

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Huntington Seacliff Elementary School
Address	6701 Garfield Ave. Huntington Beach, CA 92648
County-District-School (CDS) Code	30-66530-6116065
Principal	Michael Andrzejewski
District Name	Huntington Beach City School District
SPSA Revision Date	January 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	November 2017

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Stakeholder Involvement 6
- School and Student Performance Data 7
 - Student Enrollment.....7
 - CAASPP Results..... 10
 - ELPAC Results 14
 - Equity Report 17
 - Status and Change Report..... 18
 - Detailed Report 28
 - Student Group Report 31
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 1..... 32
 - Goal 2..... 36
 - Goal 3..... 39
 - Goal 4..... 42
 - Goal 5..... 43
- Annual Review and Update 44
 - Goal 1..... 44
 - Goal 2..... 48
 - Goal 3..... 50
 - Goal 4..... 56
 - Goal 5..... 57
- Budget Summary and Consolidation 59
 - Budget Summary 59
 - Allocations by Funding Source..... 59
 - Expenditures by Funding Source 60
 - Expenditures by Budget Reference 61
 - Expenditures by Budget Reference and Funding Source 62
- School Site Council Membership 63
- Recommendations and Assurances 64
- Addendum..... 65
 - Instructions: Linked Table of Contents 65
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 68

School Vision and Mission

WE ENVISION A COMMUNITY OF LEARNERS WHERE:

- All children learn and achieve grade level standards.
- Clearly articulated, data driven/research based instruction is aligned with state standards.
- Positive values and strong character are encouraged within our students.
- Staff development, risk-taking, creativity, and collaborative decision-making are supported.
- Students feel secure, safe, and nurtured.
- Open communication and collaboration exists between all members of the school community.
- Students are prepared for participation in the culturally diverse, technologically rich, democratic society of the twenty-first century.

School Profile

The Huntington Seacliff school community places a high value on education. This value is evidenced through a phenomenal degree of parental involvement and generous participation by the school community. Volunteers contribute countless hours assisting in classrooms, working in the media center, organizing school and community fundraisers, and contributing to decision-making committees.

Seacliff's 27 classrooms surround shared-learning corridors that are designed with networked learning stations. The open architecture of the corridors allows resources of the mind and materials to be shared with ease. It facilitates peer coaching as both teachers and students learn from each other. Our state-of-the-art library/media center serves as the resource and technological hub of our school. Currently, one classroom, room 21, is being piloted with a 21st Century makeover as part of the renovation plan from the passage of a bond, Measure Q.

Stepping into a classroom at Seacliff, one would immediately take notice of the warm, positive, and supportive tone that permeates the school climate. The Seacliff Code of Conduct clearly defines behavior expectations and consequences, which support our purpose. Our school's "3 R's" - Respect, Responsibility, and Personal Regard, stand as a goal for each student's character development, defining expectations for moral and ethical decision-making, and acceptance of personal responsibility. Visitors often comment on the campus orderliness, engaging classroom environments, and overriding sense of spirit at Seacliff School.

The classic story of the boy tossing stranded sea stars back into the ocean reminds us of our compelling responsibility to make a difference for every child. We judge our effectiveness by results. The student scores from the Smarter Balanced Assessment Consortium (SBAC) assessments show that Seacliff students in grades 3-5 continue to excel with 82% of 3rd grade meeting the achievement standard in ELA and 89% in Math. 86% of 4th grade students met the achievement standard in English Language Arts and 88% in Math. In 5th grade, 87% of students met the achievement standard in ELA and 80% in Math. Seacliff's teachers collaborate as a Professional Learning Community to design and implement action plans targeted to improve students' learning.

Recent honors support the staff and community's commitment to making a difference. In June 2014, the school was honored as a 2014 Distinguished School recipient. In October 2014, the school was awarded the highest honor of being named a 2014 National Blue Ribbon School. Only 20 public elementary schools from California received this distinction. Seacliff was honored with the 2015 California Gold Ribbon Award. Last year, Seacliff was also given the distinction of being selected as an Honor Roll school.

Assessment plays a pivotal role in our standards-based system by providing benchmarks for teaching and learning and by shaping the performance of educators and students. Professional growth is a priority for all staff members. We believe that when teachers are actively encouraged and provided opportunities to develop and grow professionally, dynamic learning takes place for both students and teachers. Seacliff staff members see themselves as an essential part of the support system for students. We strive to identify and develop the special abilities and talents of each child. All members of our school community implement instructional innovations that support the "at-risk" child and challenge our most talented students, ensuring each student success in our mission: Making a Difference for Each One! The SPSA's goals reflect Seacliff's three-tiered model of intervention based on prevention, early intervention, and accelerated learning opportunities. Individual student progress is monitored through the implementation of Seacliff's assessment system. Illuminate enables staff to gather current and historical information on students' performance and proficiencies. Teachers disaggregate the State and local data to identify specific needs of sub-groups including low SES, special education, gender, and ethnicity. Longitudinal and subtest performance data graphs are provided for individual students. Teachers use a multitude of classroom formative assessments to monitor student progress toward proficiency.

Students who need extra ELA support in grades K-3 are placed in strategic coaching groups during the school day. These groups focus on explicit word attack skills to improve reading strategies; e.g. small groups of at-risk kindergarten and first grade students use the Earobics Language Literacy Program to strengthen their phonemic awareness, phonics, and decoding skills.

