

The Single Plan for Student Achievement

School: Lake Arrowhead Elementary School
CDS Code: 36-67868-6036727
District: Rim of The World Unified School District
Principal: Veronica McGilvery
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

Lake Arrowhead Elementary School's Vision and Mission Statements

As a Lake Arrowhead Community, we will expect and ensure that all students meet or exceed appropriate learning targets. Students will be successful learners with strong character. Teachers and students will demonstrate positive attitudes and a passion for success. "Every Child, Every Day!"

School Profile

Lake Arrowhead Elementary School, a 2012 California Distinguished School, is nestled in a magnificent forest of pine, oak, manzanita and dogwood at an altitude of 5,100 feet in the resort community of Lake Arrowhead, California. We are a public school consisting of grades TK-5 with an enrollment of approximately 660 students. We are part of the Rim of the World Unified School District. In 1998 our school was recognized by the International Reading Association as the recipient of the Exemplary Reading Program. This award was given to only one school in the state of California, Lake Arrowhead Elementary School. The school was named a Distinguished California School for the second time in 2012. Our student population has increased significantly from 2014-2015 to 2015-2016, due to a school consolidation. Grandview Elementary closed due to declining enrollment and budget challenges within the Rim district. Boundaries were redrawn and the three remaining elementary schools, Charles Hoffman, Valley of Enchantment and Lake Arrowhead Elementary absorbed Grandview's families and staff. As a result the school population has increased from 420 students to 660 students. The English Learner demographic has increased from 75 students to 145 students. In addition, at the start of this current year 2017-18 Lake Arrowhead Elementary became the sole elementary school in the district to house all of the District's Preschool through Grade 5 Special Day Classes.

LAE has a school population consisting of students of primarily Caucasian descent (60%), with the largest minority being Hispanic (32%). 8% of our total school population comprises other ethnic groups. Approximately 55% of our families receive free/reduced price lunches. The primary language is English, with about 20% of our students receiving English Language Development support in core academic disciplines.

The Library media center has approximately 14,600 volumes of school literature, reference materials, and a 9 station computer lab for accessing the card catalog, reference/research programs, Accelerated Reader program, and the Internet. In addition, we maintain a computer lab with 34 student stations. In addition, we have 6 COWs (Computers on Wheels) which each have a class set of wireless laptops and a color printer. Smart Panels are implemented for explicit direct instruction, technology interaction of curriculum, and to increase student engagement. Currently, 22 classrooms have these Smart Panels installed. Each classroom has a minimum of two desktop computers with several classrooms having more than five student stations. Administrative services are networked for attendance and other functions.

Lake Arrowhead Elementary was designated a Title I School Wide Program (SWP) school in December 2017. SWP allows staff in schools with high concentration of students from low-income families to redesign their entire educational program to serve all students. The emphasis on SWP schools is to serve all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. SWP maximizes the impact of Title I, Part A. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LAE conducts an annual parent survey to gather information on: Parent perception of level of safety, student/adult connections, academic challenge, and which areas of study students need more help with. In addition, fifth grade students participated in an

annual California Healthy Kids Survey. Grade-level teams and each individual certificated teacher completes an annual Focus Survey to assist with developing a school needs improvement focus for the year in professional growth and student learning topics--academic, behavior, and social-emotional.

Classroom Observations

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

LAE conducts several different kinds of class observations.

1. Informal observations of all classes by the Principal with general feedback focused on student engagement, level of rigor, and adherence to standards and learning targets. Feedback provided to whole teaching staff at team meetings
2. Peer observations
3. Classroom walkthroughs by District cabinet members
4. Semi-annual all day walkthrough by San Bernardino County Office of Education
5. Regular formal observations for teacher evaluation.

Summary of Findings:

There is a need for Lake Arrowhead Elementary to be identified as a School Wide Title I Program to assist with closing the achievement gap for all student groups.

Implementation of California State Standards, Student Learning Objectives, and outcome-aligned lessons varies in each classroom.

Varying high-impact instructional strategies, levels of rigor, and student engagement have been observed across the school.

A need for a more rigorous writing program across all genres and content has been recognized.

There is a need for current adopted ELA and ELD curriculum that is in alignment with the California State Standards, level of expected rigor, and coherence across all grade levels. .

Both integrated and designated ELD is not evident in all classrooms.

Special Education classes are in continued need of developing a K-5 program across content areas.

Frequent use of technology for teaching and learning is evident, yet needs to be aligned with 21st Century learning skills.

School culture and climate is positive and conducive for student learning.

There is a need to continue the implementation of Multi-tiered Systems of Support in both academics, behavior, and social-emotional learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Rim of the World Unified School District utilizes the Smarter Balanced Assessments (3rd through 5th grade language arts and mathematics) and California Standards Testing (5th grade science). In addition, we use multiple measures for Language Arts and Mathematics. Basic math facts memorization to automaticity is also assessed. We will be utilizing new standards and pacing guide-aligned benchmarks in 2017-2018. Students who have not met performance goals will participate in reteaching/relearning (intervention), students who have met performance goals will participate in grade-level extension learning experiences, and students who have exceeded performance goals will participate in enrichment activities. Students will be placed in appropriate fluid support groupings after administrations of common formative assessment (CFA) for specific student learning outcomes (objectives)..

