

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 | John H. Eader Elementary School |
| Address | 9291 Banning Ave. Huntington Beach, CA 92646 |
| County-District-School (CDS) Code | 30-66530-6028864 |
| Principal | Carolyn Beck |
| District Name | Huntington Beach City School District |
| SPSA Revision Date | 10/03/2018 |
| Schoolsite Council (SSC) Approval Date | 10/16/2018 |
| Local Board Approval Date | 11/13/2018 |

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..... 3
- School Vision and Mission 5
- School Profile 5
- Stakeholder Involvement 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Equity Report 15
 - Status and Change Report..... 16
 - Detailed Report 25
 - Student Group Report 28
- Goals, Strategies, & Proposed Expenditures..... 29
 - Goal 1..... 29
 - Goal 2..... 32
 - Goal 3..... 34
 - Goal 4..... 35
 - Goal 5..... 36
- Annual Review and Update 37
 - Goal 1..... 37
 - Goal 2..... 39
 - Goal 3..... 41
 - Goal 4..... 43
 - Goal 5..... 44
- Budget Summary and Consolidation 45
 - Budget Summary 45
 - Allocations by Funding Source..... 45
 - Expenditures by Funding Source 46
 - Expenditures by Budget Reference 47
 - Expenditures by Budget Reference and Funding Source 48
- School Site Council Membership 49
- Recommendations and Assurances 50
- Addendum..... 51
 - Instructions: Linked Table of Contents 51
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 54

School Vision and Mission

The mission of the Eader School Community is to provide a safe, supportive, and challenging environment in which all students achieve high expectations of a rigorous curriculum and learn to become responsible and caring members of society.

An exemplary school provides a climate which empowers students to enjoy their elementary school experience and results in a shared sense of pride in the school. The following commitments guide our vision:

1. All students can learn and achieve high expectations, with effective instruction of standards-based curriculum.
2. Students will be given 21st Century strategies and opportunities to be creative individuals, critical thinkers, communicators, and collaborators.
3. Effective collaboration amongst teachers, administrators, parents, and the community, foster the responsibility for advancing the school's mission and goals.

School Profile

Eader School is a preschool through 5th grade elementary school providing a stimulating quality educational program for 650 students, including four special needs preschool classes, two fee-based Preschool Academy classes, nineteen general education classes, two specialized academic instructors, and a support staff of one school psychologist (.6), a preschool speech pathologist, K-5 speech pathologist, and two Outreach counselor interns. Eader provides GATE cluster classes, English Learner instructional practices, before and after school tutoring and intervention classes, and an array of before and after-school opportunities for nominal charge. Eader is on a traditional school calendar. Eader staff implements standards-based education while responding to the individual needs of students. Student progress is reviewed regularly with site and district measures.

Programs unique to Eader are: STMath which is a research-based spatial-temporal reasoning math program, a K-5 Music Program including keyboarding and vocals classes at each grade level, ScienceWorks, Cognitively Guided Instruction (CGI), Extended Children's Mathematics (ECM), Thinking Maps, Write from the Beginning, and CATCH-PE, which supplement our district-wide adoptions in English/language arts, math, science, and social science. Technology improvements are on-going with one of our site goals this year to be a ratio of 1:1, student to technology device, in each classroom. There are SMART Boards and document cameras in every K-5 classroom, and varying numbers of ipads or computers in each class's computer station. Our upper grade students piloted a Coding Class elective at the end of last year with excellent feedback. Spanish, other languages, and coding will be offered as additional elective opportunities. Eader has outstanding parent volunteerism, and an extraordinary PTA. PTA extends student learning and community-building activities by organizing events such as Family Movie Nights, Fall Festival, Skate Nights, field trips, Art Masters, Red Ribbon Week, Character Counts, and recycling programs. The PTA also funds assemblies, and parent information nights. Volunteers log in over 15,000 hours per year, planning and implementing programs and working in the classrooms.

