continue to build on the strength area communicating reasoning by continuing to focus on incorporating writing in math classes.

3. Overall, communicating reasoning and problem solving and modeling / data analysis were the strongest areas of student performance across all grade levels. CAASPP reports did not identify any noted areas of relative strength or any areas of relative weakness. Focus areas for improvement include concepts and procedures standards.

School and Student Performance Data

Measures of Academic Progress for Reading – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Fifth to Sixth Grade Cohort Group	197.7	205.7	62
Sixth to Seventh Grade Cohort Group	199.5	206	59
Seventh to Eighth Grade Cohort Group	206.3	210.1	52

Fall 2016

READING	RIT Mean	Literature	Informational Text	Vocabulary Acquisition and Use
Sixth				
Washington Middle School	205.6	206.2	205.6	205.3
District	202.4	202.7	202.3	202.5
Seventh				
Washington Middle School	205.6	205.4	205.2	206.4
District	205.4	205.4	204.6	206.2
Eighth				
Washington Middle School	210.0	210.2	208.7	211.2
District	210.7	210.8	209.6	211.8

+/- 3 Standard Error Relative Strength Relative Weakness

Conclusions based on this data:

1. Areas of Strength: Washington Students demonstrated improvement from Fall 2015 to Fall 2016 on the MAP reading assessment. Overall, all grade levels showed a significant increase in RIT scores. In 6th grade, the strongest area for Fall 2016 is reading literature. The strongest areas in 7th and 8th grades are in vocabulary acquisition and usage.

2. Areas of Need: Our teachers are holding data conferences with students to create collaborative plans for improvement to support more students with meeting their growth goals. Our goal is for 80% of all students to meet growth goals. Reading informational text was also an area of need in each grade level.

School and Student Performance Data

Measures of Academic Progress for Language Usage – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Fifth to Sixth Grade Cohort Group	199.6	206.6	61
Sixth to Seventh Grade Cohort Group	202.6	206.8	53
Seventh to Eighth Grade Cohort Group	208.9	212.5	58

Fall 2016

LANGUAGE USAGE	RIT Mean	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics
Sixth				
Washington Middle School	206.4	206	206.2	207.1
District	204.6	203.7	204.6	205.5
Seventh				
Washington Middle School	206.5	204.7	206.4	208.4
District	207.0	205.9	206.8	208.4
Eighth				
Washington Middle School	212.2	210.7	211.5	214.2
District	212.9	211.9	212.3	214.3

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: Washington Students demonstrated improvement from Fall 2015 to Fall 2016 on the MAP language usage assessment. Overall, all grade levels showed a significant increase in RIT scores. In all grades, the strongest area for Fall 2016 is understanding and editing.

2. Areas of Need: Our teachers are holding data conferences with students to create collaborative plans for improvement to support more students with meeting their growth goals. Our goal is for 80% of all students to meet growth goals. Planning and developing writing was strongest area of need for each grade level.

School and Student Performance Data

Measures of Academic Progress for Mathematics – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Fifth to Sixth Grade Cohort Group	203.1	208.6	56
Sixth to Seventh Grade Cohort Group	206.9	210.1	37
Seventh to Eighth Grade Cohort Group	213.4	217	49

Fall 2016

MATH	RIT Mean	Operations and Algebraic Thinking	The Real and Complex Number Systems	Statistics and Probability	Geometry
Sixth					
Washington Middle School	208.6	209.8	211.7	204.2	208.5
District	207	207.6	210.2	202.9	207.3
Seventh					
Washington Middle School	209.9	210.6	212	208.9	208.5
District	209.9	210.4	212.0	209.2	208.1
Eighth					
Washington Middle School	216.5	217.6	218.1	216.2	214.3
District	217.1	217.7	218.5	215.8	216.4

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: Washington Students demonstrated improvement from Fall 2015 to Fall 2016 on the MAP math assessment. Overall, all grade levels showed a significant increase in RIT scores. In all grades, the strongest area for Fall 2016 is real and complex number systems.

2. Areas of Need: Our teachers are holding data conferences with students to create collaborative plans for improvement to support more students with meeting their growth goals. Our goal is for 80% of all students to meet growth goals. operations and algebraic thinking was strongest area of need for each grade level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	177	182	200
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	177	182	200
Number Met	115	119	92
Percent Met	65.0%	65.4%	46.0%
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	14	174	15	172	13	193
Number Met	--	102	2	93	2	77
Percent Met	--	58.6%	13.3%	54.1%	15.4%	39.9%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**--**	**Yes**	**No**	**Yes**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	--	--
Mathematics			
Met Participation Rate	NA	Yes	
Met Percent Proficient or Above	NA	--	--

Conclusions based on this data:

1. Areas of Strength: The data indicate that students in 7th and 8th grade made progress in meeting RFEP criteria.

2. Areas of Need: Washington continues to serve a high number of long-term English Learners who have received five or more years of English Language Development (ELD) services. We continue to strive for English Learners to meet the criteria for reclassification as RFEP. We are also focusing on our 6th grade ELD students to improve proficiency.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1685	1650	1,463
Percent with Prior Year Data	100.0	99.9	99.9
Number in Cohort	1685	1648	1,462
Number Met	963	992	887
Percent Met	57.2	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1502	498	1495	449	1,224	472
Number Met	411	274	475	229	407	223
Percent Met	27.4	55.0	31.8	51.0	33.3	47.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	N/A	NA
Mathematics			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	N/A	NA
Met Target for AMAO 3	**NA**	**NA**	**NA**

Conclusions based on this data:

1. Areas of Strength: While LHCSD just missed the 2015-16 AMAO Goal 1 (62.0%) - Annual Growth on the CELDT, our students have shown continual improvement from 57.2 to 60.7 percent. Also, 33.3 percent of our English Learner students here less than five years surpassed the AMAO Goal 2 (24.2%) - Attaining Proficiency on the CELDT.

2. Areas of Need: In 15-16, fewer EL students here for 5 or more years met their goal to attain English than in 14-15.   At 47.2% becoming proficient, we did not meet the target (52.8%). Supporting our long term ELL's attain proficiency in English is a priority.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

Washington was very successful in 2015/16 with goal number four, relating to the campus climate and our PBIS program. Some of the steps that supported such success toward this goal included collaborating with parents at the beginning and throughout the year, PBIS training camps at the beginning of the year to systematically teach campus expectations, assemblies to reinforce exceptions, positive celebrations to reinforce positive behaviors throughout the year, and continual communication with students regarding progress with meeting campus expectations.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective?   Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Goal number 3, regarding the CELDT test achievement was partially met. Students in grades 7/8 reclassified at a rate high enough to meet the goal, however, students in grade 6 did not. We began implementing the Imagine Learning program to target the achievement of English Language Learners. Our staff also reviewed data at the beginning of and throughout the school year to support our English Language Learners in their acquisition of academic English in all content areas.

Based on this information, what might be some recommendations for future steps?

This year our English Language Development teachers are holding 1 on 1 data conferences with each student in their classes to review progress on CELDT, MAP, and CAASPP assessments. Teachers have developed actions plans with each student and his or her parents at conferences for improvement. We are also focusing on our ELL students in other content areas based on the analysis of data and use of strategies such as GLAD, accountable talk, and Thinking Maps.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

-These stakeholders were involved with on-going meetings and discussions throughout the school year. Staff were presented with SPSA goals and actions during PLC meetings and provided comprehensive input on actions needed to meet SPSA goals.

How was the plan monitored during the school year?

-The implementation plan was monitored throughout the year during staff PLC meetings and meetings with parent groups. Administration also analyzes data regularly to monitor the progress of the instructional program.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

-Committee meetings are posted on monthly calendars, voiced on Teleparent messages, and posted on school online communication resources. Committee information was also reviewed during all six student / parent orientation sessions during the summer. These steps were taken to ensure parent involvement to the greatest extent possible during the school year.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall 2017, 80% of students will meet or exceed their projected RIT progress growth goals and 20% of students will meet or exceed at least 1/2 of their projected RIT growth goals on the Measures of Academic Progress (MAP) Language Arts assessments, as measured by MAP assessment reports.
How the School will Evaluate the Progress of this Goal:
Washington will administer the MAP reading assessment school-wide at least two times yearly during each academic year in order to measure progress toward this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curriculum and Instruction: supplemental materials and programs are provided to all students to supplement our core program and support achievement across all subject areas and to target student reading and language use. Curriculum and instruction programs and materials include: Digital Library, Supplemental Common Core Materials, teacher-created Common Core curriculum development,	August to June	School Administrators	Software	5000-5999: Services And Other Operating Expenditures	Title I	5666
			Curriculum and Materials. (See expenditures in materials and supplies.)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
NewsELA, KidBlog, Imagine Learning, Read 180 / System 44,Scholastic News, Learn Do, Prove objectives posted in all classrooms, interactive notebooks, technology implementation, software and iPad Apps, MAP Assessments, Illuminate Data, AERIES, Discovery Education, Follett Destiny Library, iSafe, Microsoft Windows and Office programs, Movie License USA,						
Intervention: After-school academic support and enrichment programs are provided that support development in reading, writing, listening, and speaking. We will provide targeted small-group instruction and tutorials during the school day to support at-risk students in Language Arts. We offer Read 180, System 44, Expert 21 Imagine Learning,, and English 3D, which target intervention in areas of reading and language arts. (Professional Development and curriculum for these programs are purchased using funds described in those categories. Personnel costs for small-group tutoring are listed under that category).	August to June	School Administrators	After-school program salaries (see personnel expenditures under goal number 5)			
			Small group instruction personnel salaries (see personnel expenditures)			
			Read 180, System 44, Expert 21, and English 3D (professional development expenditures listed under professional development and curriculum listed under curriculum and instruction).			
Personnel: Information Tech, Small Group Tier III RTI Instructional Tutoring, Instructional Assistants to support students in Language Arts and Reading classes in small groups, after-school programs, interventions, and tutorials. (Benefits for certificated and classified personnel costs across all goals and actions are listed under	August to June	School Administrators, Information Tech	Information Tech Salary throughout the year.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	15872
			Information Tech Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	11307

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
this action area).						
Technology: We offer a 1:1 iPad program in all grades, along with numerous iPad carts, an Android cart, laptop carts, computer labs, robotics kits, and 3D printers. Technology supplements our core instructional program and is available to all students. Teachers design instruction that incorporates technology and promotes achievement in all subject areas, including reading and language skills.

