

# The Combined SPSA & LCAP Template

School: Monterey Road Elementary School

District: Atascadero Unified

County-District School (CDS) Code: 40-68700-6042949

Principal: JulieAnn Davis

Date of this revision: May, 2014

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. In addition, the Atascadero Unified School District has addressed the LCAP 8 State Priority Goals.

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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**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: 1 English Language Arts (ELA) – Student Achievement: All students will gain the knowledge and skills to be college and career ready in an information-based, global economy.**

- a. Students will demonstrate critical thinking and creativity, work collaboratively, and communicate effectively both orally and in writing.
- c. The Common Core State Standards will be implemented at all grade levels.
- d. All schools and subgroups will meet or exceed state and federal accountability targets.
- e. All schools will implement strategies for providing intervention, support, and enrichment that meets the learning needs of students.

**SCHOOL GOAL:** Monterey Road student proficiency levels will increase by 10% in the area of reading comprehension, fluency and written analysis.

**LCAP Priority areas: 2, 4: Student Achievement** in ELA. Performance on standardized tests, API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP) **Other Student Outcomes** – other indicators of student performance in required areas of study

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2011-2013 STAR Results DIBELS SRI Illuminate item bank quizzes CELDT results Grades	<p>At each grade level, gaps continue to exist between low socio-economic and English language learning students and students outside of those subgroups. The vast majority of students at each grade level are proficient or advanced in ELA. Students scoring at basic in ELA constitute the largest group of students who are not proficient yet.</p> <p>It appears that our learning center has been effective in moving students up out of below basic and far below basic.</p>	<p>Teachers and administration will progress monitor students through weekly quizzes, monthly PLC data discussions, trimester reports, and annual evaluation of multiple measures. We will monitor SBAC and CELDT data as it becomes available.</p>

**STRATEGY: All teachers will be implementing the Common Core State Standards with an emphasis on the College and Career Ready Anchor Standards. There will be a focus on 21<sup>st</sup> Century Skills (Communication, Collaboration, Creativity, and Critical Thinking) that will benefit all students. We will continue to incorporate our Intervention Block (Mustang Mix-up) for grades 3-5. Mustang Mix-up is a 30-minute intervention block where students are grouped according to ability level. The intervention provides enrichment and or targeted intervention in the areas of comprehension, fluency, vocabulary, and written analysis.**

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers at K-6 will implement Basal Alignment Project lessons in 2014-2015.	K-6 teachers	Teachers will calendar BAP lessons by August 31, 2014 and will complete by May 31, 2015.	Printing Costs to be paid from CCSS funds \$2000
Provide Professional Development for implementing the Common Core Anchor Standards as well as grade level standards.	Administration District Office Personnel County Office Staff	Professional Development provided by County Office Staff and outside contractors. Provide professional development during Early Release Fridays.	Title III
Illuminate will be used as a tool to monitor progress and create intervention block groups.	Administration All teachers	Teachers will be supported in the utilization of Illuminate in the classroom. PLC time will be allocated for Data Analysis and Individual Student Evaluation.	No new dollars
LC Teacher and Instructional Assistants will provide ELD to our long-term ELL students.	LC Teacher Selected Instructional Assistants	ELD Block designated to support long-term ELL students.	No new dollars
Monitor programs for implementation and evaluations.	Administration		No new dollars
Prepare students for college and career readiness.	All staff	Integrate frequent opportunities for students to practice communication,	No new dollars

Staff will develop CCSS aligned writing prompts and rubrics to be used at each grade level.	Principal and teachers	collaboration, critical thinking, and creativity. Also implement technology through use of iPads and visual media.  Administer and score three writing prompts per year at each grade level.	School budget (source to be determined)
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**STRATEGY:**

**Staff will develop and use SBAC-aligned reading comprehension assessments in order to inform instruction and monitor student results. In addition, staff will develop and use CCSS-aligned writing prompts and rubrics to progress monitor in the area of written analysis.**

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Identify ELA comprehension assessments to be used uniformly to monitor ELA progress	Teacher Leaders Principals Educational Services	Participate in a vertical team to review questions generated from the test bank and to develop an appropriate assessment.  Develop teacher reports based on the assessment reports for Illuminate.	5 participants x \$100 x 2 days = \$1000 from CCSS funding  (Note: Refer to Form F, Budget Planning Tool)

**LEA GOAL: 2 Mathematics - – Student Achievement: All students will gain the knowledge and skills to be college and career ready in an information-based, global economy.**

- a. Students will demonstrate critical thinking and creativity, work collaboratively, and communicate effectively both orally and in writing.
- c. The Common Core State Standards will be implemented at all grade levels.
- d. All schools and subgroups will meet or exceed state and federal accountability targets.
- e. All schools will implement strategies for providing intervention, support, and enrichment that meets the learning needs of students.