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 | 0.0% | 0.0% | 0% | 0 | 0 | 0 |
| African American | 0.5% | 0.4% | 0.36% | 3 | 2 | 2 |
| Asian | 4.8% | 5.1% | 5.65% | 29 | 29 | 31 |
| Filipino | 1.3% | 1.6% | 1.09% | 8 | 9 | 6 |
| Hispanic/Latino | 14.9% | 13.9% | 14.75% | 91 | 80 | 81 |
| Pacific Islander | 0.2% | 0.0% | 0% | 1 | 0 | 0 |
| White | 72.0% | 73.2% | 69.95% | 440 | 420 | 384 |
| Multiple/No Response | 6.2% | 0.7% | 1.46% | 38 | 4 | 8 |
| Total Enrollment | | | | 611 | 574 | 549 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|---------|---------|
| Grade | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 |
| Kindergarten | 107 | 88 | 99 |
| Grade 1 | 82 | 103 | 85 |
| Grade 2 | 94 | 85 | 103 |
| Grade3 | 96 | 97 | 78 |
| Grade 4 | 107 | 94 | 92 |
| Grade 5 | 125 | 107 | 92 |
| Total Enrollment | 644 | 574 | 549 |

Conclusions based on this data:

1. Eader experienced a decline in enrollment from 2016 to 2017. Community outreach to increase enrollment will be a focus this year.
2. Eader's enrollment by student group remains 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 | 16 | 14 | 15 | 2.6% | 2.4% | 2.7% |
| Fluent English Proficient (FEP) | 11 | 18 | 14 | 1.8% | 3.1% | 2.6% |
| Reclassified Fluent English Proficient (RFEP) | 0 | 3 | 3 | 0.0% | 18.8% | 21.4% |

Conclusions based on this data:

1. Eader reclassified more students in 2017-18. A focus on providing effective instruction for English learners is benefiting our English learners.

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 | 97 | 96 | 78 | 94 | 91 | 77 | 94 | 91 | 77 | 96.9 | 94.8 | 98.7 |
| Grade 4 | 110 | 94 | 89 | 106 | 90 | 84 | 106 | 90 | 84 | 96.4 | 95.7 | 94.4 |
| Grade 5 | 125 | 106 | 91 | 124 | 103 | 89 | 124 | 103 | 89 | 99.2 | 97.2 | 97.8 |
| All Grades | 332 | 296 | 258 | 324 | 284 | 250 | 324 | 284 | 250 | 97.6 | 95.9 | 96.9 |

| 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 | 2487. | 2479. | 2475. | 52 | 42.86 | 49.35 | 21 | 35.16 | 22.08 | 19 | 17.58 | 14.29 | 7 | 4.40 | 14.29 |
| Grade 4 | 2518. | 2535. | 2528. | 48 | 56.67 | 50.00 | 22 | 21.11 | 32.14 | 19 | 20.00 | 11.90 | 11 | 2.22 | 5.95 |
| Grade 5 | 2573. | 2558. | 2579. | 47 | 38.83 | 51.69 | 35 | 39.81 | 33.71 | 11 | 12.62 | 8.99 | 7 | 8.74 | 5.62 |
| All Grades | N/A | N/A | N/A | 49 | 45.77 | 50.40 | 27 | 32.39 | 29.60 | 16 | 16.55 | 11.60 | 9 | 5.28 | 8.40 |

| 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 | 44 | 42.86 | 49.35 | 47 | 46.15 | 37.66 | 10 | 10.99 | 12.99 | |
| Grade 4 | 45 | 46.67 | 35.71 | 41 | 51.11 | 59.52 | 14 | 2.22 | 4.76 | |
| Grade 5 | 53 | 37.86 | 48.31 | 39 | 55.34 | 44.94 | 8 | 6.80 | 6.74 | |
| All Grades | 48 | 42.25 | 44.40 | 42 | 51.06 | 47.60 | 11 | 6.69 | 8.00 | |

| 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 | 46 | 39.56 | 48.05 | 46 | 51.65 | 33.77 | 9 | 8.79 | 18.18 |
| Grade 4 | 43 | 55.56 | 52.38 | 47 | 40.00 | 40.48 | 9 | 4.44 | 7.14 |
| Grade 5 | 52 | 48.54 | 68.54 | 40 | 42.72 | 25.84 | 9 | 8.74 | 5.62 |
| All Grades | 47 | 47.89 | 56.80 | 44 | 44.72 | 33.20 | 9 | 7.39 | 10.00 |

| 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 | 38 | 37.36 | 27.27 | 56 | 57.14 | 62.34 | 5 | 5.49 | 10.39 |
| Grade 4 | 26 | 40.00 | 38.10 | 69 | 52.22 | 59.52 | 5 | 7.78 | 2.38 |
| Grade 5 | 27 | 27.18 | 34.83 | 65 | 66.02 | 59.55 | 7 | 6.80 | 5.62 |
| All Grades | 30 | 34.51 | 33.60 | 64 | 58.80 | 60.40 | 6 | 6.69 | 6.00 |

| 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 | 49 | 41.76 | 45.45 | 45 | 51.65 | 46.75 | 6 | 6.59 | 7.79 |
| Grade 4 | 46 | 47.78 | 41.67 | 45 | 51.11 | 51.19 | 10 | 1.11 | 7.14 |
| Grade 5 | 63 | 49.51 | 56.18 | 35 | 44.66 | 38.20 | 2 | 5.83 | 5.62 |
| All Grades | 53 | 46.48 | 48.00 | 41 | 48.94 | 45.20 | 6 | 4.58 | 6.80 |