Students in grades 3-5 identified as "at-risk of retention," also receive support to improve their academic performance. In partnership with parents, Student Intervention Plans are developed that specify strengths, areas in need of improvement, and strategies to assist the students in meeting grade level expectations. These plans are reviewed and revised at least three times a year. Careful attention is paid to a wide array of comprehensive interventions. Additionally, students in grades 3-5 participate after school in the state adopted intervention, READ 180 Program. After school intervention programs are offered three days a week from January until the end of April in the area of reading using Read 180 for grades 3-5, and Read Naturally for 1st and 2nd grade.

As a Professional Learning Community (PLC), teachers address academic, behavioral and social/emotional concerns for individual students at their weekly meetings. The goal for students at-risk is to identify appropriate interventions and/or resources to promote growth in the general education setting. In cases where these interventions are not producing results, students are referred to our Student Study Team (SST) which includes parents, teachers, specialists, and administrators. Students benefit from our SST process because of shared decision making, and a constructive, problem solving approach. Referral to the SST is simple. Team members meet to outline and document strengths and concerns, discuss interventions, and develop an Intervention Plan. At the conclusion of the SST, a plan of action is in place and a date to reconvene and check student progress is established. Response to Intervention (RTI) may include one-on-one, small group instruction, counseling, after school intervention, or Social 'Skills Based' group through our district's partnership with Phoenix House and their Behavioral Health Intervention Program. These eight week sessions address bullying, drug prevention, anger, self-esteem, and conflict resolution.

Students with Disabilities (SWD) are provided full access across a variety of settings to the standards-aligned core curriculum through a full inclusion model. Currently, fully included students are achieving success in regular education classrooms. They are provided special education services as directed by their unique needs specified in their IEP. Students with mild to moderate disabilities are also fully included into the regular classroom with support through "push in" or "pull out" services provided by a Specialized Academic Instruction teacher (SAI). There are two classes for students with moderate to severe disabilities in grades 1-5. These students also spend time in the regular education class for Social Studies and Science as well as PE, Art, or Music as determined by the IEP team. Support systems are in place to ensure SWD success in meeting or exceeding high-academic and non-academic skills. The specialists collaborate with general education teachers to assist with differentiating instruction and provide academic support by using both "pull-out" and "push-in" models. The speech teacher holds weekly Lunch Bunch sessions to work on language and pragmatic skills for students needing extra support. The district provides Program Specialists that regularly observe SWD in their classrooms and assists teachers with curriculum accommodations, modifications, and positive behavior interventions. Also, teachers and independent facilitators working with fully included students annually attend district staff development annually to refine and improve their skills to assist SWD. Newly adopted district-wide curriculum address SWD need to access the ELA core curriculum such as Reading Mastery and Corrective Reading, ELA/ELD resources, ALEKS, and Math Concepts for mathematics.

During the first full week of school, teachers are provided release time to meet individually with the special education staff to discuss the details of each child's Individualized Education Plan (IEP) or 504 plan. Children who qualify for the Specialized Academic Instruction program (SAI) receive services through collaborative and/or "pull-out" models of instruction within the SAI teacher and the SAI support staff. Teachers work with the SAI teacher to provide a program of instruction that meets the needs of the child within the least restrictive environment and to plan modifications and accommodations when needed. Our fully included students are achieving outstanding success in regular education classrooms. The SWD have access to the district nurse, speech and language specialist, occupational therapist, audiologist, and adaptive PE specialist. All teachers have received support and inservice by West Orange County Consortium for Special Education (WOCCSE) on IDEA compliance, identification, and modification of curriculum for SWDs, including those with ADD, autism, and physical limitations.

Our students speak 15 languages, with Vietnamese as the largest group. Other languages include Spanish, Korean, Mandarin, Japanese, Farsi, Polish, French, German, Portuguese, Russian, and Turkish. Our current EL learners speak 9 of these languages. Students are placed with highly-trained personnel to ensure that they have equitable access to all standards-based programs. The core English Language Development (ELD) is taught by the teacher using Houghton Mifflin (HM) EL Support Materials, and if needed, SRA's Language for Learning, Thinking and Writing Program. One hundred percent of Seacliff teachers are EL authorized, and 40% are trained in Guided Language Acquisition Development (GLAD) strategies, which emphasize Specifically Designed Academic Instruction in English (SDAIE) instructional techniques. All Seacliff teachers have received training to use Thinking Maps, and Pathways to Proficiency -

EL training. These strategies equip teachers with many tools to assist ELs in learning the core curriculum to increase proficiency in English and state standards. The SSC supports the EL program by providing categorical funds to purchase materials and fund staff training. Teachers use the ELD standards to plan and implement standards-aligned lessons. Interpreters are available for parent/teacher conferences, Student Study Team (SST), and IEP meetings to ensure that all parents are fully informed of their children's progress.

Regular school attendance is encouraged and carefully monitored for student success. Tardies and absences are routinely addressed via written correspondence and conferences with parents. Seacliff's average daily attendance was 97.50%

Acceleration/extension is provided to students as appropriate. In fifth grade math, for example, instructional practices are refined and planned according to student pretests and frequent chapter Quick Checks to strategically target standards not yet mastered and to differentiate instruction for those who need additional challenges or would benefit from interventions. In other subject areas, students use the iPad App, Socrative, to answer teacher's questions about new content so they can check for understanding and plan accordingly.