**SCHOOL GOAL:** All students will increase proficiency by 10% in the areas of math fluency, number sense and problem solving analysis.

**LCAP Priorities 2, 4: Student Achievement** in Math. Performance on standardized tests – API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP) **Other Student Outcomes** – other indicators of student performance

in required areas of study

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Math Benchmarks grades weekly quizzes generated from the Illuminate test bank # of students requiring interventions in math 2013 STAR Results</p>	<p>Proficiency in mathematics reached its highest point in the 2012-13 school year, with 72.7% of our students reaching that level or higher. The greatest bulk of our students score proficient or higher on tests for the past three years, at least. It is evident, that students who do not master number sense in the primary grades continue to struggle in math in the upper grades.</p>	<p>Teachers and administration will evaluate student progress through weekly quizzes, monthly PLC data discussions, trimester reports, and annual evaluation of multiple measures. We will monitor SBAC and CELDT data as it becomes available.</p>

**STRATEGY:**

Teachers will make instructional and curricular changes as they implement CCSS in mathematics. For example, teachers will be implementing the Common Core State Standards with an emphasis on the Mathematical Practice Standards. There will be a focus on 21<sup>st</sup> Century Skills (Communication, Collaboration, Creativity, and Critical thinking) that will benefit all students. Targeted strategies and resources will be utilized to assist in the development of number sense, problem solving and critical thinking. Teachers will provide extended guided practice or enrichment during our Intervention Block. In addition, teachers will also give a quick 10 question quiz generated from the Illuminate test bank.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Teachers will implement CCSS in mathematics based on the adopted materials</p>	<p>Teachers of mathematics Principals Educational Services</p>	<p>Attend professional learning to implement adopted math curriculum</p>	<p>\$300,000 for textbook adoption and training</p>
<p>Integrate the Common Core Math Practice Standards across the curriculum.</p>	<p>Teachers Julie Davis</p>	<p>Staff will create and adopt pacing calendars for instruction in math. Staff will collaborate during PLC time regarding student work and progress toward proficiency. Deliver instruction in a way that meets the shifts/changes in the Standards, while maintaining focus on the essential practices (making sense of problems, perseverance in</p>	<p>No additional cost</p>

<p>Provide Professional Development for implementing the Common Core Practice Standards as well as grade level standards.</p>	<p>Julie Davis Teachers County Office of Ed.</p>	<p>solving problems, reason abstractly and quantitatively, construct viable arguments, model understanding, use appropriate tools strategically, make use of structures, and look for express regularity in repeated reasoning).</p> <p>Professional Development provided by County Office Staff and outside contractors. Provide professional Development during Early Release Fridays. Offer professional development In-services and Workshops</p>	<p>Cal STAT</p>
<p>Prepare students for college and career readiness.</p>	<p>All Staff</p>	<p>Integrate frequent opportunities for students to practice communication, collaboration, critical thinking, and creativity. Also implement technology through use of iPods, video media, etc.</p>	<p>No additional cost</p>
<p>Illuminate will be used as a tool to monitor progress and create intervention block groups.</p>	<p>Teachers Administration</p>	<ol style="list-style-type: none"> <li>1. Teachers will be supported in the utilization of Illuminate in the classroom.</li> <li>2. PLC time will be allocated for Data Analysis and Individual Student Evaluation.</li> </ol>	<p>No additional cost</p>
<p>Staff development will be based upon student and or teacher needs.</p>	<p>Administration All Staff</p>	<p>Professional Development regarding data-driven decision making</p>	<p>No additional cost</p>
<p>Grade levels will work together to develop themes and curriculum maps to implement the Mathematical Practices throughout the school year.</p>	<p>Teachers</p>	<p>PLC Meetings will be set aside for teachers to collaborate and identify ways to implement the Math Practices.</p>	<p>No additional cost</p>
<p>3 Sessions of Mustang Mix-up (Intervention Block) will be implemented throughout the year</p>	<p>Administration, LC Staff, teachers</p>	<p>Teachers will provide direct instruction during a 30 minute time block 3 to 4 days a week. PLC time will be given to plan and group students.</p>	<p>No additional cost</p>