Conclusions based on this data:

1. In the overall performance data, a majority of our students met or exceeded performance standards. Further analysis of data is needed to identify students that have nearly met standards. Targeting these students will increase the percentage of students meeting standards.
2. Eader experienced an increase of students not meeting standards in the area of writing. A focus on writing instruction is necessary to address this area of need.
3. Third grade students experienced an increase in students not meeting standards. Fourth grade teachers will need to differentiate instruction to meet the needs of this group of students.

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 | 97 | 96 | 78 | 94 | 91 | 76 | 94 | 91 | 76 | 96.9 | 94.8 | 97.4 |
| Grade 4 | 110 | 94 | 89 | 105 | 90 | 84 | 104 | 90 | 84 | 95.5 | 95.7 | 94.4 |
| Grade 5 | 125 | 106 | 91 | 124 | 102 | 89 | 123 | 102 | 89 | 99.2 | 96.2 | 97.8 |
| All Grades | 332 | 296 | 258 | 323 | 283 | 249 | 321 | 283 | 249 | 97.3 | 95.6 | 96.5 |

| 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 | 2495. | 2493. | 2490. | 45 | 42.86 | 42.11 | 38 | 40.66 | 35.53 | 15 | 12.09 | 14.47 | 2 | 4.40 | 7.89 |
| Grade 4 | 2540. | 2546. | 2540. | 47 | 54.44 | 50.00 | 31 | 32.22 | 29.76 | 18 | 13.33 | 17.86 | 4 | 0.00 | 2.38 |
| Grade 5 | 2569. | 2572. | 2581. | 43 | 52.94 | 57.30 | 33 | 23.53 | 25.84 | 17 | 18.63 | 10.11 | 7 | 4.90 | 6.74 |
| All Grades | N/A | N/A | N/A | 45 | 50.18 | 50.20 | 34 | 31.80 | 30.12 | 17 | 14.84 | 14.06 | 5 | 3.18 | 5.62 |

| 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 | 68 | 63.74 | 65.79 | 24 | 30.77 | 22.37 | 7 | 5.49 | 11.84 | |
| Grade 4 | 60 | 74.44 | 65.48 | 30 | 22.22 | 29.76 | 11 | 3.33 | 4.76 | |
| Grade 5 | 54 | 60.78 | 64.04 | 33 | 24.51 | 25.84 | 14 | 14.71 | 10.11 | |
| All Grades | 60 | 66.08 | 65.06 | 29 | 25.80 | 26.10 | 11 | 8.13 | 8.84 | |

| 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 | 50 | 49.45 | 44.74 | 46 | 43.96 | 43.42 | 4 | 6.59 | 11.84 |
| Grade 4 | 48 | 47.78 | 54.76 | 45 | 44.44 | 38.10 | 7 | 7.78 | 7.14 |
| Grade 5 | 45 | 47.06 | 58.43 | 45 | 45.10 | 31.46 | 11 | 7.84 | 10.11 |
| All Grades | 47 | 48.06 | 53.01 | 45 | 44.52 | 37.35 | 7 | 7.42 | 9.64 |

| 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 | 56 | 54.95 | 48.68 | 39 | 40.66 | 44.74 | 4 | 4.40 | 6.58 |
| Grade 4 | 56 | 58.89 | 52.38 | 38 | 36.67 | 40.48 | 7 | 4.44 | 7.14 |
| Grade 5 | 40 | 44.12 | 52.81 | 50 | 44.12 | 40.45 | 11 | 11.76 | 6.74 |
| All Grades | 50 | 52.30 | 51.41 | 43 | 40.64 | 41.77 | 7 | 7.07 | 6.83 |

Conclusions based on this data:

1. Scores indicate that overall there is at least 50% above standards in combined subtests of mathematics.
2. There are slight inconsistencies but overall still strong scores in mathematics.
3. There is 5.62% of our students not meeting standards in mathematics, thus the goals to continue to implement best practices, differentiated instruction, and interventions, to bring students into the meeting standards category.