(Professional development, materials, supplies, and curriculum for technology are accounted for in those budgets). | August to June | School Administrators, Technology Support Staff | Software and license expenses (expenditures listed under curriculum and instruction). | | | |
			Professional development (expenditures listed under professional development).			
Materials and Supplies: Academic materials and supplies are provided to ensure that all students are able to access and complete assignments, including projects and research assignments. All students are also provided with an agenda to assist students with academic planning and organization. Equipment, such as printers and copiers are maintained so that teachers are able to provide materials that supplement our core programs to all students	August to June	School Administrators	Materials and supplies (as described).	4000-4999: Books And Supplies	Title I	2334
			Materials and supplies (as described).			
			Maintenance and agreements for copiers and printers (as described above).			
			Curriculum and Materials	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	2916
Professional Development- Teachers receive on-going professional development in research-based programs and practices, including:

Read 180, English 3D, Imagine Learning, Expert 21, Common Core Instructional practices, Illuminate Data Project-based learning, MAP Training, Thinking Maps, GLAD, ILT Institutes, | | | Teacher Substitute Days for Staff Development | 1000-1999: Certificated Personnel Salaries | Title I | 11000 |
| | | | Teacher Substitute Days for Staff Development | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental and Concentration | 1750 |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RTI, PLC, AVID Tutor training, Technology/iPads, professional development for PE teachers for incorporating language arts instruction in PE, DBQ training, Step Up to Writing, technology / iPads, PLTW, and cross-curricular common core implementation in all subjects areas that promote achievement in reading and language usage.			Conferences	5000-5999: Services And Other Operating Expenditures	Title I	1,250
			Benefits	3000-3999: Employee Benefits	Title I	1736
			Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	276
After School Alternative Supports	October to June	School Administrators	Teacher Salaries	1000-1999: Certificated Personnel Salaries	Alternative Supports	7000
			Benefits	3000-3999: Employee Benefits	Alternative Supports	1105
			Materials and Supples	4000-4999: Books And Supplies	Alternative Supports	1170
			Software and Apps	5000-5999: Services And Other Operating Expenditures	Alternative Supports	2000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall 2017, 80% of students will meet or exceed their projected RIT progress growth goals and 20% of students will meet or exceed at least 1/2 of their projected RIT growth goals on the Measures of Academic Progress (MAP) Math assessment, as measured by MAP assessment reports.
How the School will Evaluate the Progress of this Goal:
Washington will administer the MAP math assessment school-wide at least two times yearly during each academic year in order to measure progress toward this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Professional Development: Teachers receive on-going professional development on research-based programs and practices, including: ST Math training, ECM, Orange County Common Core, MAP Training, PBL Math Training, Thinking Maps, Illuminate Data, DOK PD, Engaged NY, Big Ideas, Ten Marks, Prodigy, GLAD, ILT Institutes, RTI, PLC, AVID Tutor training, Technology/iPads,	August to June	School Administrators	Teacher Substitute Days for Staff Development	1000-1999: Certificated Personnel Salaries	Title I	11000
			Teacher Substitute Days for Staff Development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	1750
			Conferences & Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	1,250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
professional development for PE teachers for incorporating math instruction in PE, cross-curricular common core implementation, PD w/ Academic Coaches and OCDE, PLTW, and other professional development to support Common Core Math achievement.			Benefits	3000-3999: Employee Benefits	Title I	1736
			Benefits	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	276
			Software	5000-5999: Services And Other Operating Expenditures	Title I	5666
Curriculum and Instruction: ST-Math license, RoboMatter License, Industry Robotics license. Common Core Supplemental materials to supplement our core program and promote achievement in math for all students, math manipulatives, and teacher-developed Common Core instructional materials and assessments. (Salaries for teacher-developed Common Core Instructional materials are listed under this category in goal number 1).	August to June	School Administrators	Supplemental Common Core Math Materials			
			Software Licenses			
			Math Manipulatives			
			Sub Days for Common Core curriculum development (see professional development section for budget expenditures)			
Intervention- ST-Math is a research-based supplemental intervention program available to all students, it is aligned with the Common Core State Standards and promotes achievement in math. After-school academic support and enrichment programs are provided that support development in all subjects, including math. Students receiving math intervention also participate in hands-on and real world PBL assignments, focused in STEM / PLTW areas. (Budget expenditures for professional development and materials for these intervention programs are listed under those	August to June	School Administrators	ST Math Site License (see goal # 1 for budget expenditures)			
			After-school Math Tutorials (see goal # 5 for budget expenditures)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
categories in goal number 1.).						
Personnel- AVID Tutors, Small Group Tier III RTI Instructional Tutoring, Instructional Assistants to support students in Math and Math Lab classes with small group instruction, after school programs, interventions, and tutorials. (Budget expenditures for this personnel are listed under goal number 1).	August to June	School Administrators	Tier III RTI Instructional Tutoring (see after school program salaries)			
			Tier III RTI Instructional Tutoring (see after school program salaries)			
			Instructional Assistant Salaries (see goal number 1 personnel expenditures)			
			Benefits for certificated and classified salaries.			
			Benefits for certificated and classified salaries.			
Technology: We offer a 1:1 iPad program in 6th and 7th grade, along with numerous iPad and laptop carts. Students utilize this technology in math to supplement the core curriculum and access intervention programs and apps. (Professional development, materials, supplies, and curriculum for technology are listed under those categories in goal number 1.	August to June	School Administrators	Substitutes and conference fees (see expenditures under professional development section)			
			Software and Apps (see software licenses under goal number 1).			
Materials and Supplies: Academic materials and supplies are provided to ensure that all students are able to access and complete assignments, including projects and research assignments in	August to June	School Administrators	Materials and supplies (as described).	4000-4999: Books And Supplies	Title I	3750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
all subjects, including math. All students are also provided with an agenda to support academic organization and planning.			Materials and supplies (as described).	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	1500
After School Alternative Supports	October to June	School Administrators	Teacher Salaries	1000-1999: Certificated Personnel Salaries	Alternative Supports	9000
			Benefits	3000-3999: Employee Benefits	Alternative Supports	1421
			Materials and Supplies	4000-4999: Books And Supplies	Alternative Supports	1170
			Professional Development / Conferences	5000-5999: Services And Other Operating Expenditures	Alternative Supports	2000
			Software / Apps	5000-5999: Services And Other Operating Expenditures	Alternative Supports	2000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall, 2017, 62% or more of the school's English learners will demonstrate an annual growth on the CELDT By Fall, 2017, 25.5% or more of the school's English learners who have been in English language instruction educational programs for less than 5 years will attain the Reclassified Fluent English Proficient level on the CELDT. (The above goals are aligned with Washington's state AMAO annual goals).
How the School will Evaluate the Progress of this Goal:
Washington will administer the California English Language Development Test (CELDT) on an annual basis to evaluate progress toward this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: Teachers receive on-going professional development on research-based programs and practices that supplemental our core program and promote achievement for English Learners, including:	August to June	School Administrators	Teacher Substitute Days for Staff Development (see goal 1- ELA)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
MAP training, ILT Institutes, Imagine Learning, English 3D training, Read 180 training, Expert 21 training, GATE strategy training, Thinking Map Training, GLAD Training, Technology & iPad Training, RTI and PLC meetings.			Teacher Substitute Days for Staff Development (see goal 1- ELA)			
			Conferences. See ELA Goal #1.			
Curriculum and Instructional Materials: Common Core-aligned ELD supplemental materials, English 3D, Imagine Learning, personalized academic discussion frames, teacher created Common Core curriculum development.

(Budget expenditures in this area are listed under this action on goal number 1). | August to June | School Administrators | Instructional materials (expenditures for instructional materials for ELA and ELD are listed under curriculum and instruction in goal 1). | | | |
| Intervention: After-school academic support and enrichment programs are provided to all students that supplement our core instructional program and that support development in reading, writing, listening, and speaking,

We will provide targeted small-group instruction and tutorials during the school day to support at-risk students, including English Learners.

We offer Read 180, System 44, Expert 21, Imagine Learning, and English 3D, which target intervention in areas of reading and language arts and the achievement of English Learners.

(Professional Development and curriculum for these programs are purchased using funds described in those categories under goal number 1). | August to June | School Administrators | After-school program expenditures are listed under goal # 5). | | | |
| | | | Small group intervention- (expenditures are listed under personnel in goal #1) | | | |
| | | | Read 180, System 44, and Expert 21 curriculum and professional development (these expenditures are listed under those categories on goal #1). | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			English 3D professional development (see professional development categories for these expenditures).			
Technology: We offer a 1:1 iPad program in all grades, along with numerous iPad carts, laptop carts, computer labs, 3D printers, robotics kits, and an Android cart. Teachers develop lessons using technology that supplement our core instructional program and that support development for English Learners. The technology at Washington enables programs such as Imagine Learning to be available to all students and all English Learners in need of support. (Professional development, materials, supplies, and curriculum for technology are accounted for in those budgets in goal number 1).	August to June	School Administrators	Software and licenses (see goal number one for expenditures for software and licenses).			
			Professional development for technology integration (expenditures are listed under professional development in goal #1).			
Materials and Supplies: Academic materials and supplies are provided to ensure that all students are able to access and complete assignments, including projects and research assignments. All students are also provided with an agenda to support student academic planning and organization. The agenda also contains accountable talk frames and close reading annotations to support academic language and reading, (Materials and supplies for this action are accounted for in those budgets in goal number 1).	August to June	School Administrators	Materials and supplies (see materials and supplies under goal number 1 for expenditures).			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Personnel: Information Tech, AVID Tutors, Small Group Tier III RTI Instructional Tutoring, Instructional Assistants to support students in Language Arts and Reading classes in small groups, after-school programs, interventions, and tutorials. (Personnel costs for this goal are accounted for in those budgets in goal number 1). Washington also receives support from the district ELD Instructional Coach.	August to June	School Administrators	ELD Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	26543
			Benefits for certificated and classified salaries.	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	1475

