

2017 Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement



A Resource for the School Site Council

Part II: The Single Plan for Student Achievement

School: Pescadero Elementary/Middle School

District: La Honda-Pescadero Unified School District

County-District School (CDS) Code: 68940

Principal: Erica L. Hays

Date of this revision: 6-9-2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Erica L. Hays

Position: Principal

Telephone Number: 650-879-0332

Address: 620 North Street, Pescadero, CA 94060

E-mail Address: ehays@lhpusd.com

The District Governing Board approved this revision of the SPSA on June 22, 2017.



Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

LEA GOAL:

SCHOOL GOAL: 1 Ensure all school sites have safe, welcoming and inclusive learning environments with family engagement supports, a focus on equity and high expectations for all students.

<p>What data did you use to form this goal? Parent participation rates in Raising a Reader, Abriendo Puertas, student conferences and school governance committees. Attendance rates for students throughout the 2016-2017 academic year.</p>	<p>What were the findings from the analysis of this data? There has been a dramatic increase in parent participation in Raising a Reader and Abriendo Puertas trainings. Parents consistently attend conferences. There is still low participation on school governance committees such as SSC and ELAC. Our problem with chronic absence has been masked by an overall high rate of attendance.</p>	<p>How will the school evaluate the progress of this goal? Maintain attendance at parent events and conferences; establish a solid parent governance group for both School Site Council and English Learner Advisory Council. Track attendance rates monthly.</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Community Engagement Coordinator continues to promote parent education programs and build capacity for increased participation in school governance groups (ELAC, SSC, PEF).</p>	<p>Community Engagement Coordinator, Community Liaison and Principal</p>	<p>Monthly parent meetings, home visits, parent education events, Facebook pages for school sites, robocalls and text messages to parents/Ongoing throughout 2017-2018 school year</p>	<p>Home visits – No cost .6 FTE Community Engagement Coordinator SIG \$48,074 .5 FTE Community Liaison SIG \$33,280 .5 FTE LCFF S/C \$33,391</p>

15 families attend 10 sessions of Abriendo Puertas	District and Puente partnership	August 2017 – June 2018	General Fund LCFF S/C \$1,376
20 Preschool through Third Grade families attend 5 sessions of Raising a Reader + Family Nights	District and Puente - partnership	Fall – Winter 2017	
Regular translated communications with parents	District Translator/Community Liaison	Documents, meetings and telephone calls/ 2017-2018	
Parent Literacy Program	District and Puente partnership	July 2017	Tentative budget of \$7,856
Translation assistance during parent-teacher conferences	Stanford Interpreters	October 2017, April 2018	SIG \$3,438 (pending SIG extension)
Parent participation on school governance committees	Principal, Community Liaison, and Parents	Monthly parent meetings – “Junta Mensual de los Padres” to be held the third Wednesday of every month; Principal and Executive Director of Puente to identify and recruit parent leaders (August 2017)	None
Lower chronic absence rate by 20% from the 2016-2017 rate	Principal and Teachers	Attendance addressed with parents during conferences, before an independent study request is approved, and any time there is a problem with chronic absence.	None
Teachers will incorporate a social/emotional curriculum into their classrooms, and continue using the No Bully Solution Teams	Principal and staff	June 2017 Dovetail Learning Toolbox curriculum training for principal and one other staff member; Continue training for all staff at monthly staff meetings throughout 2017-2018 school year and lessons for students every other week	Parcel Tax \$1000 (already budgeted for 2016-2017 school year)

LEA GOAL:

SCHOOL GOAL: 2 Provide high quality classroom instruction and curriculum promoting college and career readiness, aligned with state and required courses of study, with inclusive academic interventions in place to eliminate barriers to student success.

What data did you use to form this goal? Student achievement on NWEA standardized math and reading benchmark tests, California English Language Development Test (CELDT) and Development Reading Assessment (DRA) scores.	What were the findings from the analysis of this data? Students lack early exposure and foundation for numeracy and literacy proficiency; Students need language and literacy support at an early age; Parents need support to implement best literacy practices in the home; Students performing below grade level in core subject areas; Students lack English proficiency for re-designation as Fluent English Proficient.	How will the school evaluate the progress of this goal? Rate of English Learners attaining proficiency on CELDT after five years; SBAC proficiency rate; student achievement on NWEA and DRA assessments; student access to standards-based materials
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Full-day and year round preschool program for 3- and 4-year olds	District and Principal	Ongoing since August 2015	CSPP Subsidies & Private Fees \$83,177 Big Lift Funding \$64,545 Title I \$3000 SIG (if fiscal year extended) \$950
Professional development for teachers: CLASS	District and preschool director	2017-2018 School Year	