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 2 | * | * | * | * |
| Grade 3 | * | * | * | * |
| Grade 4 | * | * | * | * |
| Grade 5 | * | * | * | * |
| All Grades | | | | 13 |

| 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 2 | * | * | | | | | | | * |
| Grade 3 | | | | | * | * | | | * |
| Grade 4 | * | * | * | * | | | | | * |
| Grade 5 | * | * | | | | | | | * |
| All Grades | * | * | * | * | * | * | | | 13 |

| 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 2 | * | * | | | | | | | * |
| Grade 3 | | | * | * | | | | | * |
| Grade 4 | * | * | | | | | | | * |
| Grade 5 | * | * | | | | | | | * |
| All Grades | 12 | 92.31 | * | * | | | | | 13 |

| 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 2 | | | * | * | | | | | * |
| Grade 3 | | | | | | | * | * | * |
| Grade 4 | * | * | * | * | * | * | | | * |
| Grade 5 | | | * | * | | | | | * |
| All Grades | * | * | * | * | * | * | * | * | 13 |

| 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 2 | * | * | | | | | * |
| Grade 3 | | | * | * | | | * |
| Grade 4 | * | * | * | * | | | * |
| Grade 5 | * | * | | | | | * |
| All Grades | * | * | * | * | | | 13 |

| 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 2 | * | * | | | | | * |
| Grade 3 | * | * | | | | | * |
| Grade 4 | * | * | | | | | * |
| Grade 5 | * | * | | | | | * |
| All Grades | 13 | 100.00 | | | | | 13 |

| 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 2 | | | * | * | | | * |
| Grade 3 | | | | | * | * | * |
| Grade 4 | * | * | * | * | | | * |
| Grade 5 | | | * | * | | | * |
| All Grades | * | * | * | * | * | * | 13 |

| 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 2 | | | * | * | | | * |
| Grade 3 | | | | | * | * | * |
| Grade 4 | * | * | * | * | | | * |
| Grade 5 | * | * | * | * | | | * |
| All Grades | * | * | * | * | * | * | 13 |

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 given to ELA to increase our performance from green to blue..
2. A focus on our PBIS behavior intervention program to decrease suspensions and provide alternatives for inappropriate behavior.

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:

- Overall suspension rate is low and is only used in extreme situations per Ed code.
- A focus on our PBIS behavior intervention program to decrease the necessity for suspension as a means of discipline action.

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 focus on English learner instruction is necessary to see an increase in progress.
2. Performance in ELA and Mathematics increased. Staff will continue to differentiate instruction and provide intervention for English learner students.

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. N/A

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 |
|------------|--------------------|--------|--------|
|------------|--------------------|--------|--------|

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. N/A

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 overall performance across the subgroups, Eader is performing at a high level with only slight decreases (4.2 overall). Eader will continue to focus on first best instruction for all students.

2. Staff will continue to provide support and intervention for students in areas of need.

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. Mathematics is an area of strength at Eader. Staff will continue to provide differentiated instruction using CGI, Number Talks and adopted curriculum.

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. English learners experienced a decrease in performance in the area of English Language Arts. This will be addressed through goals in the school plan.
2. English learners experienced an increase in the area of mathematics. Continued focus on differentiated instruction in mathematics will continue.

School and Student Performance Data

Detailed Report School Conditions and Climate

| Suspension | | |
|------------|------|------|
| Indicator | 2017 | 2018 |
| Suspension | () | () |

Conclusions based on this data:

1. Eader has a very low suspension rate. Our PBIS intervention program will be used to address all students.

School and Student Performance Data

Detailed Report Academic Engagement

| Graduation | | | |
|------------|------|------|------|
| Indicator | 2016 | 2017 | 2018 |

Graduation

Conclusions based on this data:

- 1. N/A

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:

1. Eader will use our PBIS intervention program to focus on positive behavior intervention to prevent the need for suspension in all student groups.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

First best instruction for ELA and Mathematics

Goal Statement

By June 2019, 82% of students in grades third through fifth will meet or exceed standards in ELA and Math as measured by CAASPP assessment.

LCAP Goal

Common Core State Standards

Basis for this Goal

SBAC scores, district benchmarks, on-going formative assessments provide the data to determine the necessary goals for improvement.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| District Benchmark and CAASPP assessment data | Third through fifth grade students 79% proficient on ELA and Math | Third through fifth grade students 82% proficient on ELA and Math |

Planned Strategies/Activities

Strategy/Activity 1

We will continue implementation of Accelerated Reader. The school-wide Accelerated Reader incentive program will be adjusted to reward students for achieving both an average of 85% reading comprehension and completion of their individual reading goal. Principal will acknowledge successful students at the Friday Assembly at the end of each trimester.