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
By Fall 2017, Washington will hold a minimum of six comprehensive opportunities for parent and community involvement on-campus, including parent/student orientation, back to school night, Family STEAM night, All-Star Patriots assemblies, PIQE evening classes, parent conferences, Open House, evening internet safety night, parent academies, engineering and science fairs, and promotion and send-off activities for 8th grade students.
How the School will Evaluate the Progress of this Goal:
Artifacts will be gathered for each event to demonstrate a comprehensive program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Parent and community empowerment, outreach, and communication: Washington offers a comprehensive program to promote parent involvement and community partnerships. Program offerings include: PIQE, Family Nights, Parent Academies, Parent Orientations, evening and after school information and educational opportunities, Parent Group Meetings, Parent-Teacher Conferences, as well as other programs and opportunities for parents and the community to engage with our campus.	August to June	Site Administrators	Salaries for evening programs, extra time, and subs.	2000-2999: Classified Personnel Salaries	Title I	6600
			Materials and supplies for evening and other programs and parent education and outreach.	4000-4999: Books And Supplies	Title I	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Washington also provides on-going bilingual communication across multiple channels to ensure that parents and the community are informed. Communication includes: Teleparent, Parent/ Student Portal, Monthly Calendar, Monthly Making the Grade Progress Reports, Parent Information Flyers to Elementary Schools, a student agenda is provided to every student with important school information and the code of conduct, school website and social media accounts, and information flyers and materials with school information.			Teleparent and School Website (expenditures listed under software licenses in goal #1).	5000-5999: Services And Other Operating Expenditures	Title I	5666
			Classified Benefits	3000-3999: Employee Benefits	Title I	459
Parent-teacher conferences will take place twice during the year to inform parents of student progress. In addition, Saturday and / or evening conferences are held at least once each trimester for students in danger of failing classes.	August to June	Site Administrators	Salaries for translation for conferences. (See personnel).			
			Supplies and materials for parent conferences			
Community Liaison will work with students and families to promote success of all students on-campus and to engage parents and community members with our campus. The Community Liaison will also provide parent education during after school and evening activities, during Saturday and weekend activities, conferences, and during the school day. as needed.	August to June	Site Administrators / Community Liaison	Supplies and materials for student and parent outreach.			
			Salary for additional hours for the Community Liaison and office staff for evening and weekend outreach activities.			
			Benefits for certificated and classified salaries.			

School Goal #5

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

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By Fall 2017, through implementation of our school-wide PBIS program, at least 90% of students will earn school-wide positive incentives for exhibiting positive citizenship on-campus. By Fall 2017, Washington will continue to average at least 95% of students present daily.
How the School will Evaluate the Progress of this Goal:
School will review progress through a review of PBIS data before each monthly incentive / celebration. Attendance data will also be reviewed monthly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Washington will continue to implement a school-wide PBIS program to promote a safe school environment and student wellness. As part of our school-wide PBIS program, we provide Tier I, II, and III incentives to all students. PBIS is a research-based program designed to promote student wellness and a positive school climate. • Positive reinforcements include: PBIS Celebrations, Student of the Month and Week, Patriots of the Day, All Star Patriots Awards Assemblies and Shirts, Honors and Awards Nights, Breakfast of Champions, weekly incentives for positive recognition.	August to June	Site Administrators	PBIS Materials and supplies for incentives and programs, and PBIS implementation.			
			Salaries for PBIS committee teachers for continued development of PBIS implementation plans during the summer.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies to Promote a Positive Climate: Our school-wide PBIS implementation data is analyzed to identify students in need of additional support and re-teaching of appropriate behaviors and citizenship. Reteaching and support includes: Counseling Groups, re-teaching, Individual student conferences, Positive Training Camps, guest speakers, Adventure-based counseling opportunities for at-risk students, and Saturday and weekend interventions, OC Philharmonic Society, and Diary Council Arts. The AVID program will continue to be provided in grades 7 and 8.	August to June	Site Administrators	Curriculum, materials, and supplies for counseling, guidance, and re-teaching support.	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	1500
			Dues and memberships (AVID)	5000-5999: Services And Other Operating Expenditures	Title I	3600
School Resource Officer: Part-time SRO works with students and families. The School Resource officer provides outreach and guidance to promote wellness and safety on-campus.	August to June	School Resource Officer	Materials and supplies to support School Resource Officer outreach			
After school programs, tutorials, and enrichment opportunities supplement our core educational program and promotes student wellness and a positive campus climate by providing opportunities for students to develop positive dispositions and skills. These programs are available daily to all students and no registration or fees are required. After School Programs and Tutorials include: Homework support, Math Tutorial, Art/Anime/Crafts, Sports (Flag Football, Volleyball, Basketball, and Softball), Choir, Mariatchi, WMS News, Model United Nations, PLTW Best Practices, Italian, Board Games, Public Speaking,Technology, Good News Club, Robotics, Spanish, literacy club, and other educational and enrichment programs that are	August to June	School Administrators	After School Programs, Interventions, and Tutorials.	1000-1999: Certificated Personnel Salaries	Title I	39000
			Benefits for certificated salaries.	3000-3999: Employee Benefits	Title I	7634
			Supplies and materials available to all students in after school programs. (See materials and supplies, goals 1, 2).			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
developed on-going throughout the year based on student needs and preferences.						

Planned Improvements in Student Performance – Program Improvement

Shared Responsibility for Improvement

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	**Funding Source**	**Estimated Cost**
The school will implement the action steps in its Single Plan for Student Achievement and the Director will work with each principal to review their SPSA. The district academic coaches will work closely with the principals and staff of Program Improvement schools to provide professional development and support for improvement activities and strategies per the SPSA.	Director of Programs and Assessment Academic Coaches Ongoing	As described in the Site Plans	Title I Centralized Title II Centralized Title III Centralized	150,000 100,000 50,000
All administrators and each individual school's staff will participate in training on Title I Program Improvement as needed. All new Year 1 Program Improvement staff will participate in training in program improvement requirements.	Director of Programs and Assessment Assistant Superintendent Fall	Staff Personnel Salaries		
The district will provide an analysis of achievement assessment data both school wide and for subgroups.	Director of Programs and Assessment District Classified Staff Ongoing	MAP - Measures of Academic Progress Staff Personnel Salaries		
		Data Director	Title I Centralized	6,500
		Illuminate Education Data System	LCFF - Supplemental and Concentration Centralized	35,000
The district will provide an analysis of instructional delivery system through the use of Targeted Leadership walkthroughs, classroom observations, instructional software and surveys.	Assistant Superintendent Academic Coaches Ongoing	McGrath Consulting Services	Title I Centralized	17,500
			Title II Centralized	5,000
			Title III Centralized	30,000
			LCFF - Supplemental and Concentration Centralized	12,500
		Contracts	Title I Centralized	37,000
		Software	Title I Centralized	45,000

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The district will provide an analysis of site EL services (staff credentialing; ELD instructional delivery system; curriculum support)	Assistant Superintendent Academic Coaches Ongoing	Staff Personnel Salaries and Professional Development		
The district will provide an analysis of services for students with disabilities (staff credentialing; instructional delivery system, curriculum support)	Director of Special Education District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of community involvement and early intervention strategies.	School Readiness Coordinator School Readiness Community Liaison Child Welfare and Wellness Coordinator	Staff Personnel Salaries		
The district will prepare required parent notification for Program Improvement status.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel Salaries		
The district will prepare centralized support for Alternative Supports including development of forms and assistance with site plans.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Alternative Supports	26,866.00
LCFF - Supplemental and Concentration	65,165.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	109,847.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

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
Mario Carlos	X				
Viridiana Vasquez				X	
Gul Mulazimoglu				X	
Matt Cukro	X				
Shannon Belknap		X			
Kim Wyer		X			
Yvonne Vasquez-Lopez- 8th Grade					X
Perla Soto- 8th grade					X
Numbers of members of each category:	2	2	2	2	2

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.

The Single Plan for Student Achievement

School: Imperial Middle School

CDS Code: 30665636028955

District: La Habra City Elementary School District

Principal: Cathy Seighman

Revision Date: October 17, 2016

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: Cathy Seighman

Position: Principal

Phone Number: (562) 690-2344

Address: 1450 South Schoolwood
                     La Habra, CA 90631

E-mail Address: cseighman@lhcsd.k12.ca.us

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

Table of Contents

School Vision and Mission

Imperial Middle School's Vision and Mission Statements

Imperial Middle School Mission Statement:

We, the teachers and staff of Imperial Middle School, will work together with colleagues, students, parents, and the community to provide
a) challenging academic program, common assessments, and interventions so all students succeed in meeting grade level content standards;

b) a nurturing environment that enriches the development of students in becoming socially responsible citizens.

Imperial Middle School Vision Statement:

We envision a professional learning community in which staff, students, and parents:

1. Constantly explore and share new research based strategies and skills that support student learning.
2. Monitor individual student progress and re-teach to ensure learning.
3. Provide opportunities for growth and development through child-centered programs (PALS, TLC, Conflict Managers, Student Government, Club Live, Pentathlon, AVID, parent education, intramurals, recreation, and other clubs)

Comprehensive Needs Assessment Components

<u>**Data Analysis**</u>
Please refer to the School and Student Performance Data section where an analysis is provided.

<u>**Surveys**</u>
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 following information is based on surveys from staff, students as well as input from The Instructional Leadership Team (ILT), and agendas from Professional Learning Communities meetings:

English Language Arts

Teachers agree to continue to use instructional strategies that support the instructional focus of Reading Comprehension. In addition, Imperial will focus on writing, as reading comprehension and writing go hand in hand. The Common Core standards will drive this instruction. Best teaching strategies will include, but not be limited to:
• GLAD Strategies
• Step-Up to Writing
• Close Reading
• Graphic Organizers
• Cornell Note Taking
• Thinking Maps
• Depth of Knowledge
• Sentence Frames
• Classroom Discussion Functions and Starters
• 21st Century Learning (Communication, Collaboration, Creativity, Critical Thinking)

- Technology

Mathematics

Continuation of our core math curriculum as well as the intervention math support classes currently in place will help to improve achievement in mathematics. This includes two-year Algebra instruction to give more 8th grade students access to Algebra . STMath will be implemented for all students below grade level to assist them with conceptual understanding of mathematical concepts. Teachers will also be incorporating the Standards for Mathematical Thinking into their curriculum as a way of developing the "Habits of Mind" described in the Common Core Standards . These practices are:
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Our partnership with the Orange County Department of Education will provide teachers with additional math support to assist with developing lessons incorporating the above practices.