			No additional cost
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**LEA GOAL: 3 English Learners** - All English Learners will meet AMAO Targets (move up one CELDT level & reach proficiency) in 2014-2015

**SCHOOL GOAL:** The number of students performing at the Early Advanced and Advanced level on the CELDT will increase by 10%. The percentage of students moving up at least one level on the CELDT will increase by 10% for both long-term English Learner Students and New-comers.

**LCAP Priorities 1, 2, 4, 5, 6, 8: Teacher assignments, Student Achievement, Implementation of CCSS, Other Student Outcomes, Student Engagement, and School Climate** (Goals should be prioritized, measurable, and focused on identified student learning needs.)

<p><b>What data did you use to form this goal?</b></p> <p>CELDT Data 2013-2014 STAR Data 2013</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>The percentage of English Language Learners (ELLs) making progress over the last three years has been steady. EL students in grades K-2 tend to be at the beginning or early-intermediate stage of EL development. EL students in grades 3-5 tend to be at the intermediate or higher levels, so continue to need instruction in targeted vocabulary, reading comprehension and writing skills.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Our Learning Center teacher will case manage these students and monitor their progress closely. We will also use disaggregated 2014-2015 CELDT Data and 2013 STAR Data.</p> <p>SBAC Data (as it becomes available)</p>
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**STRATEGY:**

All ELL students will be taught by a credentialed CLAD teacher. Long Term ELL students will receive English Language Development thirty minutes a day, four times a week.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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All teachers will be CLAD certified to teach core or elective courses.	Teachers in K-12 Human Resources		No additional Cost
Identify top Effective Instructional Strategies	Principal Teachers	Designated time during PLCs will be given to list Effective Instructional Strategies. Professional Development will be provided to ensure mastery and follow through of the adopted strategies.	
Order Materials	Barb Bound Dan Mosunich	Look into adopted ELD curriculum to target long-term ELL students during ELD.	English Language Acquisition funds
Create Master Schedule that includes English Development Block	Principal LC Teacher	Use CELDT data to organize ELD groups. Identify personnel to teach these groups.	No additional Cost
Develop ELL caseload to Monitor Student Progress	Principal LC Teacher	Use CELDT data to create a caseload of students that will be monitored on a weekly basis to ensure student growth.	No Cost
Monitor Classroom Instruction	Principal	Drop into classrooms regularly to ensure that the effective instruction strategies are being implemented.	No additional Cost
Staff, parents and community involved in school programs for English Learners	ELAC/SSC All Staff	Educate parents and committees in the development of the program.	No additional cost

**LEA GOAL: 4a Highly-Qualified Teachers** – Teachers will have CTC approved credentials w/CLAD, teachers will participate in CCSS training, including lesson planning w/technology

**LEA Goal: 4b High Quality Professional Development** – Teachers will receive professional development on CCSS strategies and implementation

**SCHOOL GOAL: SCHOOL GOAL: All teachers will attend at least two professional development seminars during the 2014-2015 school-year.**

**LCAP Priorities 1: Basic Services** – rate of misassignments, student access to standards-aligned instructional materials, facilities in good repair **Implementation of Common Core State Standards** – implementation of CCSS for all students, including EL

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Teacher surveys indicate a need for professional development in the area of Common Core.	As teachers are expected to implement Common Core Aligned curriculum and the shifts in instruction necessary to meet the demands of Common Core, it is evident that teachers need professional development in this area.	Teacher Surveys Sign-in Sheets Classroom observations

**STRATEGY:** As we begin to fully implement the Common Core State Standards, teachers will need professional development to incorporate the shifts in instruction that are necessary to meet the demands of Common Core. New curriculum adoption is taking place therefore; teachers need to receive training so that they can successfully implement the new program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will attend professional development seminars	All Staff Principal	Work with Curriculum department to set professional development opportunities.	CCSS Professional Development dollars
Early Release meetings will also encompass professional development	All Staff Principal	Map out Early Release meetings and provide exemplar lessons that reflect the ELA Anchor Standards and Math practices	No new dollars
Classroom instruction will reflect CCSS shifts in instruction.	K-6 teachers	Teachers will incorporate the ELA Anchor Standards and Math Practices throughout instruction	No new dollars