Students to be Served by this Strategy/Activity

All students in grades first through fifth.

Timeline

Throughout school year, 2018-2019

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 6,375 |
| Source | Parent-Teacher Association (PTA) |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Reading Comprehension |

Strategy/Activity 2

The school librarian will purchase informational text based books to support classrooms implementation of common core standards. Current popular fiction will be added to support reading.

Students to be Served by this Strategy/Activity

All students

Timeline

School year 2018-2019

Person(s) Responsible

Principal, Librarian

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------------------|
| Amount | 2,000 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Books |

Strategy/Activity 3

Principal will provide the instructional resource, Scholastic News for second through fifth grades to increase access to non-fiction text.

Students to be Served by this Strategy/Activity

All students in grades second through fifth.

Timeline

School year 2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------------------|
| Amount | 2600.00 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | reading instruction |

Strategy/Activity 4

One to one devices in all classrooms for integrating technology into classroom instruction.

Students to be Served by this Strategy/Activity

All students in grades second through fifth.

Timeline

School year 2018-2019

Person(s) Responsible

Principal/PTA

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 11,784 |
| Source | Parent-Teacher Association (PTA) |
| Budget Reference | 0000: Unrestricted |
| Description | 36 Chromebooks and one cart to complete one to one devices in all classrooms second through fifth grade. |

Strategy/Activity 5

Classroom supplies and materials for 24 teachers

Students to be Served by this Strategy/Activity

All students

Timeline

School year 2018-2019

Person(s) Responsible

Principal and teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 8400.0 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Classroom supplies and materials to create engaging lessons. |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Extended Intervention Opportunities for English Learners in ELA and Math

Goal Statement

Students will be given extended intervention opportunities to improve in English language arts and math.

LCAP Goal

In addition to intervention within the school day, intervention opportunities will be offered before school by site credentialed teachers.

Basis for this Goal

English

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|----------------------------|-------------------------|
| District benchmark assessments and SBAC | 33% in ELA and 18% in Math | 40% ELA and 25% in Math |

Planned Strategies/Activities

Strategy/Activity 1

Facilitate before school intervention programs to target at-risk students' needs in reading.

Students to be Served by this Strategy/Activity

English learners and socioeconomically disadvantaged students will have priority for participation in intervention.

Timeline

November 2018- May 2019

Person(s) Responsible

teachers, principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 5000.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | 3 credentialed teachers will provide reading intervention before school for 22 weeks. |

Strategy/Activity 2

Sub release time provided for grade level collaboration and data analysis to improve instruction and plan for differentiation during the school day.

Students to be Served by this Strategy/Activity

All students

Timeline

School year 2018-2019

Person(s) Responsible

Principal and teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 3150.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Substitute cost for 19 grade level teachers to collaborate and analyze data. |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Source

None Specified

Budget Reference

None Specified

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Provide training, monitoring, and peer coaching in ELA and math, continuing with Best First Instruction and emphasizing Differentiated Instruction for all student ability levels. Consistent follow-through of effective programs will optimize learning for all student groups. Coaching and monitoring of CGI, Number Talks, STMath, Read Naturally, Journeys (the new adoption program) as well as Corrective Reading and Reading Mastery, will be used consistently throughout the grade levels, implemented using DII, (Direct Interactive Instruction) and DI (Differentiated Instruction) teaching strategies. Teachers will also be given the opportunity to visit their colleagues for observing, peer-coaching and modeling. Substitute costs for planning will be used. Conferences will be available for the aforementioned and GATE refreshers as well as needed.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-----------------------------|---|--|
| SBAC and District Benchmark | Coaching and collaboration of teachers. | 79% of students in 3rd-5th grade scored proficient or advanced on SBAC |

Strategies/Activities for Goal 1

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| PD and follow-up modeling and peer-coaching opportunities where needed; conferences, trainings, and planning time for curriculum mapping, and continuous improvement of instructional practices and differentiating instruction. | PD and follow-up modeling and peer-coaching opportunities where needed; conferences, trainings, and planning time for curriculum mapping, and continuous improvement of instructional practices and differentiating instruction. | Grade Level Planning and Coaching (substitutes for release time) 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 500.00 | 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 720.00 |

Analysis

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

Teachers used sub release time to collaborate, observe peers and do data analysis to improve instruction.