Our Gifted and Talented (GATE) students also benefit from an enhanced curriculum. HBCSD offers two options for GATE students: GATE 'centered,' offered at one of our sites, or the 'cluster' program, offered at all other schools. At Seacliff, we serve a large GATE population with the 'cluster' program. Currently, Seacliff has 150 qualified/participating GATE students. Cluster teachers have been trained to differentiate instruction with depth and complexity throughout the curriculum to challenge our most talented students. There is a high-degree of parent satisfaction with our program.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input was gathered from our staff, PTA, and broader school community through meetings, discussions, and other input opportunities. The plan will be shared with the community through the same process.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.0%	0%	1	0	0
African American	0.1%	0.1%	0.29%	1	1	2
Asian	19.8%	21.6%	22.96%	144	157	160
Filipino	1.8%	1.7%	1.58%	13	12	11
Hispanic/Latino	13.9%	14.4%	14.35%	101	105	100
Pacific Islander	1.1%	1.0%	1.00%	8	7	7
White	52.3%	48.8%	47.20%	381	355	329
Multiple/No Response	10.7%	0.6%	1.29%	78	4	9
Total Enrollment				728	727	697

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	112	90	106
Grade 1	104	121	93
Grade 2	120	109	127
Grade 3	121	128	113
Grade 4	159	123	131
Grade 5	129	156	127
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment	745	727	697

Conclusions based on this data:

1. Seacliff's population is fairly consistent across the years.

2. Seacliff's subgroup population also remains fairly consistent.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	18	27	29	2.5%	3.7%	4.2%
Fluent English Proficient (FEP)	58	61	59	8.0%	8.4%	8.5%
Reclassified Fluent English Proficient (RFEP)	8	1	8	32.0%	5.6%	29.6%

Conclusions based on this data:

1. A fairly significant portion of the overall EL population is reclassified each year.
2. EL numbers have shown a static number for the last two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	117	124	110	116	123	108	116	123	108	99.1	99.2	98.2
Grade 4	157	122	123	155	120	123	155	120	123	98.7	98.4	100
Grade 5	125	154	124	125	153	121	125	153	121	100	99.4	97.6
All Grades	399	400	357	396	396	352	396	396	352	99.2	99	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2498.	2487.	2475.	55	48.78	49.07	30	33.33	23.15	13	14.63	18.52	2	3.25	9.26
Grade 4	2550.	2547.	2557.	63	63.33	63.41	26	23.33	24.39	8	11.67	10.57	3	1.67	1.63
Grade 5	2597.	2589.	2599.	64	58.17	65.29	27	29.41	26.45	7	7.19	5.79	2	5.23	2.48
All Grades	N/A	N/A	N/A	61	56.82	59.66	28	28.79	24.72	9	10.86	11.36	2	3.54	4.26

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	51	43.90	37.96	45	45.53	48.15	4	10.57	13.89	
Grade 4	55	54.17	53.66	38	42.50	43.09	7	3.33	3.25	
Grade 5	58	54.25	57.02	38	37.25	40.50	4	8.50	2.48	
All Grades	55	51.01	50.00	40	41.41	43.75	5	7.58	6.25	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	53	47.97	47.22	43	45.53	39.81	3	6.50	12.96
Grade 4	52	62.50	60.98	45	33.33	37.40	4	4.17	1.63
Grade 5	67	71.24	73.55	28	23.53	22.31	5	5.23	4.13
All Grades	57	61.36	61.08	39	33.33	32.95	4	5.30	5.97

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	36.59	27.78	62	60.16	64.81	2	3.25	7.41
Grade 4	37	35.83	45.53	62	60.00	52.85	1	4.17	1.63
Grade 5	42	45.75	44.63	55	50.33	52.07	3	3.92	3.31
All Grades	38	39.90	39.77	60	56.31	56.25	2	3.79	3.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	46.34	47.22	46	51.22	43.52	4	2.44	9.26
Grade 4	59	57.50	55.28	39	40.83	43.09	3	1.67	1.63
Grade 5	76	54.90	66.94	21	41.83	28.93	3	3.27	4.13
All Grades	62	53.03	56.82	35	44.44	38.35	3	2.53	4.83

Conclusions based on this data:

1. Over 85% of students have Met or Exceeded the achievement criteria in ELA.
2. Overall, when ELA is broken into its components of Reading (92%), Writing (95%), Listening (96%), and Research/Inquiry (97%), are At/Near to Above Standard.
3. Targeted instruction is required for those few students who are Near or Below Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	117	124	110	116	123	108	116	123	108	99.1	99.2	98.2
Grade 4	157	122	123	155	120	123	155	120	123	98.7	98.4	100
Grade 5	125	154	124	125	153	121	125	153	121	100	99.4	97.6
All Grades	399	400	357	396	396	352	396	396	352	99.2	99	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2493.	2505.	2495.	47	52.85	47.22	38	36.59	33.33	10	6.50	15.74	4	4.07	3.70
Grade 4	2556.	2558.	2565.	54	57.50	61.79	37	30.83	30.08	10	10.00	8.13	0	1.67	0.00
Grade 5	2583.	2584.	2584.	57	56.21	52.89	25	24.18	27.27	10	15.69	16.53	8	3.92	3.31
All Grades	N/A	N/A	N/A	53	55.56	54.26	33	30.05	30.11	10	11.11	13.35	4	3.28	2.27

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	65	74.80	66.67	31	19.51	26.85	4	5.69	6.48	
Grade 4	74	77.50	78.86	25	19.17	17.89	1	3.33	3.25	
Grade 5	70	62.75	61.98	20	26.14	28.10	10	11.11	9.92	
All Grades	70	70.96	69.32	25	21.97	24.15	5	7.07	6.53	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	53	57.72	50.93	43	37.40	44.44	4	4.88	4.63
Grade 4	63	51.67	56.91	31	42.50	41.46	6	5.83	1.63
Grade 5	54	52.29	52.89	37	39.87	38.84	10	7.84	8.26
All Grades	57	53.79	53.69	36	39.90	41.48	7	6.31	4.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	59.35	50.93	42	34.96	40.74	3	5.69	8.33
Grade 4	61	64.17	65.85	38	31.67	30.89	1	4.17	3.25
Grade 5	50	54.25	57.85	44	39.87	38.02	6	5.88	4.13
All Grades	56	58.84	58.52	41	35.86	36.36	3	5.30	5.11