English Learners

The staff at Imperial concurs that our teaching strategies must embrace methods that will provide differentiated instruction to effectively instruct our English Learners. Using Aeries, all teachers are aware of each of their students' CELDT levels and design instruction aimed at improvement. The teachers scaffold lessons to meet the needs of all their students, often times using GLAD strategies. The staff has identified and targeted these students in each of their classes and use our Best Instructional Practices to increase the growth of all English Learners across the content areas.. Scholastic 3 D curriculum is used in the ELD classes to provided addition support.

Identified Needs for Professional Development
The ILT has identified the need for Professional Development in the following areas :
- Technology
- Thinking Maps
- Step up to Writing
- Project Based Learning (PBL)
- Common Core Standards
- Developing The Habits of Mind
- Differentiated Instruction
- Continued use of GLAD Strategies
- Depth of Knowledge
- Infusing the arts into curriculum
- Using the data from Illuminate, MAP and SBAC to guide instrution

Input from Parents

The following summary is based on the results from the annual Title I Parent Involvement Survey, EL Parent Survey, input from various groups including School Site Council, ELAC, SAC, and Advisory and Information Meetings.

Student Learning

Although our school is listed as a low-performing school, parents feel that their children are challenged on a consistent basis with the curriculum and instruction provided by the Imperial staff. Ninety-five percent of the parents responding to the 2015 - 2016 Parent Survey were satisfied with their child's overall academic progress. Ninety-three percent also felt that Imperial promotes a positive student choices and behavior. Ninety - six percent of our parents feel Imperial is safe, clean, and secure. In addition, ninety-

two percent of our EL parents believe that their child is learning the skills and knowledge needed to prepare for opportunities after high school graduation.

Home-School Communication
Imperial Middle School feels that Home-School Communication is one of the most important aspects of any school and our parents voiced overall satisfaction in this aspect of Imperial's learning culture (98% approved as noted on the Parent Survey). Most notably, parents are pleased and impressed with the monthly postcard sent home, the informative calls home via Blackboard Connect, and the quick return response to their phone calls. Parents have also expressed an overwhelming satisfaction with the Student - Led Conferences provided before the end of the 1st and 2nd grading period. Last year, Imperial had 97% of our parents/guardians conference with their child during this period.

Parent Training and Involvement Opportunities
Our parents have expressed that they are well informed of their options when it comes to being involved in the educational experience of their child, and they overall feel valued as contributing member of their child's success. Throughout the year, parents were given the opportunity to participate in several trainings and parent involvement opportunities. Each month the administration at IMS has "Coffee With the Administrators" to discuss current events at Imperial, as well as to provide additional information and training to parents. These meetings are also a way for the administration to receive input from parents.

Areas Identified for Future Training
Parents have expressed an interest in parent nights that focus on parenting skills, improving their child's reading and math, improving their child's study and homework skills, and technology.

Classroom Observations

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

Classroom Guided Visits:
The principal, staff, teachers, and district representatives participate in guided visits throughout the year. These guided visits include observing specific classroom practices and providing feedback to the school. Imperial will host feeder schools throughout the year a minimum of three times. These visits provide the administration and staff the opportunity to observe and share best instructional strategies and receive feedback on implementation of district initiatives. The feedback from these visits also helps the staff reflect on current practices and improve instruction. In addition, representatives from the ILT will walk classrooms a minimum of two times to provide feedback and support to colleagues.

Formal and Informal Observations:
Imperial's administrators have made personal goals to observe in every classroom a minimum of one time per week. Informal observations provide time to offer instructional support and/or modeling of instructional practices. The teachers at IMS will also observe each other a minimum of two times throughout each Professional Learning Cycle implemented during the 2016 - 2017 school year. These observations are not done as an evaluation tool; they are done voluntarily to assist the teachers as they implement new instructional strategies. Formal observations will be conducted for those teachers who have a formal observation requirement for this school year as per district regulations.

Pupil Engagement

Attendance Rates

	2013-2014	2014-2015	2015-2016
	Present	**Present**	**Present**
Annual Average	97.19	96.6	96.71

School Climate

	2013-2014	2014-2015	2015-2016
Suspensions	4.3	5.2	5.1
Expulsions	0	0	3

Analysis of Current Instructional Program

The administration and ILT meets on a regular basis to monitor and analyze the instructional program at Imperial. Weekly PLC meetings, with all staff, are held to further enhance student achievement. Through these PLC meetings, teachers discuss instructional strategies, analyze student work, monitor student progress, analyze data, and receive professional development.

For the 2016 - 2017 school year, Imperial will continue to focus on:
Common Core Standards
Depth of Knowledge
Writing across the curriculum
Technology
Close Reading
RtI process
Thinking Maps
GLAD Strategies to support student learning
The use of the arts as a teaching tool

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	274	268	269	267	268	267	98.2	99.6
Grade 7	298	255	297	254	297	253	99.7	99.6
Grade 8	258	292	251	288	251	288	97.3	98.6
All Grades	830	815	817	809	816	808	98.4	99.3

* 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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	2469.6	2479.0	3	4	18	23	32	36	46	37
Grade 7	2511.1	2513.1	9	9	24	25	26	29	41	37
Grade 8	2534.1	2541.5	5	9	29	30	34	31	31	30
All Grades	N/A	N/A	6	7	24	26	31	32	40	35

	Reading Demonstrating understanding of literary and non-fictional texts					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	6	5	40	41	54	54
Grade 7	12	10	41	48	46	42
Grade 8	11	17	47	47	43	36
All Grades	10	11	43	45	48	44

Writing Producing clear and purposeful writing					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	7	7	43	50	50	43
Grade 7	19	17	43	48	38	35
Grade 8	14	18	55	47	31	35
All Grades	13	14	47	48	40	38

Listening Demonstrating effective communication skills					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	4	7	67	69	29	23
Grade 7	9	8	62	66	29	26
Grade 8	8	13	64	64	28	23
All Grades	7	10	64	66	29	24

Research/Inquiry Investigating, analyzing, and presenting information					
	% Above Standard		% At or Near Standard		% Below Standard	
Grade Level	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	11	13	64	60	25	27
Grade 7	17	19	52	51	31	30
Grade 8	15	23	59	48	26	29
All Grades	14	18	58	53	28	29

Conclusions based on this data:

1. During the 15-16 school year, 99.3% of our students participated in taking the California Assessment of Student Performance and Progress (CAASPP) in the are of English Language Arts. 27% percent of our students in 6th grade met or exceeded the grade level standards. This is an increase of 6% from the 15-16 school year. In 7th grade, thirty four percent of our students met or exceeded the grade level standards. This was an increase of 1% from the previous year. In 8th grade, thirty nine percent of our students met or exceeded the grade level standards. This is an increase of 5% from the previous year.

2. When analyzing the literacy claims within the English Language Arts portion of the assessment, our students showed they can engage in research /inquiry to investigate topics and to analyze, integrate, and present information with 73% of our 6th grade students, 69% of our 7th grade students, and 71% of our 8th grade students achieving near, at, or above the standards on this area.

3. The data from CAASPP indicated our students need additional support with understanding literary and non-fiction texts as only 56% of our students were near, at, or above the grade level standards in this area; 6th grade 46%, 7th grade 58%, and 8th grade 64%.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	274	268	268	267	268	267	97.8	99.6
Grade 7	298	254	297	254	297	253	99.7	100
Grade 8	258	292	251	291	251	291	97.3	99.7
All Grades	830	814	816	812	816	811	98.3	99.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2447.2	2446.7	1	3	10	8	30	24	59	65
Grade 7	2482.0	2479.3	10	7	10	9	27	33	53	51
Grade 8	2509.9	2518.6	10	15	12	9	31	25	47	51
All Grades	N/A	N/A	7	9	11	9	29	27	53	56

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	4	4	23	19	74	76
Grade 7	12	10	24	27	64	63
Grade 8	12	18	31	23	57	59
All Grades	10	11	26	23	65	66

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	3	3	38	33	59	64
Grade 7	10	9	47	40	43	51
Grade 8	11	16	53	52	36	32
All Grades	8	10	46	42	46	48

Communicating Reasoning Demonstrating ability to support mathematical conclusions					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 6	2	5	43	45	54	50
Grade 7	11	8	58	47	31	44
Grade 8	12	18	54	50	34	32
All Grades	8	11	52	47	40	42

Conclusions based on this data:

1. During the 15 - 16 school year, 99.8% of our students participated in taking the California Assessment of Student Performance and Progress (CAASPP) in the are of mathematics. Eleven percent of our students in 6th grade met or exceeded the grade level standards. In 7th grade, sixteen percent of our students met or exceeded the grade level standards. In 8th grade, twenty-four percent of our students met or exceeded the grade level standards.

2. When analyzing the mathematical claims within the mathematical portion of the assessment, our students showed they were able to demonstrate the ability to support mathematical conclusions with fifty-eight percent of our students near, at, or above the standards on this area. This is a relative strength for all grade levels.

3. The data from CAASPP indicated our students (for the second year in a row) need additional support with applying mathematical concepts and procedures as only thirty-four percent of our students were near, at, or above the grade level standards in this area.

School and Student Performance Data

Measures of Academic Progress for Reading – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Fifth to Sixth Grade Cohort Group	194.7	199.3	46
Sixth to Seventh Grade Cohort Group	204.2	205.4	37
Seventh to Eighth Grade Cohort Group	208.7	212.1	54

Fall 2016

READING	RIT Mean	Literature	Informational Text	Vocabulary Acquisition and Use
Sixth				
Imperial Middle School	198.9	198.7	198.6	199.3
District	178.2	178.5	177.9	178.2
Seventh				
Imperial Middle School	205	205.3	204	205.9
District	189.7	189.8	189.7	189.7
Eighth				
Imperial Middle School	211.5	211.5	210.5	212.5
District	196.8	197.1	196.5	196.8

+/- 3 Standard Error Relative Strength Relative Weakness

Conclusions based on this data:

1. Areas of Strength: Looking at the data from Fall 2015 to Fall 2016, the cohort group in 8th grade grew 3.3 RIT points which is only slightly below the projected growth of 3.7. Over half of the 8th grade students met their projection growth (54%). 37% of our 7th grade students met their projected growth and 46% of 6th grade students met their projected growth.