Visiting college tutors/mentors	Principals	Quarterly throughout 2017-2018	SIG \$5,000 (pending fiscal year extension)
PMS Foundation Math	Jeff Holcomb	2017-2018 School Year	SIG \$29,055 (pending fiscal year extension)
ELD and Reading Intervention Specialist(s) to support students	Teachers and Part-time ELD/Reading Specialist	Ongoing since August 2012	.10 FTE \$8,999
Teachers College Leveled Books for PMS Classroom	Principal	August 2017	Title I: \$3,500
ELD support for students at the Beginning and Intermediate levels at Pescadero Middle School	Part-time ELD Teacher	August 2017-June 2018	.5 FTE PMS Title I: \$42,973 .17 FTE Title II: (LEP Students) \$13,014
Computer-adapted curriculum in place as supplemental math support	District and Principal	Dreambox Learning implemented August 2013 Total Cost \$7,000	Parcel Tax \$4,300
Computer-adapted curriculum in place as supplement to middle school English Language Arts	District and Principal	Compass Learning implemented August 2015 and ongoing through June 2018	Parcel Tax \$7,580

<p>Continue formative and benchmark assessment program to monitor student progress in grades three through five</p>	<p>Principal/Teachers</p>	<p>NWEA testing/Continuing three times per year</p>	<p>SIG \$2,050 (Paid in Summer 2017)</p>
<p>Teachers continue to use Writers and Readers Workshop materials aligned to ELA CCSS</p>	<p>District, Principal and Teachers</p>	<p>One teacher to attend Teachers College Readers Workshop June 2017; four teachers to attend Teachers College Writers Workshop August 2017; one administrator to attend Teachers College Readers Workshop August 2017</p>	<p>SIG \$4,511 Title II School Site Discretionary for PD: PES \$1,000 PMS \$800</p>

LEA GOAL:

SCHOOL GOAL: 3 Improve learning for all students by employing and retaining highly qualified teachers and staff confident and proficient in teaching a culturally and linguistically diverse student body.

<p>What data did you use to form this goal? Amount of training and experience with CCSS by teachers, specifically in the areas of Readers and Writers Workshop for ELA. Availability of CCSS-aligned materials in ELA and mathematics.</p>	<p>What were the findings from the analysis of this data? Teachers need ongoing CCSS training, especially in Readers Workshop and mathematics. Students need access to more Readers Workshop lessons and books. Students need increased mathematics instruction in CCSS-aligned materials (in addition to Dreambox and Context for Learning).</p>	<p>How will the school evaluate the progress of this goal? All teachers will be trained in the Readers Workshop. ELA and mathematics materials that are aligned with the CCSS will be purchased and used in all classrooms.</p>
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<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task/Date</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>Teachers will receive training in Writers and Readers Workshop materials aligned to ELA CCSS</p>	<p>District, Principal and Teachers</p>	<p>Readers Workshop Training June and August 2017 Writers Workshop Training August 2017</p>	<p>See above (Goal 2)</p>
<p>Specialized professional development in Teachers College Integrated ELD Units</p>	<p>Principal</p>	<p>August 2017 – initial training; regular follow-up during monthly staff meetings</p>	

Form B: 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 Form B must be aligned with the Consolidated Application.

School Goals #: 1-4

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Results from assessments will be analyzed by teachers in order to monitor student progress towards grade-level standards mastery and inform instruction	Ongoing	NWEA (see above cost noted in Goal 2)	No additional cost	N/A
Collaboration meetings will be held at a minimum of two hours per month that will focus on assessment and instructional planning	Ongoing	None	None	N/A
Additional support for struggling students will be provided through: ASES and Summer programs	Ongoing	\$118,435 \$99,320 Valdez \$15,008	\$118,435 \$56,242 \$33,468 \$ 9,610	ASES SIG BLIS LCFF S/C

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (ASES)	\$118,435
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 3,000 \$ 46,473 \$ 49,473
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 1,800
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 13,014
X	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$ 8,999
X	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$190,456
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$263,742
Total amount of state and federal categorical funds allocated to this school		\$382,177

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Erica Hays	X				
Adrianna Balentine	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Darcie Galle	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2			

Form E: 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:

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

³ EC Section 52852

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 Erica J. Hays _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education 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: _____ .

Attested:

Erica Hays

Typed name of School Principal

Erica J. Hays
Signature of School Principal

6/9/17
Date

Darcie Galle

Typed name of SSC Chairperson

Darcie Galle
Signature of SSC Chairperson

6/9/17
Date