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

Teachers were able to grow as professionals and improve their instructional technique as well as provide data based intervention for all students.

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

Slight increase for the cost of substitute teachers.

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.

Funding will be increased to cover the expense of substitute release time for data analysis and collaboration.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Students will be given extended intervention opportunities to improve in English Language Arts and math.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-----------------------------|------------------------------|--|
| SBAC and District Benchmark | Maintained or improved score | 79% of students are proficient or advanced on SBAC in ELA and Math |

Strategies/Activities for Goal 2

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>Purchase necessary intervention materials, Read Naturally, all levels needed; math manipulatives and instructional supplies.</p> <p>Facilitate before and after school intervention programs to target at-risk students' needs in reading and math.</p> | <p>Purchase necessary intervention materials, Read Naturally, all levels needed; math manipulatives and instructional supplies.</p> <p>Facilitate before and after school intervention programs to target at-risk students' needs in reading and math.</p> | <p>Intervention curriculum kits Read Naturally Live-levels 3-5 4000-4999: Books And Supplies LCFF - Supplemental 500.00</p> | <p>Intervention program 4000-4999: Books And Supplies LCFF - Supplemental 500.00</p> |

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 Certificated teachers taught reading intervention to first through fifth grade students before the school day.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 Teachers observed an increase in reading fluency and comprehension due to the Reading Naturally intervention curriculum.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 There was not a difference between proposed or actual for intervention materials.

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.

An increase in funds to pay for stipends for certificated teachers to teach intervention before school for a longer period of time in the school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Update library-media center and classrooms with more reading materials (including non-fiction, research books, and classroom sets of novels) computer programs, and technology, necessary for 21st Century and Common Core Instruction.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|--|
| Increase library and classroom materials. | Increased inventory of classroom and library materials. | Classroom and library materials increased. |

Strategies/Activities for Goal 3

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| Ordering of library books, class sets of novels (upper grades) and research upgrades for library-media center | Ordering of library books, class sets of novels (upper grades) and research upgrades for library-media center | Replacement/purchase of research programs and books, class novel sets, class library books (including Surf Tales program). 4000-4999: Books And Supplies General Fund 2,500.00 | Replacement/purchase of research programs and books, class novel sets, class library books (including Surf Tales program). 4000-4999: Books And Supplies General Fund 2,592 |

Analysis

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

New books were ordered for the library to increase opportunities for students to read and improve comprehension. Scholastic News was purchased for grades third through fifth to provide more opportunities to read informational text.

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

Students had more opportunities to read informational text. We did not see an increase in our ELA scores on SBAC. This goal will be continued next year.

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

The expense was slightly higher than proposed.

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.

Scholastic News subscription will be extended to second grade as well to give students more opportunity to read complex text.

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

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 |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|-----------|
| Parent-Teacher Association (PTA) | 18,159.00 |
| Site Formula Funds | 21,150.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---------------|
| 0000: Unrestricted | 11,784.00 |
| 1000-1999: Certificated Personnel Salaries | 8,150.00 |
| 4000-4999: Books And Supplies | 13,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 6,375.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------------------------|-----------|
| 0000: Unrestricted | Parent-Teacher Association (PTA) | 11,784.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Parent-Teacher Association (PTA) | 6,375.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 8,150.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 13,000.00 |

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 |
|-----------------------|----------------------------|
| Carolyn Beck | Principal |
| Carlos Trujillo | Other School Staff |
| Janet Mulholland | Classroom Teacher |
| Jennifer Matson | Classroom Teacher |
| Stacy Snow | Classroom Teacher |
| April Derr | Parent or Community Member |
| Lydell Lauro | Parent or Community Member |
| Andy Speiser | Parent or Community Member |
| Holly Haynes-Nicholls | Parent or Community Member |
| Karen Schatmeier | Parent or Community Member |

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 10/16/2018.

Attested:

Principal, Carolyn Beck on 10/16/2018

SSC Chairperson, Jan Mulholland on 10/16/2018

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

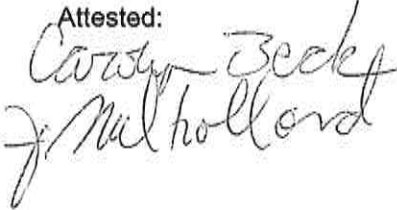
Committee or Advisory Group Name

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 10/16/2018.

Attested:



Principal, Carolyn Beck on 10/16/2018

SSC Chairperson, Jan Mulholland on 10/16/2018