Conclusions based on this data:

1. Over 84% of students Met or Exceeded the achievement criteria in Mathematics.
2. Students are At or Near or Above Standard in the areas of Concepts & Procedures (84%), Problem Solving & Modeling/Data Analysis (95%), and Communicating Reasoning (94%).
3. Targeted instruction needs to occur for those students Near or Below Standard in the Claim score concept areas.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				25

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*							*
Grade 2	*	*							*
Grade 3			*	*	*	*			*
Grade 4	*	*							*
Grade 5	*	*	*	*					*
All Grades	19	76.00	*	*	*	*			25

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*	*	*					*
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4	*	*							*
Grade 5	*	*							*
All Grades	21	84.00	*	*					25

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*							*
Grade 2	*	*							*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
All Grades	14	56.00	*	*	*	*	*	*	25

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
All Grades	18	72.00	*	*	*	*	25

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	22	88.00	*	*			25

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	13	52.00	*	*	*	*	25

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	16	64.00	*	*	*	*	25

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. A more intentional focus will need to be placed on ELA to help raise achievement from green to blue bringing it in line with the overall performance of our school in other areas.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. A focus on increasing awareness of good attendance patterns will continue.
2. Staff will continue to support good classroom attendance through information sharing, positive incentives, and other supportive strategies.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Suspension rates are very low at our school, seem disconnected with subgroup information, and are based upon each unique situations.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. A greater focus needs to be placed on the performance of our EL students in math as there was a decrease in overall percentage.
2. EL students were static in their performance in ELA. This still requires attention for improvement, but not as significant as in math.

School and Student Performance Data

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. To be determined.

School and Student Performance Data

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2018 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A			N/A
English Learners	N/A			N/A
Foster Youth	N/A			N/A
Homeless	N/A			N/A
Socioeconomically Disadvantaged	N/A			N/A
Students with Disabilities	N/A			N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A			N/A
Filipino	N/A			N/A
Hispanic	N/A			N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A			N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
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English Language Arts (Grade 11)

Mathematics (Grade 11)

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. To be determined.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Based on the overall performance across subgroups at our school, a great focus needs to be placed on Socioeconomically Disadvantaged and Students with Disabilities.
2. Though those two groups still performed at the High level, it is below the overall performance of our school.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Based on the overall performance across subgroups at our school, a great focus needs to be placed on Socioeconomically Disadvantaged, Students with Disabilities, and EL students.
2. Though those three groups still performed at the High level, it is below the overall performance of our school.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2017	2018

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2017

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2017	2018

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2017	2018

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The percent of English Learners continues to make progress in English proficiency.
2. In ELA, we note a decrease in performance that will need to be addressed through our school plan goals.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2017	2018
Suspension	()	()

Conclusions based on this data:

1. Overall suspension rates are very low.

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2016	2017	2018

Graduation

Conclusions based on this data:

1. To be determined.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- Overall, our students are performing at high levels. Data disaggregation needs to be completed to intentionally target specific needs of students in subgroups in both math and ELA.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Common Core State Standards

Goal Statement

Increase the impact of instruction so that the learning of all students is increased through a focus on consistent use of current effective instructional practices and common core standards as well as staff development on best practices in identified areas of need.

LCAP Goal

LCAP GOAL: COMMON CORE STATE STANDARDS:

Provide first best instruction for all of our students and support that instruction through supplemental programs for those students with needs by providing access to a standards-based program in all subject areas.

STRATEGIC PLAN: High Quality Teaching and Learning:

Implement adopted materials aligned with CCSS and continue/expand district-wide instructional professional development.

- Professional Development:

CGI/ECM coaching

ELA/ELD Framework

FactsWise (Math Fluency)

Assessment

DIBELS Next

GATE

MIND

ScienceWorks

Thinking Maps/Write from the Beginning

- Illuminate, CAASP, and Interim Benchmark Analysis
- Library/Media Center Model

Basis for this Goal

Review of classroom/grade level formative assessments including: Benchmark Assessments-Trimesters 1,2,3, Houghton Mifflin/Harcourt Basal Assessments, DRA2, DIBELS Next, SRI Lexile scores, District Benchmark Assessments, and SBAC (grades 3-5)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Our ELA/Math proficiency rate will be measured using CAASPP.	Our current proficiency rates are: all grades for ELA - 81%; all grades for math - 88%.	Our proficiency rate will increase to 84% in ELA and 91% in math.

Planned Strategies/Activities

Strategy/Activity 1

Seacliff staff will implement Write from the Beginning and Beyond over the course of the next four school years.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2022

Person(s) Responsible

Principal
 Leadership Team
 Math Coaches
 ELA/ELD Coaches
 Tech Team
 Grade Level PLC's
 Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Donations
Description	Staff will attend a Trainer of Trainer's Model for implementation of Write from the Beginning and Beyond
Amount	9000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Implementation Materials for Write from the Beginning and Beyond will be purchased for each classroom
Amount	3000
Source	Donations
Budget Reference	None Specified
Description	Substitute costs to begin the training of staff

Strategy/Activity 2

Professional development/release time using site ELA/ELD and Math coaches for:

Common Core Standards, grade level expectations, alignment of instruction to standards/pacing guides, classroom walk-throughs, depth and complexity, differentiation, observations, grade level collaboration time, Illuminate, DII, Cognitively Guide Instruction (CGI), ST Math, Number Talks, Math Fluency (FactsWise), ELA/ELD, Technology

Students to be Served by this Strategy/Activity

Timeline

2018-19

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for coaching and staff development regarding DII, CGI, ST Math, Number Talks, FactsWise, ELA/ELD, classroom walk-throughs, observations and grade level collaboration

Strategy/Activity 3

Provide research based instructional materials to support the CCSS including Sitton Spelling, website licenses, Google Classroom, Handwriting without Tears, and associated program costs

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal
Teachers
Library Media Clerk

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Purchase research based materials, supplies ,and books
Amount	41400
Source	Parent-Teacher Association (PTA)

Description

Program associated supplies

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Technology in Support of Blended Learning

Goal Statement

We will continue to embed technology in the classroom, library, and other learning spaces to support the goals of 21st Century Schools and the 4 C's (Creativity, Collaboration, Communication, and Critical Thinking). Our work with technology in our blended learning environments will support our students' continued progress in ELA and math.

LCAP Goal

LCAP GOALS: COMMUNICATION

STRATEGIC PLAN: High Quality Teaching and Learning

Technology upgrades

Basis for this Goal

Student achievement data, qualitative assessments, teacher observation, and SBAC results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Our ELA/Math proficiency rate will be measured using CAASPP.	Our current proficiency rates are: all grades for ELA - 81%; all grades for math - 88%	Our proficiency rates will increase to 84% for ELA and 91% for math.

Planned Strategies/Activities

Strategy/Activity 1

Support current technology use in a blended learning situation in all classrooms.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	50000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Replacing old equipment and purchasing new

Strategy/Activity 2

Update and purchase licenses as needed for the after school reading program, Read Naturally, which provides remediation to our 1st and 2nd grade students.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Reading program licenses

Strategy/Activity 3

Common Core Standards require significant student collaboration, fluency with multimedia and technology, the development of strong complex reasoning, problem solving, and communication skills. For example, ST Math program requires technology. Students need a desk top computer or a device to run the program.

Teachers and students will have access to digital tools for communication, collaboration, creation, and critical thinking.

Support of configuration of iPads/ChromeBooks iEngage 1 to 1 program as needed.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal
Teachers
Office Manager

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	ChromeBooks and Carts

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Instructional Support and Enrichment

Goal Statement

Support individual student learning through the development and implementation of common and consistent instructional support and enrichment opportunities for students.

LCAP Goal

LCAP GOALS: CONNECTIONS

STRATEGIC GOALS: High Quality Teaching and Learning, Family and Community Engagements

Basis for this Goal

Classroom/grade level formative assessments including: Houghton Mifflin/Harcourt, DRA2, DIBELS, SRI Lexile, District Benchmark Assessments, Summative assessments including: science, staff and parent surveys, SBAC and district EOY assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Our ELA/math proficiency rate will be measured using CAASPP data.	Our current proficiency rates are: all grades for ELA - 81%; and for math - 88%.	Our proficiency rates will increase to 84% for ELA and 91% for math.

Planned Strategies/Activities

Strategy/Activity 1

Grade level PLC teams will use formative assessments** designed to answer the question, "How will we know when each child has learned the objectives that were planned in the lessons for a particular unit of study?" Teachers will select common assessments, determine performance levels, and discuss and implement appropriate instruction.

**DRA, DIBELS Next, District-wide Benchmark Assessments, Interim Assessment Systems from Illuminate

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4500
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for assessment and PLC

Strategy/Activity 2

Student performance results will be analyzed, in grades 1-5, to determine which students will require intervention to improve their skills. Once identified, students will be placed, based on need, in the READ 180 or Read Naturally after-school instructional support programs.

Students to be Served by this Strategy/Activity

Grade level identified students

Timeline

11/2018 - 5/2019...three days per week

Person(s) Responsible

Principal
Grades 1-5 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Stipends

Strategy/Activity 3

To continue to build our Science, Technology, Engineering, Art, and Math (STEAM) curriculum using Sylvan Learning resources.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-19

Person(s) Responsible

Principal
Teachers
Sylvan Staff

Proposed Expenditures for this Strategy/Activity

Amount	19,000
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Program cost and materials

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Students will participate in the Accelerated Reader Incentive Reading Program. This program is centrally coordinated through the site library.

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Incentive Reading Program

All grade 1-5 students will continue to participate in the Accelerated Reader Incentive Reading Program. Identified kindergarten students will participate when reading comprehension level is determined sufficient.

In April 2010, Seacliff purchased the Accelerated Reader Enterprise Real Time Subscription, this web-based program allows students to access thousands of Accelerated Reader tests.