The district uses all mandated state assessment programs to provide the data it needs upon which to make strategic decisions. Assessment data is analyzed using the web-based EADMS/iosEducation program, ESGI software for multiple measure analysis in kindergarten, the AERIES Student Information System, as well as various tools developed at the district office. The results of all standardized assessments are presented and summarized to schools annually. In addition, other multiple measure assessments are considered. Teacher members of the District's Instructional Support Team are creating grade-level pacing guides aligned with CFAs which will be used at LAE beginning in August 2017 to analyze learning outcomes and guide differentiated instruction. The PLC process is utilized for ongoing and frequent student monitoring of learning target proficiency and mastery of performance goals.

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

Teachers are required to turn in multiple measure data beginning with initial baseline assessments in September and with report cards each trimester. Teacher teams meet regularly to review STAR Reading and Math, DIBELS, BPST, DRA, Common Formative Assessments (CFA's), and other multiple measure data to monitor student progress. Students demonstrating below level performance are paired with appropriate interventions for support. Progress monitoring allows for interventions to be reviewed regularly to determine if students are Responding to the Interventions (RTI). Students can then be exited from or added to the interventions as necessary.

Staffing and Professional Development

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

100% Of LAE certificated staff meet the qualifications for Each Student Succeeds Act (ESSA) and are highly qualified. LAE's principal is a National Board Certified Teacher as well. All teachers have had professional development to meet the needs of English Learners. Fourth and fifth grade teachers have been trained in GATE differentiation.

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

All LAE teachers have been through district provided Common Core State Standards training and are aligning instructional strategies to the Common Core state standards. Emphasis has also been placed on incorporating the 4 C's of Common Core; Communication, Collaboration, Critical Thinking, and Creativity into units and lessons. In order to raise the level of rigor and relevance for students, attention is paid to Depth of Knowledge (DOK), Depth & Complexity, and Content Imperatives when collaboratively creating new learning units and experiences to be used in the 2017-2018 school year.

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

The professional development focus at LAE for the 2017-2018 school year is the ongoing training in unit and lesson planning, as well as assessment aligned with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the Smarter Balanced Assessments (SBAC). Multiple measure data and CFA data will be reviewed as a means of targeting student learning and differentiation instruction to include ELD: targeted and integrated instruction, intervention, and enrichment. In addition, the staff has been trained in data analysis and addressing the four guiding questions of a Professional Learning Community: 1) What do we expect students to learn? 2) How will we know if they have learned it? 3) How will we respond if they have not learned it? 4) How will we respond if they already know it? These questions guide the work of our Professional Learning Community. Teachers continue to meet weekly in their grade-level PLCs. LAE remains in year two of Positive Behavior Interventions and Support (PBIS) Implementation. The Principal is attending PBIS Booster Training for years 1 and 2 facilitated by the county to assist with reestablishing our site PBIS school team. The PBIS team will be an integral part of training the rest of the classroom teachers and support staff in PBIS strategies.

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

The Professional Learning Community Process (PLC) is an integral part of ongoing instructional assistance and support. Teachers are encouraged to select one professional workshop to attend each year as a means of improving instructional practices and best first instruction. Classroom observations and walk-throughs are another means of learning strategies from one another in a collaborative climate of support. "Teacher Experts" are peer-observed for highly effective and evidence-based instructional strategies such as Number Talks, guided and close reading strategies, high-order questioning and research-based English Language Learner strategies.

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

The PLC process is the means by which vertical articulation and horizontal alignment are addressed grade-level and subject-alike teams. We have scheduled this PLC time into our weekly school schedule by having a modified early dismissal schedule on Wednesdays. Teacher meet for 90 minutes every Wednesday from the beginning of the school year to spring break.

Teaching and Learning

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

LAE utilizes California Common Core State Standards (CCSS) as a direction to grade-level expectations for each student. Trimester benchmark assessments will be adopted by the district in 2017-2018 and will be aligned to the California State Standards in ELA and mathematics. Other multiple measures are also used to assess student learning. California State Standards are communicated to parents at the beginning of each school year. All instructional materials are selected based upon their alignment to state standards (including CCSS) and adopted by our Board of Education. Approved supplemental materials are used to support student proficiency of the CCSS, NGSS (Next Generation Science Standards) and ELD standards.

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

A bell schedule has been created, district verified, and implemented to ensure that students receive the mandated number of instructional minutes in reading/language arts and mathematics each day.

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

Grade-level pacing guides are being collaboratively developed by teacher members of the Instructional Support Team to be implemented in the 2017-2018 school year. Interventions are built into the regular school day.

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

LAE curriculum committee, in cooperation with the School Site Council and other advisory committees, has ensured availability of appropriate standards-based instructional materials, and assesses student needs each year, for each class. Materials are made available as needed and as appropriate.

All student subgroups have access to standards-based curricular materials. For special needs students and for those needing enrichment, remediation or second language instruction, materials appropriate to their learning level are provided. These may be “out of level” materials or other materials specifically selected for the student and aligned to IEPs (Individual Education Plan) and standards.

Current available materials include: Accelerated Math, Accelerated Reader, STAR Math and Reading, Fast ForWord, Standards Plus, SRA Reading Kits, Meet the Masters, specialized state standards-based software for Language Arts and Mathematics--such as Lexia, Moby Max, and Discovery Education, and regular state-adopted texts and materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to the SBE (State Board of Education)-adopted core and intervention materials. Rim of the World Unified recently adopted adopting new instructional materials aligned to the Common Core State Standards in Mathematics--Go Math, and is projected to begin the pilot and adoption process for English Language Arts for the 2019-2020 school year.