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**LEA GOAL 5: Increased Graduation Rates & Decreased Dropout Rates**

**SCHOOL GOAL:** Monterey Road average daily attendance rates will increase to 95% or higher.

**LCAP Priorities 5, 6, 7: Student Engagement:** School attendance rates, chronic absenteeism rates, middle & high school dropout rates, high school graduation rate. **School Climate:** student suspension & expulsion rates

**Course Access:** student access & enrollment in all required areas of study

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
Aeries attendance data	All grades enjoy between a 94% and a 97% attendance rate.	Analysis of monthly attendance reports from Aeries
Aeries discipline data	Very few suspensions (17) for the whole year. These are mostly for violations of EC 48900 (a) (1 or 2)	Monitor discipline reports monthly

**STRATEGY: Provide professional development in Tier I and Tier 2 academic and behavioral interventions for certificated and classified staff as well as yard supervisors.**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Monitor attendance monthly	Principal	Analyze monthly attendance reports; send out letters for excused and unexcused absences as appropriate; work with truancy officer for more serious interventions as needed.	NA  (Note: Refer to Form F, Budget Planning Tool)
The Fresno Diagnostic Center will provide on-site	Principal Teachers	Determine dates for professional development Half –day substitutes will be utilized to release teachers.	LCAP General Fund

<p>professional development for certificated and classified staff and yard supervisors in both Tier 1 and Tier 2 academic and behavioral interventions</p> <p>Implement district adopted character program-Caring School Communities</p>	<p>All staff</p>	<p>Determine dates for staff from Fresno Diagnostic Center to conduct classroom observations and follow-up consultations.</p> <p>Teachers, tutors, and yard supervisors will implement Tier 1 and Tier 2 academic and behavioral interventions</p> <p>Teachers and administration will implement Caring School Communities curriculum. In addition, weekly class meetings will take place. Students will be paired with a cross age buddies. School wide activities will take place 3 times a year to promote the program. School wide surveys will be given to monitor progress.</p>	<p>LCAP Dollars</p>
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**LEA GOAL 2e: Parent & Community Participation**

**SCHOOL GOAL:** Monterey Road will host two parent education nights during the 2014-2015 school year. In addition, bi-monthly newsletters will continue to be sent home and email will be utilized to send out important information.

**LCAP Priority 3: Parental Involvement:** efforts to seek parent input, promotion of parental participation.

<p><b>What data did you use to form this goal?</b></p>	<p><b>What were the findings from the analysis of this data?</b></p>	<p><b>How will the school evaluate the progress of this goal?</b></p>
<p>Parent surveys</p> <p>Certificated Staff Surveys</p> <p>Classified Staff</p> <p>Management Staff Survey</p> <p>PTA Membership</p> <p>Parent volunteers</p>	<p>From recent AUSD Survey results, the following data was gathered regarding how our parents feel:</p> <p>Parents know what is happening in school</p> <p>Parents' ideas were welcome</p> <p>Parents are encouraged to be active partners with the school in making important decisions.</p> <p>Someone at the school quickly responds to parent phone calls, emails, etc.</p>	<p>Increase the number of teachers who use Aeries to share student progress with parents.</p> <p>Evaluate the effectiveness of holding parent-teacher conferences in September 2014.</p> <p>Monitor parent involvement at school through volunteer rates in the classroom, parent participation in PTA activities and membership.</p>

	<p>School actively seeks input of parents before making decisions.</p> <p>Parents and staff feel our schools are safe</p> <p>School supports students with social/emotional needs</p> <p>There are adults at school who care about our students</p>	
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**STRATEGY: : Learning Center Staff will work with teachers and principal in hosting two parent education nights. Email will be utilized to its fullest. The district adopted character program will be implemented at all grade levels.**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Parent Education Nights (Fall and Winter)	Principal LC Staff Teachers	Identify needs and plan two parent education nights for the fall and winter to promote parent involvement at school and at home.	No new dollars
Email notifications on a regular basis	Office Principal Teachers	Use email to communicate with parents on a regular basis	No new dollars
			(Note: Refer to Form F, Budget Planning Tool)