Students to be Served by this Strategy/Activity

Timeline

9/6/2011 - 6/22/2012

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Increase the impact of instruction so that the learning of all students is affected through a focus on consistent use of current effective instructional practices and common core standards as well as staff development on best practices in identified areas of need. This year the focus will be individualized instruction for those students who were not Proficient.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>School leadership (grade level representatives), coaches, and grade level Professional Learning Communities (PLC) will meet monthly to twice a month to prioritize curriculum and instructional needs based on data (SBAC, DIBELS Next, DRA2).</p> <p>Discussion with principal regarding goals for the year and then again progress of those goals near the end of the year. Other meeting times will be provided as needed using site and district funding (i.e. benchmark funds at 1/4 day for each teacher).</p>	<p>Completed</p>	<p>Grade level leadership team meetings PLC grade level meetings Math coaching ELA/ELD coaching</p> <p>1000-1999: Certificated Personnel Salaries District Funded</p>	<p>Grade level leadership team meetings PLC grade level meetings Math coaching ELA/ELD coaching 1000-1999: Certificated Personnel Salaries District Funded</p>
<p>Use professional development/release time using site ELA/ELD and Math coaches for:</p> <p>Common Core Standards, grade level expectations, alignment of instruction to standards/pacing guides, classroom walk-throughs, depth and complexity, differentiation,</p>	<p>Completed</p>	<p>Staff Meetings Leadership Team Meetings PLC grade level and across grade level planning</p> <p>Release time for coaching and staff development regarding DII, CGI, ST Math,</p>	<p>Staff Meetings Leadership Team Meetings PLC grade level and across grade level planning</p> <p>Release time for coaching and staff development regarding DII, CGI, ST Math,</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>observations, grade level collaboration time, Illuminate, DII, Cognitively Guide Instruction (CGI), ST Math, Number Talks, Math Fluency (FactsWise), ELA/ELD, technology, and SBAC testing</p>		<p>Number Talks, FactsWise, ELA/ELD, classroom walk-throughs, observations and grade level collaboration 1000-1999: Certificated Personnel Salaries General Fund 3,600</p>	<p>Number Talks, FactsWise, ELA/ELD, classroom walk-throughs, observations and grade level collaboration 1000-1999: Certificated Personnel Salaries General Fund 3600</p>
<p>Provide research based instructional materials to support the CCSS such as Sitton Spelling, website licenses, Google classroom, Handwriting without Tears, general materials, copy costs, and supplies.</p>	<p>Completed</p>	<p>Purchase research based materials, supplies ,and books 4000-4999: Books And Supplies LCFF - Supplemental 1,500</p>	<p>Purchase research based materials, supplies ,and books 4000-4999: Books And Supplies LCFF - Supplemental 1500</p>
<p>CGI, Number Talks, FactsWise</p> <p>All kindergarten through fifth grade students will participate in math activities using Number Talks, CGI and FactsWise.</p> <p>As part of the CGI model, all teachers will continue to be supported with staff development/coaching, so that they in turn can help students build mental math and computation strategies using the text, "Number Talks - Helping Children Build Mental and Computation Strategies," as a resource.</p>	<p>Completed</p>	<p>Teachers will continue to participate in comprehensive staff development for Number Talks, CGI, and FactsWise 1000-1999: Certificated Personnel Salaries District Funded</p>	<p>Teachers will continue to participate in comprehensive staff development for Number Talks, CGI, and FactsWise 1000-1999: Certificated Personnel Salaries District Funded</p>
<p>Students in grades K-5 will participate in the ST Math Program, including the Math fluency component.</p>	<p>Completed</p>	<p>Contract License with ST Math 5800: Professional/Consulting Services And Operating Expenditures District Funded</p>	<p>Contract License with ST Math 5800: Professional/Consulting Services And Operating Expenditures District Funded</p>
<p>Books to support the implementation of the CCSS for the EL Learner</p>	<p>Completed</p>	<p>Books for the library 4000-4999: Books And</p>	<p>Books for the library 4000-4999: Books And</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
and science to support NGSS.		Supplies LCFF - Supplemental 500	Supplies LCFF - Supplemental 500
<p>Increase student's ability to answer comprehension questions based on listening to a story, fiction or non-fiction, with no other supports just as it is given on the SBAC test. Continue to work in this area with the explicit strategy of providing students only oral text.</p> <p>The Accelerated Reader program will continue to support the love of reading and comprehension.</p> <p>Students are rewarded with recognition and prizes for reaching grade level expectations.</p>	Completed	Materials 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 2,500	Materials 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 2500
<p>Increase student's ability to communicate their reasoning in math using both oral and written expression just as it is given on the SBAC. Continue the work in this area using CGI and Number Talks problems but provide more opportunities to communicate their reasoning in written form. Daily fluency exercises will be added daily using FactsWise strategies as needed.</p>	Completed	Materials 4000-4999: Books And Supplies District Funded	Materials 4000-4999: Books And Supplies District Funded
<p>The new DRA2 program was purchased last year. Staff went through the testing record forms and chose pages that were most relevant. As a result, the testing 'booklet' was revised. Copies need to</p>	Completed	DRA2 materials 4000-4999: Books And Supplies General Fund 1,000	DRA2 materials 4000-4999: Books And Supplies General Fund 1000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
be made of this revised booklet in order for the teachers to conduct the assessment.			
Time for grade level teams to meet together and with the principal is needed to discuss what the plan of action will be for the non-proficient students. Time will be needed throughout the year to monitor the child's progress.	Completed	PLC time, Meeting with Principal 1000-1999: Certificated Personnel Salaries General Fund 2,000	PLC time, Meeting with Principal 1000-1999: Certificated Personnel Salaries General Fund 2000
To help the parent community understand the research around the tenants of FactsWise (fluency, flexibility, and accuracy), Seacliff Math Coaches will give a presentation about FactsWise and how it can help their children learn their math facts.	Completed	Release time 1000-1999: Certificated Personnel Salaries District Funded	Release time 1000-1999: Certificated Personnel Salaries District Funded