Opportunity and Equal Educational Access

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

Current services include the primary level safety-nets such as: Universal Access to guaranteed and viable core curriculum through utilizing push-in aides for flexible groupings to meet student needs, a Reading Recovery style program, PALS (Peer Assisted Learning Strategies), Lexia, Fast ForWord, cross age tutoring, Early Literacy, before/after school tutoring, Reader Buddies, Vocabulary front-loading and use of graphix organizers, Standards Plus English and Math, and Special Education in-class tutoring. In addition, differentiated instruction is planned and provided for students in the classroom. Ongoing training for the staff is provided.

Accelerated Reader, Accelerated Math, and Saturday Activity days are several of the programs which support the regular school programs. Six mobile computer labs (COWs--Computers on Wheels), one computer lab, and Smart Panels are being utilized for instructional delivery, student engagement, intervention, and enrichment.

14. Evidence-based educational practices to raise student achievement

The staff at LAE has read Marzano's book: Classroom Instruction that Works and is working to implement the strategies outlined in the book. Several staff members are participating in an ongoing professional book club delving into John Hattie's meta-analysis of highly impactful instructional strategies--Visible Learning. They have also been exposed to the book entitled Number Talks and participate in professional dialogue about the strategies. Many teachers are members of professional organizations such as Association for Supervision and Curriculum Development, International Literacy Association, California Mathematics Council, and are involved in furthering their own education in a variety of ways. Strategies are shared at Team Staff Meetings as well as in PLC collaborations.

Parental Involvement

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

Parents are offered a variety of opportunities and resources to help support their students including: English Language Advisory Committee (ELAC), School Site Council (SSC), Gifted and Talented Education (GATE) parent meetings, parent/teacher conferences, learning workshops, and parent classes. The community supports students by being volunteers in the classroom and providing a variety of supports. Rim Of the World Unified has partnered with Rim Family Services and Mountain Hearts and Lives to provide a number of resources for students and families who may be struggling due to personal or family dynamic challenges. The Positive Behaviors Interventions and Supports (PBIS) umbrella allows for school and community to come together in support of students and their achievement.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) which includes parents, teachers, administration, and classified members reviews and provides input to the Single Plan for Student Achievement (SPSA) annually. Achievement data as well as school multiple measure data is included in the evaluation and used to make informed adjustments to the school plan. The evaluation of the plan effectiveness includes school-wide data as well as data for significant subgroups including: at-risk, socio-economically disadvantaged, foster youth and English Learners.

Funding

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

Categorical funds in 2017-2018 will provide support for one Bilingual Instructional Aide, one Title I Aide, Student Study Team Coordinator, GATE Instructional Coordinator, School Site Council Coordinator, and an English Language Learner Coordinator. Primary level programs such as: Early Literacy, Math Their Way, Guided Language Acquisition by Design (GLAD), and other programs are also partially provided and overseen by School Site Council and categorical funding. Many teachers have been trained in the state exemplary GLAD program.

Two Xerox copy machines are also maintained through categorical funding in order to facilitate teacher reproduction of learning materials for differentiated instruction, intervention materials, and to provide enough copies of learning materials for targeted students. They are necessary for facilitation of the standards-based lessons.

18. Fiscal support (EPC)

The school is funded with LCFF, Title I, Lottery and General Funds to support student learning.

Description of Barriers and Related School Goals

Transportation for before or after school programs is extremely difficult for Rim District. Bus scheduling conflicts and weather often inhibit programs. Field trip costs have become prohibitive for classes to afford. There are also some geographical limitations being in a rural setting in mountainous country.

Difficulties in the current program include limited time for teachers to collaborate on instructional design, execution, alignment and articulation. Family socioeconomic challenges, poor attendance, social-emotional concerns, and language or cultural barriers may also interfere with students success in school and their ability to meet standards.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	114	104		108	93		108	93		96.4	89.4	
Grade 4	118	121		113	110		112	110		96.6	90.9	
Grade 5	120	118		114	103		114	103		95	87.3	
All Grades	352	343		335	306		334	306		96	89.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2433.5	2435.4		24	27.96		27	24.73		30	25.81		19	21.51	
Grade 4	2471.9	2452.0		29	16.36		21	28.18		23	23.64		28	31.82	
Grade 5	2489.1	2461.5		15	12.62		30	20.39		26	25.24		29	41.75	
All Grades	N/A	N/A	N/A	22	18.63		26	24.51		26	24.84		25	32.03	

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	24	26.88		45	41.94		31	31.18	
Grade 4	24	24.55		44	44.55		32	30.91	
Grade 5	18	19.42		48	41.75		33	38.83	
All Grades	22	23.53		46	42.81		32	33.66	

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	26	31.18		53	44.09		21	24.73	
Grade 4	32	15.60		47	48.62		22	35.78	
Grade 5	23	19.42		42	37.86		35	42.72	
All Grades	27	21.64		47	43.61		26	34.75	

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	21	18.28		67	67.74		12	13.98	
Grade 4	18	11.82		72	69.09		10	19.09	
Grade 5	16	10.68		68	60.19		16	29.13	
All Grades	18	13.40		69	65.69		13	20.92	

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	23	33.33		63	46.24		14	20.43	
Grade 4	25	11.82		54	64.55		22	23.64	
Grade 5	25	11.65		61	52.43		14	35.92	
All Grades	24	18.30		59	54.90		17	26.80	

Conclusions based on this data:

1. For overall achievement, there is a declining trend from 50% of all 3rd, 4th, and 5th grade students in 2014-15 met or exceeded the standards, to 48% in 2015-16 and currently 44% in 2016-17. In 2016-17, 25% have nearly met the standard, and with strategic intervention, these students could make academic growth into the met category. Continuing, 32%--an increase by 7% from the previous year-- of all students have not met the standard and need intensive intervention to address areas of deficit. There is a pattern of decrease in numbers of students exceeding or meeting standards in all claims from 3rd grade to 4th to 5th as the level of rigor increases. There is a need for professional development, instructional strategies, materials and resources, and modeling with coaching aligned to the California State ELA/ELD Standards. Both the CAASPP Digital Library and EADMS resources for instructional material and the development of Common Formative Assessments with testing tools that mimic the Smarter Balanced Assessment will be conducive for attaining greater student achievement in all claims and targets. There is a need for differentiated instruction and Multi-Tiered Systems of Support to assist with closing the achievement gap in all student groupings.
2. Reading skill scores showed most students "in the middle" 43% at or near the standard--with 67% above, at, or near. This large group of students needs focused instruction and Universal Access to core curriculum to bring them into higher proficiency. There is a need for more Close Reading activities and evidence based responses to literary and informational texts. Writing skills--producing clear and purposeful writing-- scores showed 35% of students as not meeting the standard. There is a need for a comprehensive and rigorous reading and writing program school-wide with professional development for our teachers.
3. The skills of Listening showed a strength in our 3rd grade students with 14% below standard. All students showed 79% at or near or above standard. A classroom focus on these communication skills will bring the largest group of students up to above standard and decrease the number of students that are below standard. Research/Inquiry skills are closely related to reading and writing skills scores--with 27% of all 3rd, 4th, and 5th graders scoring below standard. Again, a strong ELA adopted curriculum in alignment with the California State Standards and level of rigor, relevance, and coherence would assist students with attaining mastery of these skills.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	114	104		107	94		107	94		95.5	90.4	
Grade 4	118	121		112	110		110	110		95.7	90.9	
Grade 5	120	118		112	102		112	102		93.3	86.4	
All Grades	352	343		331	306		329	306		94.8	89.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2442.5	2433.2		20	12.77		36	39.36		27	27.66		17	20.21	
Grade 4	2462.1	2454.2		13	7.27		23	25.45		44	42.73		21	24.55	
Grade 5	2457.0	2460.6		4	8.82		13	7.84		37	32.35		46	50.98	
All Grades	N/A	N/A	N/A	12	9.48		24	23.86		36	34.64		28	32.03	

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	36	25.53		36	46.81		27	27.66		
Grade 4	21	17.27		38	36.36		41	46.36		
Grade 5	5	9.80		34	27.45		61	62.75		
All Grades	21	17.32		36	36.60		43	46.08		

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	21	21.28		56	60.64		22	18.09	
Grade 4	17	12.73		54	53.64		29	33.64	
Grade 5	8	10.78		36	36.27		56	52.94	
All Grades	15	14.71		48	50.00		36	35.29	

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	38	23.40		50	59.57		11	17.02	
Grade 4	20	13.64		51	49.09		28	37.27	
Grade 5	5	9.80		48	41.18		46	49.02	
All Grades	21	15.36		50	49.67		29	34.97	

Conclusions based on this data:

1. For overall achievement, only 34% of all 3rd, 4th, and 5th grade students met or exceeded the standards. Continuing, 34% of 3rd, 4th, and 5th grade students have nearly met the standard and with strategic intervention and Universal Access to core curriculum, these students could move into the met category. Last, 33% of 3rd, 4th, and 5th grade students have not met the standard and need intensive intervention to address areas of deficit and close the achievement gap. Mathematics is an area of needed focus for all grade levels. There is a need for differentiated instruction and Multi-Tiered Systems of Support to assist with closing the achievement gap in all student groupings.
2. The claims of Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning can all be improved with focused learning targets and instruction aligned to the Standards of Mathematical Practices and California State Standards. Concepts & Procedures scores were low with 47% of all 3rd, 4th, and 5th graders scoring below standard. Problem Solving & Modeling/Data Analysis scores showed 35% of all students did not meet the standard. For Communication & Reasoning, 35% did not meet the standard.
3. Teachers have not been able to consistently implemented California State Standards and the Standards of Mathematical Practices due to limited access to similar testing tools on the Smarter Balanced Assessment, and outdated adopted curriculum. This academic year--2017-18--our teachers have a newly adopted math curriculum in alignment with standards, rigor, relevance, and coherence across all grade levels. There is a need for professional development, instructional strategies, materials and resources, and modeling with coaching aligned to the California State Math Standards. Both the CAASPP Digital Library and EADMS resources for instructional material and the development of Common Formative Assessments with testing tools that mimic the Smarter Balanced Assessment will be conducive for attaining greater student achievement in all claims and targets.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K	***			***	***			***					***		
1	10	12		38	47		43	35		10				6	
2	6			19	19		47	69		22	6		6	6	
3	4	21		37	32		33	25		15	18		11	4	
4	14	15		18	33		55	44		9	4		5	4	
5	27	17		33	44		33	28		7	11				
Total	11	14		28	35		42	39		13	8		6	4	

Conclusions based on this data:

1. There is a need for a continued focus on the new English Language Development (ELD) standards and framework for practice, especially with the increase of our English Learner population as a result of the school consolidation in 2015-16. LAE's EL population has grown from 75 in 2014-2015 to 145 in 2015-2016. Teachers need more professional development in delivering Integrated and Designated English Language Development, and differentiated interventions using research-based strategies and programs to assist this student grouping in meeting academic standards.
2. Our site goal is to reclassify more students prior to exiting 5th grade and moving into middle school. Twenty-two students have met the CELDT and District qualifications for reclassification in May 2016. Only six 5th graders were sent on to middle school without being reclassified.
3. There is a need for staff knowledge of the language assessment and instructional implications within the classroom: The majority of EL students are making appropriate annual progress through the CELDT levels. We are transitioning to the inaugural administration of the English Language Proficiency Assessments for California (ELPAC) by providing professional development on the ELPAC impact on instructional practices and the delivery of the assessment at our site.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K	5			14	6		14	22		33	22		33	50	
1	9	11		36	44		41	33		9			5	11	
2	9			18	19		45	69		21	6		6	6	
3	7	21		36	32		32	25		14	18		11	4	
4	17	15		17	33		52	44		9	4		4	4	
5	27	21		33	42		33	26		7	11				
Total	11	13		25	30		37	36		16	10		10	11	





Conclusions based on this data:

1. There is a need for a continued focus and professional development on the new ELD standards, utilizing the California ELA/ELD Framework, along with effective research-based strategies--especially with the increase of our EL population as a result of the GVE and LAE school consolidation.
2. There is a need for the implementation and professional development of both integrated and targeted ELD in TK/Kindergarten through fifth Grade, and the development of explicit Student Language Objectives. There is a need for the ELLs to not be pulled out of core content of math and ELA instruction for any supplemental support.
3. There is a need for the use of structured Oral Language, increased use of graphic organizers (Thinking Maps), sentence frames, explicit vocabulary instruction, and expectation of students to speak and answer questions in complete sentences, Project Guided Language Acquisition Design (Project G.L.A.D.) and Specially Designed Academic Instruction in English (SDAIE) strategies will increase in all classrooms.

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 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	4
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	3
Mathematics (3-8)		4	3

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.

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 2017 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

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:


1.

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 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		691	Medium 2.3%	Increased +1.7%

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 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		691	Medium 2.3%	Increased +1.7%
English Learners		128	Low 0.8%	Increased +0.8%
Foster Youth		12	Very Low 0%	
Homeless		3	*	*
Socioeconomically Disadvantaged		390	High 3.3%	Increased Significantly +2.6%
Students with Disabilities		80	Medium 1.3%	Maintained 0%
African American		1	*	*
American Indian		5	*	*
Asian		7	*	*
Hispanic		277	Medium 1.8%	Increased +1.5%
Pacific Islander		1	*	*
Two or More Races		32	High 3.1%	Maintained -0.2%
White		368	Medium 2.7%	Increased Significantly +2.2%

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.

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 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		130	Medium 74.6%	Increased Significantly +13.8%

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 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.8%	Increased +0.8%
English Learner Progress (1-12)		Medium 74.6%	Increased Significantly +13.8%
English Language Arts (3-8)		Low 61.3 points below level 3	Declined -14.8 points
Mathematics (3-8)		Low 63.7 points below level 3	Declined -4.7 points

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.

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 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

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 2017 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.

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 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		294	Low 33.5 points below level 3	Declined -3.6 points

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 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		294	Low 33.5 points below level 3	Declined -3.6 points
English Learners		89	Low 63.7 points below level 3	Declined -4.7 points
Foster Youth		3	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		163	Low 46.9 points below level 3	Declined -7 points
Students with Disabilities		31	Low 71.8 points below level 3	Increased Significantly +27 points
American Indian		2	*	*
Asian		5	*	*
Hispanic		138	Low 55.2 points below level 3	Declined -4.7 points
Two or More Races		14	Medium 13.1 points below level 3	Increased Significantly +32.2 points
White		135	Medium 16.9 points below level 3	Declined -6.9 points

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 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	39	Low 31.4 points below level 3	Declined Significantly -23.7 points
EL - English Learner Only	50	Low 88.9 points below level 3	Declined -11.2 points
English Only	198	Medium 20.7 points below level 3	Maintained -0.4 points

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 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

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.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	60.8%	74.6%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 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	2016	2017

English Language Arts	5.4 points below level 3	20.1 points below level 3
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Mathematics	29.9 points below level 3	33.5 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

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.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.6% (4)	2.3% (16)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

1.