2. Areas of Need: Reading is an area of need in all grade levels. The 8th grade cohort was closest to their projected growth of 3.7 with an observed growth of 3.3.   In looking at the data from the different Goal Performance areas; Literature, Informational Text, Vocabulary Acquisition and Use- teachers need to continue to focus on reading strategies of Informational Text.

School and Student Performance Data

Measures of Academic Progress for Language Usage – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Fifth to Sixth Grade Cohort Group	196.5	203	60
Sixth to Seventh Grade Cohort Group	203.6	208.1	59
Seventh to Eighth Grade Cohort Group	208.3	214.2	65

Fall 2016

LANGUAGE USAGE	RIT Mean	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics
Sixth				
Imperial Middle School	202.5	201	202.8	203.8
District	204.6	203.7	204.6	205.5
Seventh				
Imperial Middle School	207.6	207.2	207.2	208.4
District	207	205.9	206.8	208.4
Eighth				
Imperial Middle School	213.8	213.2	213.3	214.5
District	212.9	211.9	212.3	214.3

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: Looking at the data from Fall 2015 to Fall 2016 all cohort groups met their projected growth in Language Usage. Overall 60% of our 6th grade students, 59% of our 7th grade students, and 65% of our 8th grade students met their projected growth targets in Language Usage. Vocabulary Acquisition and Use is a strength in grades 6 and 7, both grade levels are above or at the overall RIT mean. Literature is a relative strength in 7th grade, being slightly above the overall RIT mean. All grade levels fall above the district RIT mean in all subcategories.

2. Areas of Need: Writing: Plan, Organize, develop, revise, research as well as Language: Understand, Edit for Grammar, and Usage are equal areas of need.

School and Student Performance Data

Measures of Academic Progress for Mathematics – MAP

Grade	Fall 2015 Mean RIT	Fall 2016 Mean RIT	Percent Met Projected Growth
Fifth to Sixth Grade Cohort Group	199.6	205.6	54
Sixth to Seventh Grade Cohort Group	206.9	210.5	37
Seventh to Eighth Grade Cohort Group	214.3	218.1	49

Fall 2016

MATH	RIT Mean	Operations and Algebraic Thinking	The Real and Complex Number Systems	Statistics and Probability	Geometry
Sixth					
Imperial Middle School	205.1	205.1	208.4	201.4	205.9
District	207.0	207.6	210.2	202.9	207.3
Seventh					
Imperial Middle School	209.9	210.2	212.1	207.7	209.6
District	209.9	210.4	212.0	208.1	209.2
Eighth					
Imperial Middle School	217.7	217.9	218.9	217.4	216.8
District	217.1	217.7	218.5	215.8	216.4

+/- 3 Standard Error Relative Strength Relative Weakness
*Preliminary Scores

Conclusions based on this data:

1. Areas of Strength: Looking at the cohort data from Fall 2015 to Fall 2016, 54% of our 6th grade students, and 49% of our 8th grade students met their projected growth targets in math. The Claim of Real and Complex Number Systems is a strength in all three grade levels.

2. Areas of Need: The area of Statistics and Probability is an area of weakness in 6th and 7th grade. Both grade levels fall below the District mean. Although the 8th grade scored above the District mean in the area of geometry, this is a relative area of weakness as it is the lowest score in all 4 areas.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	188	189	170
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	188	189	170
Number Met	119	107	110
Percent Met	63.3%	56.6%	64.7%
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	8	185	14	180	7	166
Number Met	--	99	5	81	--	86
Percent Met	--	53.5%	35.7%	45.0%	--	51.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**--**	**Yes**	**Yes**	**No**	**--**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	--
Mathematics			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	--

Conclusions based on this data:

1. Areas of Strength: For the 15 - 16 school year, Imperial EL students met the AMAO 1 growth target of 62% with 64.7% of our students making adequate yearly progress. This is an increase of 8.1% from the previous year.

2. Areas of Need: Imperial just missed the AMAO 2 growth target for students receiving five or more years of EL instruction. The target was 52.8% and we had 51.8% students meet this target. We will continue to focus on our EL students, with an additional emphasis on students who have been in the ELD program for 5 or more years. Students will continue to be supported using targeted ELD curriculum.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1685	1650	1,463
Percent with Prior Year Data	100.0	99.9	99.9
Number in Cohort	1685	1648	1,462
Number Met	963	992	887
Percent Met	57.2	60.2	60.7
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1502	498	1495	449	1,224	472
Number Met	411	274	475	229	407	223
Percent Met	27.4	55.0	31.8	51.0	33.3	47.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	NA	NA
Mathematics			
Met Participation Rate	NA	Yes	Yes
Met Percent Proficient or Above	NA	NA	NA
Met Target for AMAO 3	**NA**	**NA**	**NA**

Conclusions based on this data:

1. Areas of Strength: While LHCSD just missed the 2015-16 AMAO Goal 1 (62.0%) - Annual Growth on the CELDT, our students have shown continual improvement from 57.2 to 60.7 percent. Also, 33.3 percent of our English Learner students here less than five years surpassed the AMAO Goal 2 (24.2%) - Attaining Proficiency on the CELDT.

2. Areas of Need: In 15-16, fewer EL students here for 5 or more years met their goal to attain English than in 14-15.   At 47.2% becoming proficient, we did not meet the target (52.8%). Supporting our long term ELL's attain proficiency in English is a priority.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What action steps were particularly effective in meeting the goal?

Imperial meet goal #4, which was holding a minimum of 6 parent involvement nights/events. A parent involvement committee assisted with this goal.   Our community liaison also assisted with reaching out to our parents and to encourage them to be involved in parent nights. Examples of the parent events are : Coffee with the Administration, Parent Portal Training, Knights Night Out, Parent Support Night for At Risk Students, Student Led Conferences, and PIQE classes. Activities were offered during the day as well as at night. Babysitting was provided.

Identify one goal in the most recent SPSA that was not met, or was only partially met. What action steps related to this goal were ineffective or minimally effective?   Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Our goal in the area of mathematics was not met in the 15 - 16 school year. The school average of 51.3% of the students made their projected RIT growth which falls below our 80% target. Students below grade level were supported with a math lab class in addition to their grade level math class. St Math was used as support curriculum.   In addition, teachers were still in the process of learning the State Standards and creating differentiated curriculum to address the standards. The teachers have been supported by the Orange County Dept. of Education and the district's math coach.

Based on this information, what might be some recommendations for future steps?

Additional support/training from the Orange County Department of Education on the Common Core Math Standards and The Habits of Mind within the standards. Additional release time for teachers to create lessons aligned to the CCSS is also something that needs to be done in the future. This release time will be supported by our math coach.

Involvement/Governance

How was the SSC, ELAC and staff involved in development of the plan?

The SSC, ELAC, and staff had numerous opportunities to analyze data, ask questions, and give input into the development of this plan. Each group discussed ideas and provided feedback as to the course of action taken within the Site Plan. In addition, the ILT members worked closely with all stakeholders to make sure the Site Plan was implemented in a timely manner. Goals were reviewed several times throughout the year.

How was the plan monitored during the school year?