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Work with staff and coaches helped to sustain the efforts and implementation of the core components of our Seacliff instructional program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Staff responded well to the work completed and understands and supports the common instructional focus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenses were similar to as originally planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal will be modified for the 18-19 school year with a stronger focus and less strategies for better implementation.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Continue to imbed technology in the classroom and other learning spaces (library, interior corridors) to support the goals of CCSS/21st Century Schools, that being the 4 C's of: Creativity, Collaboration, Communication, and Critical Thinking.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Replacement of technology such as projectors, document cameras, and iPads, as they are starting to 'age out'.	Completed	Replacing old equipment such as Projectors and Document Cameras 4000-4999: Books And Supplies Donations 25,000	Replacing old equipment such as Projectors and Document Cameras 4000-4999: Books And Supplies Donations 25000
Update and purchase licenses as needed for the after school reading program, Read Naturally, which provides remediation to our 1st and 2nd grade students.	Completed	Updated Read Naturally program and necessary licenses 4000-4999: Books And Supplies LCFF - Supplemental 150	Updated Read Naturally program and necessary licenses 4000-4999: Books And Supplies LCFF - Supplemental 150
In order to provide a library that is current, it has been determined a restructuring of the space is required overall. This renovation will require new furniture and technology.	Completed	Furniture and technology for the library 4000-4999: Books And Supplies Donations 52,047	Furniture and technology for the library 4000-4999: Books And Supplies Donations 52047
Provide teachers with educational technology professional development through monies earmarked for Teacher Effectiveness. Site tech lead teachers will go into the classrooms, or will have teachers observe them to use technology effectively.	Completed	Release time/substitutes 1000-1999: Certificated Personnel Salaries District Funded 10,000	Release time/substitutes 1000-1999: Certificated Personnel Salaries District Funded 10000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Common Core Standards require significant student collaboration, fluency with multimedia and technology, the development of strong complex reasoning, problem solving, and communication skills. For example, ST Math program requires technology. Students need a desk top computer or a device to run the program.</p> <p>Teachers and students will have access to digital tools for communication, collaboration, creation, and critical thinking.</p> <p>Support of configuration of iPads/ChromeBooks iEngage 1 to 1 program as needed.</p>	<p>Completed</p>	<p>Release time for planning, training, collaboration, and coaching 1000-1999: Certificated Personnel Salaries Donations 500</p>	<p>Release time for planning, training, collaboration, and coaching 1000-1999: Certificated Personnel Salaries Donations 500</p>

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All strategies and purchases were completed in support of blended learning implementation at Seacliff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The equipment purchased continues to allow Seacliff to excel in the area of blended learning and to both serve students and provide district leadership in an excellent manner.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal will be more focused to allow for greater implementation and increase staff and parent understanding of our school plan and school focus.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Support individual student learning through the development and implementation of common and consistent interventions/enrichment opportunities in all areas for all students.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Grade level PLC teams will use formative assessments** designed to answer the question, "How will we know when each child has learned the objectives that were planned in the lessons for a particular unit of study?" Teachers will select common assessments and determine performance levels.</p> <p>**DRA, DIBELS Next, and Grades K -5 - standards based district-wide Benchmark, Interim assessment Systems using Illuminate software.</p>	<p>Completed</p>	<p>Release time for assessment and PLC 1000-1999: Certificated Personnel Salaries District Funded</p>	<p>Release time for assessment and PLC 1000-1999: Certificated Personnel Salaries District Funded</p>
<p>Vocal music teacher will teach an after school Music Theater class (Junior APA)</p>	<p>Completed</p>	<p>Salary 1000-1999: Certificated Personnel Salaries District Funded</p>	<p>Salary 1000-1999: Certificated Personnel Salaries District Funded</p>
<p>Student performance results will be analyzed, in grades 1-5, to determine which students will require intervention to improve their skills. Once identified, students will be assessed using DIBELS</p>	<p>Completed</p>	<p>Teacher Stipends 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000</p>	<p>Teacher Stipends 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Next, DRA, and Scholastic Reading Inventory and placed, based on need, in the READ 180 or Read Naturally after-school intervention programs.</p>			
<p>One instructional aide assists the kindergarten early intervention support program three hours per day, Monday through Friday. This allows the teachers to meet with their students in their instructional level reading groups.</p>	<p>Completed</p>	<p>Instructional Aide 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,300</p>	<p>Instructional Aide 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3300</p>
<p>Grade level PLC teams will use formative assessments designed to answer the question, "How do we continue to challenge advanced learners who have mastered the grade level standards?"</p> <p>All teachers will continue to be trained in and will use "Advanced Learners: Build Depth and Complexity Model." This topic for staff development is offered through the BTSA consortium annually.</p> <p>Students will be engaged in curriculum that promotes critical thinking and problem-solving skills through opportunities to work in-depth on projects and problems to develop a wide range of skills, understand complex concepts, and solve difficult problems.</p>	<p>Completed</p>	<p>Professional development 5800: Professional/Consulting Services And Operating Expenditures District Funded</p>	<p>Professional development 5800: Professional/Consulting Services And Operating Expenditures District Funded</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Students continue to need research based programs and apps to challenge their thinking.</p> <p>In order for students to be prepared for a more complex life and work environment, a 21st century classroom, and all learning spaces, must promote creativity, critical thinking, communication, and collaboration integrated with the CCSS and the GATE 'Depth and Complexity' into the subject matter.</p>	Completed	Materials 4000-4999: Books And Supplies Donations 1,000	Materials 4000-4999: Books And Supplies Donations 1000
<p>Students are supported with their social and emotional needs by a school counselor from Outreach Concern Counseling. This counselor serves identified students, with parent approval in all grades, one to two days per week.</p> <p>Phoenix House provides classroom instruction to support and strengthen 5th grade students' developmental assets.</p> <p>In addition to the classroom instruction, Phoenix House provides several 8-week sessions of "Skills-Based Groups," to be offered one time a week to support students who need to strengthen their social skills during the school year.</p>	Completed	Phoenix House 5800: Professional/Consulting Services And Operating Expenditures District Funded	Phoenix House 5800: Professional/Consulting Services And Operating Expenditures District Funded
Student enrichment activities to enhance curriculum will continue:	Completed	Registration fees, transportation, assembly	Registration fees, transportation, assembly