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
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.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: STUDENT LEARNING & HIGHLY QUALIFIED STAFF
LEA GOAL:
DISTRICT GOAL #1: All students have equitable access to rigorous, relevant and engaging learning experiences for life-long individual success. DISTRICT GOAL #3: All students receive high quality education and services from caring, highly qualified, and competent staff. NOTE: These two district goals are so interwoven in practice, that LAE is approaching them as one (see School Goal #1 below).
SCHOOL GOAL #1:
All students have equitable access to rigorous, relevant and engaging learning experiences for life-long individual success. All students receive high quality education and services from caring, highly qualified, and competent staff.
Data Used to Form this Goal:
CAASPP ELA and Math grades 3-5 CELDT/ELPAC Data
Findings from the Analysis of this Data:
Focusing resources to improve student achievement is an appropriate goal.
How the School will Evaluate the Progress of this Goal:
Smarter Balanced Assessment annual data Multiple measure data (including common formative and summative assessments) will be collected and analyzed throughout the year to monitor academic progress. Third Grade Reading Proficiency as measured on DRA or Running Records and STAR GE District Writing Benchmarks Implementation of Standards: Teacher Self-assessment Subgroup Data: English Learners, Foster Youth, Socioeconomically Disadvantaged, White, Hispanic, GATE STAR Reading and Math BPST CELDT/ELPAC achievement level growth and reclassification rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Provide professional development in California State Standards, Next Generation Science Standards, and effective research-based instructional strategies.	Summer 2017 to Spring 2018	Principal Teachers	Professional Training, Conferences or Workshop opportunities.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6000
			Substitutes for release time for peer modeling and coaching observations	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5000
			PLC team and school-wide time to share effective strategies with colleagues.			0
			Provide opportunities for professional reading and book clubs (printed resources.)	4000-4999: Books And Supplies	Lottery: Instructional Materials	1000
			Substitutes for teachers attending English Language Arts, English Language Development, Math, and Next Generation Science Standards professional development.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5000
				None Specified	None Specified	
	None Specified	None Specified				
1.2 Continue designated and integrated ELD instruction for English learners as part of their core instructional program. Utilize California State Standards for ELA/ELD. Incorporate GLAD and SDAIE strategies	Summer 2017 to Spring 2018	Principal Teachers	English Language Development (ELD) Coordinator stipend to facilitate CELDT/ELPAC, ELAC, INTERVENTION, and academic support for English Learners	1000-1999: Certificated Personnel Salaries	General Fund	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide ELD supplemental support materials to ensure students receive both integrated and designated ELD, such as Kinsella's Academic Toolkit, or Wordly Wise.	4000-4999: Books And Supplies	Title I Part A: Allocation	3000
1.3 Implement and monitor a collaborative plan for teachers to fully and consistently use pacing guides that are standards-driven and aligned with curriculum and multiple measures.	Summer 2017 to Spring 2018	Principal Teachers	2 Cycles of Substitutes for 1 day collaboration time for teachers to plan for implementation pacing guides and CFAs in grade-level teams	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	6000
1.4 Assess students regularly using a variety of multiple measures to determine progress towards content and skill mastery.	Approximately every 6-8 weeks and at each trimester during the 2017-18 academic year.	Teachers Students	Regular review of data to identify key standards for monthly interventions during weekly Team Meeting/Grade-Level PLC meetings and review of student work during grade level planning			0
			Goal setting for targeted students (move students from Not Met & Nearly Met to Met) by student placement in Multi-tiered Systems of Support--interventions.			0
			Provide awards and incentives for students' academic and attendance progress and achievement	4000-4999: Books And Supplies	Lottery: Instructional Materials	2750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Utilize fluid and flexible student groupings across grade level teams or vertical grade-levels to provide targeted and differentiated instruction.			0
1.5 Increase use of technology to access 21st Century Learning experiences. Purchase technology and software as needed to support all students, but particularly Low Income, Foster Youth, and English Learners.	Summer 2017 to Spring 2018	Principal Teachers Technology personnel	Use technology as an instructional learning tool and as a means of engaging students in their learning.			0
			Provide online resources such as Discovery Education and Fast ForWord with annual and lifetime licenses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7000
			Purchase interactive projectors with software and PD	4000-4999: Books And Supplies	Title I Part A: Allocation	20000
1.6 Continue with focus on strategic implementation of Professional Learning Communities. Provide half-day release time three times through school year for grade-level planning and coordination of intervention.	Summer 2017 to Spring 2018	Principal Grade Level Teachers	Substitutes for release time. Provide half-day release time three times through school year for grade-level planning and coordination.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2268.