Throughout the 2015 - 2016 school year, the SPSA was closely monitored through School Site Council Meetings, PLC Meetings, ILT Meetings, and Admin Meetings.. This is an on-going process as we annalyze data and make any necessary changes for student achievement.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Imperial will continue to place a strong emphasis on sharing and gathering input from all stakeholders.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ENGLISH LANGUAGE ARTS
State Priority :
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Spring 2017, 80% of students will meet or exceed their projected RIT progress goals in Reading. The remaining 20% of the students will meet a minimum of half their RIT score as measured by the Measures of Academic Progress (MAP) Reading Assessment.
How the School will Evaluate the Progress of this Goal:
MAP Assessment will be given in the fall and again in the winter.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Curriculum/Instruction • All teachers will implement core curriculum based on California Common Core State Standards. Each lesson will target the specific learning of the grade level standard using the " Learn, Do, Prove" model. • Teachers will use research-based teaching strategies such as GLAD (CCD, Input Charts,	August 2016 - June 2017		Release Time/Subs	1000-1999: Certificated Personnel Salaries	Title I	5500
			Professional Development/Conferences	5000-5999: Services And Other Operating Expenditures	Title I	2185
			Arts Integretation (Muckenthaler Artists)	4000-4999: Books And Supplies	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10:2), Thinking Maps, Cornell Notes, Close Reading and Differentiated Instruction. Throughout each lesson, teachers will monitor student achievement using various checking for understanding techniques. Teachers will also use formative and summative assessments to drive their planning and instruction. • Techers will implement a wide range of depth of knowledge questions and activities/tasks to provide rigor • Language frames will be used to support and promote academic language. • Teachers will continue to implement Step Up To Writing instructional strategies. Six Traits +1 will also be used to supplement the writing curriculum. • Through the Professional Learning Communities model, teachers will collaborate to address learning objectives, analyze data, look at student work, plan and design lessons. Professional development will be provided as needed. • Project Based Learning will be used to teach and/or assess appropriate mastery of curriculum. • Provide AVID classes to support with academic success. Support instruction and fieldtrips in AVID classes. • Instructional Leadership Team will meet a minimum of 3 times a year to learn current instructional strategies.			AVID	5000-5999: Services And Other Operating Expenditures	Title I	6152
			Release Time/Subs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Art will be used as a tool for teaching curriculum and engaging students (including field trips aligned to curriculum).						
• Artists will be contracted with the Muckenthaler Cultural Center to assist the teachers with infusing art into their curriculum.						
• 21st Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) will be embedded into the curriculum.						
• Twenty-first Century Learning Communities will provide additional support for students to gain the skills necessary to learn 21" century skills and academic success.						
• All three writing text types will be implemented across all content areas.						
• Interdisciplinary units will be implemented between content areas.						
• Close Reading will be used in all content areas.						
• Teachers will increase their instruction of non-fiction text to 50%.						
• Teachers will be provided with release time for curriculum development and peer observations.						
• Academic coaches will be used to support instruction and professional learning cycle						
• Scope and Action magazine will be						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
purchased to support instruction						
Intervention Support • Students at-risk of not meeting grade level standards will be identified using data. These students will be placed into the Read 180 class, Expert 21 class, or System 44 class. • Read 180 will be taught by one general education teacher and one special education teacher using the Co-Teach model. Students will be given targeted instruction using small groups as well as one to one instruction. • Instructional Aides will be used to support small group instruction. • Teachers will use differentiated instruction (within small groups) to provide additional scaffolded instruction to students. Respectful tasks will be used at all times. • Teachers will meet in PLC and/or release time to collaborate on meeting the needs of at risk students based on data. • Extended learning opportunities offered through the After School Program, Summer School Program, and/or Saturdays. • Extended learning opportunities offered through After School and/or Saturdays for students most at risk (Alternative Supports)	August 2016 - June 2017		After School Program	1000-1999: Certificated Personnel Salaries	Title I	9450
			Benefits on Object 1000	3000-3999: Employee Benefits	Title I	6406
			Teacher Salaries - Alternative Supports)	1000-1999: Certificated Personnel Salaries	Alternative Supports	19000
			Teacher Salaries Benefits Alternative Supports)	3000-3999: Employee Benefits	Alternative Supports	2999
			Books/Supplies (Alternative Supports)	4000-4999: Books And Supplies	Alternative Supports	1596
			Materials/Supplies (Alternative Support)	4000-4999: Books And Supplies	Alternative Supports	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and Supplies *Critical thinking will be the instructional focus with an emphasis on writing and high level depth of knowledge questions/activities. Materials to support this area will be purchased as needed. • MAP will be used to help with assessment data. • Supplies will be purchased to infuse the arts into all content curriculum as a teaching tool. • Artists will be contracted by The Muckenthaler Center to assist the teachers with using art as an instructional strategy. Supplemental materials will be purchased to support the core curriculum • Discovery education will be available to provided supplemental materials • NEWSELA and Scope/Action Magazine will be purchased to support implementation of non-fiction The Illuminate software program will be used to analyze data that will drive instruction. Library software will be installed in the library to support self check out of library books and inventory of library books	August 2016 - June 2017		Materials/Supplies	4000-4999: Books And Supplies	Title I	6500
			Destiny Library	5000-5999: Services And Other Operating Expenditures	Title I	1300
			Arts supplies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	1419
			Illuminate	5000-5999: Services And Other Operating Expenditures	Title I	3000
			Material/Supplies (Typing Agent, PaperPrint)	4000-4999: Books And Supplies	Title I	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology • Technology will be purchased and used to enhance the learning and engagement of all students. • Instructional software/applications will be purchased. • Ipads will have access to library books on-line through a digital library. • Technology supplies (i.e. printers, ink, paper) will be purchased to support implementation of technology.	August 2016 - June 2017		Technology Equipment	4000-4999: Books And Supplies	Title I	13000
			Software support	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	782
Professional Development • Teachers will be provided release time for professional development to increase student achievement. • Teachers will attend conferences to support student achievement in ELA. • ILT members will be released to support instruction. • Instructional aides will be utilized in intervention classes.	August 2016 - June 2017			None Specified	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Personnel • The library tech will support all ELA classes. • Academic coaches will be used to support instruction and class management	August 2016 - June 2017		Library Tech	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	15205
				None Specified	LCFF - Supplemental and Concentration	
				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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: MATHEMATICS
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Spring 2017, 80% of students will meet or exceed their projected RIT progress goals. The remaining 20% of the students will meet a minimum of half their RIT score as measured by the Measures of Academic Progress (MAP) Mathematics Assessment.
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Curriculum/Instruction • All teachers will implement core curriculum based on California Common Core State Standards. Each lesson will target the specific learning of the grade level standard using the " Learn, Do, Prove" model • Teachers will use research-based teaching strategies such as GLAD (CCD, Input Charts, 10:2), Thinking Maps, Cornell Notes, and Differentiated Instruction. Throughout each	August 2016 - June 2017		Release Time/Subs	1000-1999: Certificated Personnel Salaries	Title I	2500
			Professinal Dev (after hours)	1000-1999: Certificated Personnel Salaries	Title I	2250
			Supplemental curriculum	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
lesson, teachers will monitor student achievement using various checking for understanding techniques. Teachers will also use formative and summative assessments to drive their planning and instruction						
• Techers will implement a wide range of depth of knowledge questions and activities/tasks to provide rigor						
• The Orange County Department of Ed will be utilized to support implementation of Common Core Math Standards.						
• Through the Professional Learning Communities model, teachers will collaborate to address learning objectives, analyze data, look at student work, plan and design lessons. Professional development will be provided as needed.						
• Project based learning will be used to teach and/or access appropriate mastery of curriculum						
• Instructional Leadership Team will meet a minimum of 3 times a year to learn current instructional strategies.						
• Art will be used as a tool for teaching curriculum and engaging students.						
• 21st Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) will be embedded into the curriculum						
• Interdisciplinary units will be implemented between content areas.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Close Reading will be used in all content areas. • Teachers will be provided with release time for curriculum development and observations. • Math teachers will collaborate with the science teachers to create STEAM activities. • Coaches will provided support as needed						
Intervention Support • Students at-risk of not meeting grade level standards will be identified using data and given an additional math lab class for support. • St Math will be used to supplement intervention curriculum • Teachers will use differentiated instruction (within small groups) to provide additional scaffold instruction to students. Respectful tasks will used at all times. • Teachers will meet in PLC and/or release time to collaborate on meeting the needs of at risk students. • Extended learning opportunities offered through the After School Program, and/or Saturdays including training of students as tutors.	August 2016 - June 2017		After School Program	1000-1999: Certificated Personnel Salaries	Title I	5,000
			Professional Development/Conferences	5000-5999: Services And Other Operating Expenditures	Title I	2300
			Materials/Supplies (ST Math)	4000-4999: Books And Supplies	Title I	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and Supplies • Manipulatives will be purchased to support conceptual understanding. • Supplies will be purchased to infuse the arts into all content curriculum as a teaching tool. • Supplemental materials will be purchased to to support the core curriculum. • Supplemental materials will be purchased to support STEAM lessons.	August 2016 - June 2017		Material/Supplies	4000-4999: Books And Supplies	Title I	2500
Technology • Technology will be purchased and used to enhance the learning and engagement of all students. • Teachers will attend conferences to support student achievement in math. • Software and apps will be purchased • Technology supplies (i.e. printers, ink, paper) will be purchased to support implementation of technology.	August 2016 - June 2017		Repairs Maintenance	7000-7439: Other Outgo	Title I	3500
			Equipment	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	2200
			Copier lease	7000-7439: Other Outgo	LCFF - Supplemental and Concentration	3500
Professional Development • Teachers will attend conferences to support student achievement in math. • Teachers will be provided release time for professional development in targeted areas	August 2016 - June 2017					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to increase student achievement. • ILT members will be released to support instruction.						
Personnel • Academic coaches will be used to support instruction and class management. • The Instructional Leadership Team will meet a minimum of 3 times per year for the Institutes. • Instructional aides will be utilized in intervention classes. • After school support classes such as HW Club and/or Math tutoring. • Students will be trained as tutors.	August 2016 - June 2017		Tutor Training	4000-4999: Books And Supplies	Title I	500

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: ENGLISH LANGUAGE DEVELOPMENT
State Priority:
1 - Basic 2 - Implementation of State Standards 4 - Pupil Achievement 7 - Course Access
LCAP Goal:
1 - Academic Excellence 5 - Human Resources Development
School Goal:
By Fall 2017 26.7% or more of the school's English learners who have been in English language instruction educational programs for less than 5 years will attain the English proficient level on the CELDT. By Fall 2017, 54.7% or more of the school's English learners who have been in English language instruction educational programs for more than 5 years will attain the English proficient level on the CELDT
How the School will Evaluate the Progress of this Goal:
Administration of the California English Language Development Test (CELDT) on an annual basis to evaluate progress toward the goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Curriculum/Instruction • Using CELDT and CST data, students will be placed in appropriate level of ELD instruction (Read 180, Expert 21, Imagine Learning, or Scholastic 3D)	August 2016 - June 2017		Instructional Aides	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	26973
			Benefits on Object 2000	3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	10742

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Instructional aides will be used to support teaching and learning.			Materials/Supplies	4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	3000
• Teachers will identify EL level for each student and know appropriate level of instruction and questioning to support student.			Other items budgeted in Goal 1,2,4,5,			
• Academic Coaches will be used to support instruction and provided teachers with necessary support as needed.						
• All teachers will implement 30 minutes of approved ELD curriculum based on ELD Standards. Each lesson will target the specific ELD learning of the grade level standard using the " Learn, Do, Prove" model.						
• Teachers will use research-based teaching strategies such as GLAD (CCD, Input Charts,10:2), Thinking Maps, Cornell Notes, SDAIE Strategies, and Differentiated Instruction.						
• Techers will implement a wide range of depth of knowledge questions and activities/tasks to provide rigor						
• Throughout each lesson, teachers will monitor student achievement using various checking for understanding techniques. Teachers will also use formative and summative assessments to drive their planning and instruction						
• Language frames will be used to support						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student responses • Teachers will collaborate through PLC's to analyze data, plan look at student work, and design lessons, Current research and instructional strategies will be available through conferences and professional development • Extended learning opportunities offered through the After School Program and Saturday School • Art will be used as a tool for teaching curriculum and engaging students • Artists will be contracted with the Muckenthaler Cultural Center to assist the teachers with infusing art into their curriculum • 21st Learning Skills (Collaboration, Critical Thinking, Communication, and Creativity) will be embedded into the curriculum						
Material/Supplies • Scholastic English 3D will be implemented as the ELD curriculum-training and supplies will be purchased as necessary. Scope and Action Magazine will be purchased to support instruction • Supplemental supplies to support curriculum.	August 2016 - June 2017		Items budgeted in Goal 1,2,4,5,			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology • Technology will be purchased and used to enhance the learning and engagement for all students. • Software/applications will be purchased to support instruction.	August 2016 - June 2017		Items budgeted in Goal 1,2,4,5,			
Professional Development • Teachers will be provided with release time for professional development in areas to increase student achievement. • Teachers will attend conferences to support student achievement.	August 2016 - June 2017					