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Walk Thru History Programs (4th and 5th grades) Assemblies (Science, Music, Bullying, Writing) Field Days and Family Fun Run (PE) Field Trips: 5th grade Overnight Outdoor Science Camp at Irvine Regional Park, Gold Rush, Heritage House, Pumpkin Patch, Nutcracker Ballet, Bolsa Chica, Environmental Nature Center.</p>		<p>fees 5000-5999: Services And Other Operating Expenditures Parent-Teacher Association (PTA) 43,150</p>	<p>fees 5000-5999: Services And Other Operating Expenditures Parent-Teacher Association (PTA) 43150</p>
<p>Art Masters art program will continue. Students will learn about the Masters in art such as Gaugin, Cezanne, Renoir, Lautrec, through a presentation about the artist, and class projects.</p> <p>PTA Art Reflections is supported by our PTA so that students may submit art, based on a theme, in the various fine arts areas such as dance, musical compositions, photography, visual art, and 3-D art.</p>	<p>Completed</p>	<p>Program and materials fee 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 9,600</p>	<p>Program and materials fee 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 9600</p>
<p>MIND keyboarding is an integral part to the ST Math program. An instructor is trained to teach this special keyboarding portion of this program to all K-5 students.</p> <p>This same teacher also assists the vocal teacher with the chorus program.</p>	<p>Completed</p>	<p>MIND keyboarding teacher 5800: Professional/Consulting Services And Operating Expenditures District Funded</p>	<p>MIND keyboarding teacher 5800: Professional/Consulting Services And Operating Expenditures District Funded</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Vocal music will continue this year as the district is committed to providing all students a well-rounded fine arts education.	Completed	Vocal teacher 1000-1999: Certificated Personnel Salaries District Funded	Vocal teacher 1000-1999: Certificated Personnel Salaries District Funded
To continue to build our Science, Technology, Engineering, Art, and Math (STEAM) curriculum using Sylvan Learning resources.	Completed	Program cost and materials 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 8,760	Program cost and materials 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 8760
Teachers will have the opportunity to write for enrichment programs or for materials through a grant program provided by our PTA.	Completed	Programs and/or materials 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 5,000	Programs and/or materials 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 5000
Student planners for 4th and 5th grade to assist them with learning organization, and short and long range planning. These planners are also used by the middle school for our attendance area.	Completed	Student Planners 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 1,200	Student planners 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 1200
<p>To motivate students to read, the Accelerated Reader program is provided.</p> <p>This program has an annual license fee.</p> <p>This program requires prizes and other incentives.</p>	Completed	License 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 5,000	License 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 5000
Materials and supplies, over and above district and site funds, for the SAI teacher, the two SDC M/S teachers, and the speech teacher to assist our students with unique needs. Music teacher and Keyboarding teacher are also provided funds to supplement their program.	Completed	Materials and supplies 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 3,300	Materials and supplies 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 3300

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
To provide a consistent positive school-wide system of support for our students, the concepts used in the research based, Positive Behavioral Interventions Support (PBIS) program will continue this year.	Completed	Release time for planning and organization 1000-1999: Certificated Personnel Salaries General Fund 300	Release time for planning and organization 1000-1999: Certificated Personnel Salaries General Fund 300
Provide PE and outdoor equipment	Completed	Purchase outdoor equipment to support PE and outside activities 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 15,000	Purchase outdoor equipment to support PE and outside activities 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 15000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Interventions were implemented at each grade and across our school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students benefited from the work with staff and the materials provided to support their growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal next year shall be more focused on intervention to be provided within each classroom and across each grade.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Incentive Reading Program All grade 1-5 students will continue to participate in the Accelerated Reader Incentive Reading Program. Identified kindergarten students will participate when reading comprehension level is determined sufficient.</p> <p>In April 2010, Seacliff purchased the Accelerated Reader Enterprise Real Time Subscription, this web-based program allows students to access thousands of Accelerated Reader tests.</p>			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	4,500.00
Donations	85,500.00
General Fund	4,500.00
Parent-Teacher Association (PTA)	60,400.00

Expenditures by Budget Reference

Budget Reference	Amount
	46,400.00
1000-1999: Certificated Personnel Salaries	14,000.00
4000-4999: Books And Supplies	72,500.00
None Specified	22,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	4,500.00
	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	Donations	7,000.00
4000-4999: Books And Supplies	Donations	70,500.00
None Specified	Donations	3,000.00
1000-1999: Certificated Personnel Salaries	General Fund	2,500.00
4000-4999: Books And Supplies	General Fund	2,000.00
	Parent-Teacher Association (PTA)	41,400.00
None Specified	Parent-Teacher Association (PTA)	19,000.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Michael Andrzejewski	Principal
Jim Dalton	Other School Staff
Justin Betance	Parent or Community Member
Alisa Cunningham	Parent or Community Member
Jo Garrett	Parent or Community Member
Robin Shaffer	Parent or Community Member
Rachel Monney	Parent or Community Member
Ashleigh Orabona	Classroom Teacher
April Franks	Classroom Teacher
Stacy Britton	Classroom Teacher

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 2017.

Attested:

Principal, Michael Andrzejewski on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on *October 22, 2018*

Attested:

Principal, Michael Andrzejewski on



CHAIRPERSON, SCHOOL SITE COUNCIL JUSTIN BETANUS