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: COLLEGE & CAREER READINESS
LEA GOAL:
DISTRICT GOAL #2: All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world.
SCHOOL GOAL #2:
All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world.
Data Used to Form this Goal:
CAASPP English Language Arts and Math Data County walk-through feedback reports ELD Coordinator and Principal walk-through feedback Parent survey Individual teacher and grade-level teams Focus Survey
Findings from the Analysis of this Data:
County walk-through feedback includes inconsistent rigor, engagement, and differentiation from classroom to classroom. In addition, lack of standards-aligned instruction and assessment was noted. Most grade levels do not have common formative assessments (CFAs) and therefore lack the data to guide intervention. On parent survey, when parents indicated a subject area where their child could use more instructional support, the subjects were mostly Mathematics and Writing.
How the School will Evaluate the Progress of this Goal:
Smarter Balanced Assessment Data California English Language Development Test (CELDT) English Language Proficiency Assessments for California (ELPAC) Classroom observations and district county walkthroughs to evaluate progress Multiple measure data including both common formative and summative assessments and district benchmarks Progress monitoring data for students participating in intervention supports Parent survey data Feedback from students and teachers on presentations End of year student college and career survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Analyze Smarter Balanced Assessment data to identify the standards where students are achieving proficiency and the standards needing more instructional focus and support.	Summer 2017- Spring 2018	Principal Teachers PLC Teams	Utilize PLC time to analyze student achievement data.			0
2.2 Emphasis on best first instructional strategies including: Effective Lesson Design Explicit Direct Instruction (EDI) Frequent monitoring and checking for understanding Providing Corrective Feedback	Summer 2017- Spring 2018	Principal Teachers PLC Teams	Teacher teams available to assist and guide staff in evaluating progress toward goals through staff presentations, modeling, and sharing of high-impact practices.			0
2.3 Discuss specific strategies at grade level (horizontal alignment) and across grade levels (vertical articulation) meetings. Use concrete models, manipulatives, and technical tools to demonstrate and teach concepts to at-risk students.	Summer 2017 to Spring 2018	Principal Teachers PLC Teams	Utilize weekly PLC time for horizontal alignment and vertical articulation planning.			0
2.4 Continue developing a Multi-Tiered System of Support/Response to Intervention (RTI) model to support struggling students.	Summer 2017 to Spring 2018	Principal Teacher PLC Teams	Engage students in learning targets and setting individual learning goals.			0
			Assess students regularly, using a variety of multiple measures including common formative and summative assessments.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide substitutes for release time for teachers to visit, observe, and learn from elementary sites with effective Multi-Tiered Systems of Support in place.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2500
2.5 Focus on ensuring students become proficient readers by grade 3 as a benchmark for later and ongoing school success.	Summer 2017 to Spring 2018	Principal & Teachers,	Analyze reading data of 1st, 2nd and 3rd graders to identify students needing additional support and intervention.			0
			Provide awards and books for 3rd grade students demonstrating grade-level reading proficiency at the year end Community Reads celebration.	4000-4999: Books And Supplies	Lottery: Instructional Materials	1219
2.6 Provide intervention supports, extended learning opportunities before and/or after school for at-risk students, including all subgroups, at-risk, foster youth, socioeconomically disadvantaged, English Learners, and GATE.	Summer 2017 to Spring 2018	Principal Teachers Intervention Coordinator	Provide Intervention Coordinator stipend.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	600
			Provide supplemental instructional materials, such as Soar to Success, In Focus, KPALS/PALS and software, such as Moby Max Math, or coding.	4000-4999: Books And Supplies	Title I Part A: Allocation	11500
			Extra duty for teachers to provide additional learning interventions before or after school.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Odyssey of the Mind enrichment opportunity regional, state, and national entry fees	5000-5999: Services And Other Operating Expenditures	General Fund	600
			Extra Duty for teacher to guide and supervise Odyssey of the Mind after school	1000-1999: Certificated Personnel Salaries	General Fund	2000
			Provide a Title I aide for 3.75 hours daily for supplemental, strategic academic interventions for low achieving students.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14500
2.7 Gifted and Talented Education (GATE) for Identified 4th and 5th grade students.	Summer 2017 to Spring 2018	Teachers Principal GATE Coordinator	GATE Coordinator stipend	1000-1999: Certificated Personnel Salaries	General Fund	600
			Provide supplemental instructional materials and software. Example: extracurricular STEM workshops.	4000-4999: Books And Supplies	General Fund	2800
			GATE field trip transportation and admission	5000-5999: Services And Other Operating Expenditures None Specified	General Fund None Specified	1,000
2.8 Increase use of technology to access 21st Century Learning opportunities. Purchase technology and software as needed to support the instructional and intervention programs.	Summer 2017 to Spring 2018	Principal Teachers Technology district personnel	Provide technology for use as an instructional learning tool and as a means of engaging students in their learning.	4000-4999: Books And Supplies	Title I Part A: Allocation	10000
			Incorporate free online programs such as Duolingo, Khan Academy, and Coding for 21st Century skills.	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: CLIMATE & PARENT INVOLVEMENT
LEA GOAL:
DISTRICT GOAL #5: All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning.
SCHOOL GOAL #3:
All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning.
Data Used to Form this Goal:
PBIS surveys, discipline records in Aeries, SWIS, and anecdotal data from teachers and principal files. Parent Involvement Survey Number of Parent volunteers throughout the school year County walk-through data and progress to evaluate LCAP progress Attendance Rates California Healthy Kids Survey
Findings from the Analysis of this Data:
The County walk-through feedback stated the school's climate for both adults and children was supportive, friendly, respectful and happy. Discipline data reveals an extremely low rate (1.6) of suspension (neighboring districts range from .5 to 4.4 elementary). The parent survey indicated that the vast majority of parents agree or strongly agree that their child feels safe on campus and that school-home communication is sufficient. The parent survey indicated that the vast majority of parents agree or somewhat disagree with the statement, "I have a general understanding of the new Common Core State Standards." We had over 100 parent volunteers in 2015-2016. The District's Parent Involvement Survey for LAE had completion of 32 parents out of 641 students--about 5% in spring 2017. LAE's 2017 California Healthy Kids Survey indicates that 91% of fifth graders surveyed feel they have a positive relationship with at least one adult on campus, and 91% also believe they are succeeding academically. In communicating with families during the span of August 15, 2016-June 9, 2017, LAE's website had 11,888 total annual views, and 134 messages were sent through Parent Link.
How the School will Evaluate the Progress of this Goal:
Data Dashboard, Aeries, or SWIS information collected on suspensions, detentions and other discipline records Parent Volunteer records and participation logs PBIS and other parent community surveys Attendance at parent meetings Develop protocols to support Positive Behavior Intervention Supports and Strategies (PBIS). SART and SARB data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Continue school-wide implementation of and training in Positive Behavior and Interventions (PBIS) framework.	Summer 2017 to Spring 2018	County of SB Principal Teachers PBIS School Team	Meet bimonthly with PBIS school team to assist with continued implementation. Substitutes needed.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1875
			Substitutes for PBIS Team Members to attend district provided and county supported workshops and trainings.	1000-1999: Certificated Personnel Salaries	General Fund	900
			Develop and maintain school-wide student acknowledgment of behavioral expectations.			0
			Purchase materials to support, reinforce and recognize PBIS implementation.	4000-4999: Books And Supplies	Lottery: Instructional Materials	800
3.2 Provide parent workshops and school celebrations particularly for parents and families of English Learners, Foster Youth, and Low Income students.	Summer 2017 to Spring 2018	Principal Teachers SSC ELAC	Reclassification Ceremony Parent Cafe/Town Hall Achievement Assembly Attendance Block Recognition Volunteer Breakfast/Tea ELAC Meetings	4000-4999: Books And Supplies	Title I Part A: Allocation	865
			Parent Training, such as Parent Leadership Academy, Family Toolkit, or Parent Night at LAE.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	700
3.3 Implement parent involvement policy components.	Summer 2017-Spring 2018	Principal Teachers Instructional Assistance-Bilingual SSC	School Site Council Coordinator Stipend	1000-1999: Certificated Personnel Salaries	General Fund	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Conduct an annual parent involvement survey.			0
			Provide parent workshops and materials which encourage parents as participants and decision makers in the school community. Provide recognition supplies and printed materials.	4000-4999: Books And Supplies	Title I Part A: Allocation	990
			Provide printed information to families in their language of preference. Make translators available for parent workshops, Title I parent meeting, parent conferences, ELAC, SST meetings, and other school meetings.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000
			Utilize Parent Link as a means of improving communication between home and school.			0
			Develop, revise, and implement yearly School-Home Compact			0
3.4 Continue partnership with Rim Family Services and other community support organizations.	Summer 2017 to Spring 2018	Principal	SS Grin social skills classes			0
			Individual counseling services as appropriate.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Parent Cafe meeting			0
			Meet with Rim Family Services representatives monthly			0