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ENGAGEMENT
State Priority:
3 - Parent Involvement 5 - Pupil Engagement 8 - Pupil Outcomes
LCAP Goal:
4 - Parent/Community Partnerships
School Goal:
By June 2017, Imperial will hold a minimum of 6 parent involvement nights/events as measured by parent involvement committee agendas and parent sign in sheets.
How the School will Evaluate the Progress of this Goal:
Artifacts will be collected from each event, parent sign in sheets, notes from parent involvement committe, and flyers home advertising the event.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Led Conferences will take place two times a year. Fall conferences inform parents of progress and allow students to share their portfolios of exemplary work. Winter conferences offer an opportunity for struggling students to develop success plans and strategies with their parents and teachers.	August 2016 - June 2017	Site Administrators	Supplies/Materials	4000-4999: Books And Supplies	Title I	2000
• Parent Training evenings are offered to keep parents informed and involved in their child's education: Parent Portal and Internet Safety training PIQE Healthy Cooking Training High School Information Night College Night Math/Reading Night	August 2016- June 2017	Site Administrators	Salaries for translation for evening trainings.	2000-2999: Classified Personnel Salaries	Title I	500
				4000-4999: Books And Supplies	Title I	
			Extra Time Community Liaison	2000-2999: Classified Personnel Salaries	LCFF - Supplemental and Concentration	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Science Showcase • Translators and daycare will be provided as needed.			Digital Signage	5000-5999: Services And Other Operating Expenditures	Title I	1300
• Parent involvement activities and events to include: Orientation, Back to School Night, Coffee with Administrators, Open House, Shadow a Student Day, PTA, ELAC, SAC, School Site Council, Fall Festival, College Night, and monthly awards assemblies. • Parents will be informed of school activities through monthly postcards sent home via mail, Blackboard Connectt, school website, and the school marque. • Parents will be informed of student behavior expectations (Code of Conduct) through the student agenda given to all students at the beginning of the school year. These agendas will also serve as an on-going communication tool between parents and teachers throughout the year. • Parents will be invited to Response to Intervention (RtI) meetings to be partners in the academic/behavior improvement of their child. • Materials will be translated into Spanish as needed.	August 2016 - June 2017	Site Administrators	Stamps	4000-4999: Books And Supplies	Title I	3500
			Blackboard Connect	5000-5999: Services And Other Operating Expenditures	Title I	3600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Community Liaison will work with students and families to promote success of all students on-campus and to engage parents and community members with our campus. The Community Liaison will also provide parent education during after school and evening activities, during Saturday and weekend activities and conferences, and during the school day as needed. • Substitutes will be provided for office clerk and school secretary.	August 2016- June 2017	Site Administrators/ Community Liaison	Supplies and materials for student and parent education and participation	4000-4999: Books And Supplies	Title I	1982
			Salary for additional hours for the Community Liaison for evening and weekend outreach activities.	2000-2999: Classified Personnel Salaries	Title I	693
			Salary for office staff subs	2000-2999: Classified Personnel Salaries	Title I	2000
			Extra time office staff	2000-2999: Classified Personnel Salaries	Title I	400
• Partnerships will be formed with local community members to promote positive relations as well as community involvement. (i.e. signing at convalescent hospitals, tutoring younger students, working with The Muckenthaler Center, local Universities and The Boys and Girls Club)	August 2016 - June 2017			5000-5999: Services And Other Operating Expenditures	Title I	

School Goal #5

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

SUBJECT: SCHOOL CLIMATE
State Priority:
6 - School Climate
LCAP Goal:
3 - School Safety and Student Wellness
School Goal:
By June 2017 through the use of Positive Behavior Intervention Strategies (PBIS), 85% of the students at IMS will be motivated to receive recognition for outstanding academics, behavior, and citizenship, and/or school attendance
How the School will Evaluate the Progress of this Goal:
Celebrations lists, Above the Crowd lists, Student of the Week/Month lists, decrease number of suspensions, and increase attendance rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• To create a positive school climate, Imperial will continue to implement Positive Behavior Intervention Strategies. Students will be trained on the expectations of the Code of Conduct in August and re-trained in January • Monthly positive celebrations will be held to reward students with positive academics, behavior, attendance, and/or citizenship. Positive recognition will be rewarded with foam fingers, hats, shirts, pizza parties, lunch celebrations, and other incentives. • PBIS Committee will meet to analyze data and plan activities to support positive behavior.	August 2016 - June 2017		Contract Speakers/Activities (Positive Recognition/Motivation)	5000-5999: Services And Other Operating Expenditures	Title I	3000
				5000-5999: Services And Other Operating Expenditures	Title I	
			Movie License/KOCE	5000-5999: Services And Other Operating Expenditures	Title I	500
			Materials/Supplies	4000-4999: Books And Supplies	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Guest speakers will be used to promote college and career opportunities • Guest speakers will be used to provide motivation						
PALS and ASB students will be trained to promote a positive school culture. They will also be trained as peer tutors to assist students in the after school homework clubs. Conflict managers will be trained	August 2016 - June 2017		Leadership Camp/Subs	1000-1999: Certificated Personnel Salaries	Title I	1000
Extra curricular activities will be offered to support behavior during non-instructional times. such as lunch and after school. (i.e theatre arts, art, ceramics, after school clubs, intra murals, and after school sports, etc)	August 2016 - June 2017		After School Activities	1000-1999: Certificated Personnel Salaries	Title I	12300
			Transportation	5000-5999: Services And Other Operating Expenditures	Title I	3293
				1000-1999: Certificated Personnel Salaries	Title I	
				4000-4999: Books And Supplies	Title I	
Positive Choice Support groups will be offered to enhance and support positive student interaction and positive school culture on campus. RtI meetings will be held to support students with continued behavior challenges. Blackboard Connect will be used to create a positive link to parents via phone calls Digital marque software to promote current and upcoming events	August 2016 - June 2017	School administrators/ School psychologist	Release Time/Subs (Development of TLC Curriculum)	1000-1999: Certificated Personnel Salaries	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will participate in Twenty First Century Learning Communities (TLC) to promote postive school culture, increase school attendance, and learn 21st century skills .						
Saturday re-teaching opportunities will be offered for students that are struggling with engaging in positive school culture.	August 2016 - June 2017	School Administrators		1000-1999: Certificated Personnel Salaries	Title I	

Planned Improvements in Student Performance – Program Improvement

Shared Responsibility for Improvement

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The school will implement the action steps in its Single Plan for Student Achievement and the Director will work with each principal to review their SPSA. The district academic coaches will work closely with the principals and staff of Program Improvement schools to provide professional development and support for improvement activities and strategies per the SPSA.	Director of Programs and Assessment Academic Coaches Ongoing	As described in the Site Plans	Title I Centralized Title II Centralized Title III Centralized	150,000 100,000 50,000
All administrators and each individual school's staff will participate in training on Title I Program Improvement as needed. All new Year 1 Program Improvement staff will participate in training in program improvement requirements.	Director of Programs and Assessment Assistant Superintendent Fall	Staff Personnel Salaries		
The district will provide an analysis of achievement assessment data both school wide and for subgroups.	Director of Programs and Assessment District Classified Staff Ongoing	MAP - Measures of Academic Progress Staff Personnel Salaries Data Director Illuminate Education Data System	 Title I Centralized LCFF - Supplemental and Concentration Centralized	 6,500 35,000
The district will provide an analysis of instructional delivery system through the use of Targeted Leadership walkthroughs, classroom observations, instructional software and surveys.	Assistant Superintendent Academic Coaches Ongoing	McGrath Consulting Services Contracts Software	Title I Centralized Title II Centralized Title III Centralized LCFF - Supplemental and Concentration Centralized Title I Centralized Title I Centralized	17,500 5,000 30,000 12,500 37,000 45,000

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Proposed Expenditure(s)		
		Related Expenditures	Funding Source	Estimated Cost
The district will provide an analysis of site EL services (staff credentialing; ELD instructional delivery system; curriculum support)	Assistant Superintendent Academic Coaches Ongoing	Staff Personnel Salaries and Professional Development		
The district will provide an analysis of services for students with disabilities (staff credentialing; instructional delivery system, curriculum support)	Director of Special Education District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	District Personnel Ongoing	Staff Personnel Salaries Professional Development		
The district will provide an analysis of community involvement and early intervention strategies.	School Readiness Coordinator School Readiness Community Liaison Child Welfare and Wellness Coordinator	Staff Personnel Salaries		
The district will prepare required parent notification for Program Improvement status.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel Salaries		
The district will prepare centralized support for Alternative Supports including development of forms and assistance with site plans.	Director of Programs and Assessment District Personnel Ongoing	Staff Personnel		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Alternative Supports	26,595.00
LCFF - Supplemental and Concentration	68,821.00
LCFF - Supplemental and Concentration Centralized	47,500.00
Title I	116,611.00
Title I Centralized	256,000.00
Title II Centralized	105,000.00
Title III Centralized	80,000.00

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
Cathy Seighman	X				
Michele Robinson			X		
Amanda Wood		X			
Tawnya Sievers		X			
Mark Smith		X			
Carla Kovach			X		
Silvana Daehn				X	
Samantha Ikuta				X	
Monica Garcia				X	
Amy Delgado					X
Giovanni Bandera					X
Jacob Katoa					X
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

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.

NATIONAL UNIVERSITY

STUDENT TEACHING AND PRACTICUM AGREEMENT

This agreement, effective on October 17, 2016, made by and between National University, a California non-profit public benefit corporation (the "University") and La Habra City Elementary a public entity (the "District"), with reference to the following facts:

ARTICLE 1
RECITALS

1.1   Section 35160 of the California Education Code provides that the governing board of any school district may initiate and carry on any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or pre-empted by, any law and which is not in conflict with the purposes for which school districts are established.

1.2   An agreement by a school district to provide student teaching or practicum experience to students enrolled in an education credential program offered by an institution of higher education approved by the California Commission on Teacher Credentialing (the "Commission") is not inconsistent with the purposes for which schools districts are established.

1.3   The University is accredited by the Western Association of Schools and Colleges, and its education credential programs have been approved by the Commission.

1.4   The University desires that the District provide student teaching to students enrolled in the University's teacher training curricula and/or practicum experience to students enrolled in the University's student counseling and other credential curricula. The District agrees to provide such student teaching and/or practicum experience on the terms and conditions specified in this Agreement.

ARTICLES 2
DEFINITIONS

2.1   "Student" shall refer to a student enrolled in a program at the University which is approved by the commission and which leads to an education credential

2.2   "Master Teacher" shall refer to an employee of the District holding a valid, clear teaching credential issued by the Commission typically with three or more years teaching experience.

2.3   "Student Teaching" shall refer to the active participation by a Student in the duties and functions of classroom teaching under the direct supervision and instruction of one or more Master Teachers.

2.4   "Student Teaching Assignment" shall typically refer to a full day of Student Teaching, five days a week for 12 to 18 weeks, dependent upon program.   Student Teaching Assignments shall satisfy all requirements of the Commission.

2.5   "Practicum Supervisor" shall refer to an employee of the District holding a valid Pupil Personnel Services or other credential issued by the Commission or equivalent certification recognized by the District typically with three or more years experience as a school counselor, school psychologist, school social worker, or other education specialist.

2.6   "Practicum" shall refer to the participation by a Student in the duties and functions of a school counselor, school psychologist, school social worker, or school attendance worker under the direct supervision and instruction of one or more Practicum Supervisors.

2.7   "Practicum Assignment" shall consist of between 90 and 600 hours of Practicum depending upon the specific program requirements.

2.8   "Quarter Unit" shall refer to the amount of academic credit earned by a Student through the successful completion as determined by the University of approximately 25 hours of Student Teaching or between 20 to 40 hours of Practicum.

ARTICLE 3
TERMS AND CONDITIONS

3.1   <u>Student Teaching or Practicum</u>.   The District shall provide University students with Student Teaching and/or Practicum in schools and classes of the District under the direct supervision and instruction of a Master Teacher or Practicum Supervisor.   The University and the District from time to time shall agree as to the number of students assigned to the District for Student Teaching and/or Practicum.

3.2   <u>District Determination</u>. The District at their sole discretion may refuse to accept, or may terminate, any Student assigned to the District for Student Teaching or Practicum based upon its good faith determination that the Student is not performing to the standards of the District.   Upon written notification by the District, the University shall promptly terminate the Student's assignment to the District.

3.3   <u>University Determination</u>. The University shall determine the number of units of Student Teaching or Practicum each Student shall receive.   Students shall be able to be eligible for more than one Student Teaching Assignment and/or Practicum Assignment at the District.

3.4   <u>District Reimbursement</u>.   The University shall reimburse the District for the cost of Student Teaching or Practicum services rendered by the District, paying the District $300.00 per section of Student Teaching and/or Practicum supervised.   The District agrees that the issuance of the stipend to the Master Teacher or the Practicum Supervisor will not render the Master Teacher or Practicum Supervisor an employee or agent of the University.

3.5   <u>Invoice Procedure</u>. Within a reasonable time following the completion of any Student Teaching Assignment or Practicum Assignment, the District shall submit an invoice, in triplicate, to the University which invoice shall specify the number of Quarter Units of Student Teaching or Practicum provided by the District and the amount of reimbursement calculated at the rate provided in Article 3.4. The University shall pay the reimbursement to the District within 30 days following the date the District's invoice is received.

3.6   Insurance. The District will obtain and maintain a broad form commercial general liability insurance policy with coverage of at least $1,000,000 for each occurrence. The District will provide the University with proof of such insurance upon execution of this Agreement. For purposes of this Agreement, each of the District and the University will provide workman's compensation insurance coverage for their own employees, and Students are not employees of either the District or the University.

University agrees to maintain at least $1 million per occurrence and $1 million in General Aggregate Liability Insurance coverage. University agrees to provide District with a Certificate of Insurance including an Endorsement/Additional Covered Party Amendatory Endorsement/Additional Insured naming La Habra City Elementary as an additional insured party in conjunction with this Student Teaching and Practicum Agreement.

University agrees that all Students are not employees of the District and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which employees are normally entitled, including but not limited to, State Unemployment Compensation or Workers' Compensation.

3.7   Termination of Assignment.   In the event a Student Teaching Assignment or Practicum Assignment is terminated before it is completed, the District shall receive reimbursement of costs at the rate provided in Article 3.4 pro-rated to the nearest completed Quarter Unit.

3.8   Representations. The University represents that all Students assigned to the District for Student Teaching or Practicum are validly enrolled in a University credential program approved by the Commission. The University makes no other representation, express or implied, about, or assumes any responsibility for, the Student's fitness or qualification to participate in the Student Teaching or Practicum. Nothing in this Agreement shall be construed as a delegation by the District to the University of any of the District's duties and responsibilities for operation or supervision of the schools or classes of the District.

3.9   Certificate of Clearance. In accordance with California Education Code Section 44320, each credential candidate prior to assignment to District must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. The University will ensure that student's receive a Certificate prior to beginning their assignment in the district or hold a valid document issued by the CTC accounting for fingerprint clearance.

3.10   Tuberculosis Clearance. In accordance with California Education Code Section 49406, each credential candidate prior to assignment to District must obtain at the candidate's sole expense an examination by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, prior to beginning the candidate's assignment in the District.

ARTICLE 4
GENERAL PROVISIONS

4.1   Term. This Agreement shall commence as of the date hereof and shall continue until such time as either party gives the other party written notice of its intent to terminate the Agreement. The termination of the Agreement shall be effective upon the date specified in such written notice. Provided, however, all Students receiving Student Teaching or Practicum from the District as of the date of such notice shall be permitted to complete their

Student Teaching Assignment or Practicum Assignment so long as said student is not the cause of the termination of the agreement.

4.2   Attorney's Fees.   In the event any party hereto commences litigation for the interpretation, specific performance, or damages for the breach of this Agreement, the prevailing party shall be entitled to a judgment or award against the other in an amount equal to reasonable attorney's fees and expenses incurred, together with all other appropriate legal or equitable relief.

4.3   Notices.   All notices, demands, or other communications given under this Agreement shall be in writing and shall be deemed to have been duly given as of the second business day after mailing by United States mail, postage pre-paid addressed to the addresses on page four hereof, or to such other address or to such other person as any party hereto shall designate to the other for such purposes in the manner hereinabove set forth.   Personal delivery of such notice, demand, or communication may also be made to the above-described addressees and shall be deemed given as of the date of such delivery.

4.4   Integration Clause.   This Agreement contains the entire agreement between the parties relating to the transactions contemplated hereby and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein.   No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless the same is in writing and signed by the party against which the enforcement of such modification, waiver, amendment, discharge, or change is or may be sought.

4.5   General Provisions.   This Agreement (i) shall be binding upon and inure to the benefit and be enforceable by the parties hereto and their respective legal representatives, successors, or assigns, (ii) may executed in any number of counter-parts, each of which may be deemed to be an original, but all of which together shall constitute one and the same instrument, (iii) shall be construed and enforced in accordance with the laws of the State of California, and (iv) has been executed at San Diego, California as of the last date set forth below.

4.6   Mutual Indemnification.   University shall defend, indemnify and hold District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University its officers, agents, or students.

District shall defend, indemnify and hold University, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, agents, or employees.

NATIONAL UNIVERSITY, a California non-profit public benefit corporation

La Habra City Elementary

By _____
    Randy C. Frisch, Esq.
    Vice Chancellor, Business and
    Administration

By _____
            Signature

Date _____
    National University
    School of Education
    11255 N. Torrey Pines Road
    La Jolla, CA 92037

By _____
    Name Typed or Printed

Title _____

Date _____

District Address/Telephone:

For contact/contract return:
Frank Adame
Contract Coordinator
National University
9980 Carroll Canyon Road
San Diego, CA 92131
(858) 642-8300
credcontracts@nu.edu

_____
Street

_____
City   State   Zip

_____
Phone

2015-2016 Quarterly Report
Williams Legislation Uniform Complaints

District: La Habra City School District

District Contact: Sheryl Tecker

Title: Director of Programs and Assessment

☒	Quarter #1	July 1 to September 30, 2015	**Report due by October 30, 2015**
☐	Quarter #2	October 1 to December 31, 2015	**Report due by January 29, 2016**
☐	Quarter #3	January 1 to March 31, 2016	**Report due by April 29, 2016**
☐	Quarter #4	April 1 to June 30, 2016	**Report due by July 29, 2016**

Check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of the complaints.

Type of Complaint	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facility Conditions	0		
CAHSEE Intensive Instruction & Services (high schools only)	NA		
TOTALS	0		

Name of Superintendent: Dr. Marc Winger

Signature of Superintendent: _____ Date: _____

Please submit to: Thea Savas
Senior Administrative Assistant
200 Kalmus Drive, *B-1000*
P.O. Box 9050, Costa Mesa, CA 92628-9050
(714) 966-4336 or fax to: (714) 327-1371

To:	Board of Trustees
From:	Manuel Tafoya, Purchasing Dept
CC:	
Date:	10/18/2016
Re:	**Final Acceptance of Project# B02-2016, Contractor: Terra Pave, Inc.**

Background:

On April 14, 2016 the Board of Trustees awarded a contract for Parking Lot & Drop-off/Pick-up at Walnut ES Project # B02-2016

Current Consideration:

The contract has been completed and requires final acceptance by the Board of Trustees prior to the filing of the Notice of Completion.

Bid No. B02-2016 Parking Lot & Drop-off/Pick-up at Walnut ES

Project Site(s):	Walnut ES
Original Board Approval:	4/14/2016
Original Purchase Order:	161883
Completion Date:	10/14/2016
Contractor:	Terra Pave, Inc.
Original Project Amount:	$749,824.00
Balance Contract Amount:	$ (4,407.67)
Total Project Amount:	$745,416.33
Fund(s):	Measure O Bond

Recommendation:

All contracted work was completed on October 14, 2016. It is recommended that the Board of Trustees accept the above contract as completed and authorize staff to file the appropriate Notice of Completions and release the retention payment to the Contractor.