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: SAFE WELL-MAINTAINED AND SECURE FACILITIES
LEA GOAL:
DISTRICT GOAL #4: All students and educational partners are provided a high quality physical environment where they enjoy safe, respected, positive connections and experiences.
SCHOOL GOAL #4:
All students and educational partners are provided a high quality physical environment where they enjoy safe, respected, positive connections and experiences.
Data Used to Form this Goal:
Evaluation of work order completion School site observations Review of documentation log for safety drills Williams Act Evaluation Process California Healthy Kids Survey Parent Needs Survey
Findings from the Analysis of this Data:
85% of Work orders are completed in a timely manner. School site is clean and free from unsafe conditions. Fire, earthquake, and/or lockdown drills are run regularly with feedback for improvement. Clear 2016-17 Williams visit.
How the School will Evaluate the Progress of this Goal:
Periodic evaluation of work order completion. School site observations. Review of documentation log for safety drills. Williams Act process. Feedback from local Fire Marshall's inspections.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Ensure all students have access to safe, working, clean facilities as outlined in the Williams Act.	Summer 2017 to Spring 2018	Principal D.O. Maintenance Team Custodians	Tour facilities every week and submit work orders in a timely fashion.			0
4.2 Safe school plan	Summer 2017 to Spring 2018	Principal Teachers	Safety Team Coordinator Stipend	1000-1999: Certificated Personnel Salaries	General Fund	500
			Annually update the safe school plan.			0
4.3 Safety and evacuation drills	Summer 2017 to Spring 2018	Principal Teachers Support staff	Provide substitute release time for Safety Team teachers to develop needs assessment, develop, implement, and revise Safe School Plan.	1000-1999: Certificated Personnel Salaries	General Fund	1000
			Conduct, document, and refine safety and evacuation drills.			0
4.4 Partner with local law enforcement, community watch and other organizations to promote and support safety.	Summer 2017 to Spring 2018	Principal	Purchase additional safety equipment as needed	4000-4999: Books And Supplies	General Fund	2000
			Disseminate information and discuss safety plan at teacher, community, and parent meetings. Invite law and fire department members to attend and answer questions.			0
4.5 Provide safety-rated equipment for the playground	Summer 2017- Spring 2018	Principal	Purchase additional safety-rated equipment for the playground	4000-4999: Books And Supplies	General Fund	1000
			Purchase materials needed to support campus safety	4000-4999: Books And Supplies	General Fund	1000

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: BUDGET, INFRASTRUCTURE, AND RESOURCES
LEA GOAL:
DISTRICT GOAL #6: The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability.
SCHOOL GOAL #5:
LAE will use the Single Plan for Student Achievement to ensure our spending is focused on our goals and will result in higher student achievement that can be sustained over time.
Data Used to Form this Goal:
School expenditures in 2016-2017
Findings from the Analysis of this Data:
This data will be available in July 2017. At that time the SPSA will be reviewed and adjusted in light of the 2016-2017 LAE student achievement data.
How the School will Evaluate the Progress of this Goal:
School expenditures in 2017-2018 analyzed for different funding sources

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data analysis and School Site Council's collaborative planning process for developing the 2017-2018 Single Plan for Student Achievement	Board Approval in December 2017. Brought back to Board in August 2018 if changes are made after reviewing latest student achievement data	Principal SSC	Analyze the resulting data from our 2017 SPSA Goals #1-5 "How the school will evaluate the progress of this goal?"			0
5.2 Examine multi-year records to make plans to increase student daily attendance with the monthly and yearly goal of 96%.	August 2017 to July 2018	Principal Attendance Clerk PTA Staff				

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

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

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

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	14,800.00
Lottery: Instructional Materials	11,769.00
None Specified	0.00
Title I Part A: Allocation	98,298.00
Title I Part A: Parent Involvement	700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	35,843.00
2000-2999: Classified Personnel Salaries	14,500.00
4000-4999: Books And Supplies	59,624.00
5000-5999: Services And Other Operating Expenditures	9,600.00
5800: Professional/Consulting Services And Operating	6,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	58,818.00
Goal 2	53,519.00
Goal 3	7,730.00
Goal 4	5,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mrs. Veronica McGilvery	X				
Mrs. Laurie Johnson		X			
Mrs. Sherri Soto		X			
Mrs. Ann Barany		X			
Ms. Haziel Aguilera			X		
Mrs. Natalie Lindemann				X	
Mr. Mike Lindemann				X	
Mrs. Katherine Richardson				X	
Mrs. Mandy Krzeminski				X	
Ms. Maria Moreno				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 4, 2017.

Attested:

Veronica McGilvery

Typed Name of School Principal

Signature of School Principal

Date

Laurie Johnson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date