

2018-2019

Carmel River School

Single Plan for Student Achievement



A Resource for the School Site Council

The Single Plan for Student Achievement

School: Carmel River School

District: Carmel Unified School District

County-District School (CDS) Code: 27 – 65987 – 6026041

Principal: Jay Marden

Date of this revision: May 29, 2018

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: Jay Marden

Position: Principal

Telephone Number: 831-624-4609

Address: PO 222700 Carmel, Ca 93922

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The District Governing Board approved this revision of the SPSA on June 13, 2018.



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: All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career and global citizenship.

SCHOOL GOAL: 1 - All students engage in challenging, innovative, and relevant curriculum.

<p>What data did you use to form this goal? The data used to inform this goal occurred during the LCAP process. In addition to the stakeholders who provided feedback during LCAP discussions (e.g. staff, community, PTA) the River School Site Council expressed support to continue the goals from the previous year.</p>	<p>What were the findings from the analysis of this data? The findings revealed that all members of the school community (staff, parents and SSC) feel that a greater emphasis on learning experiences that are cognitively demanding, real life oriented and applicable to students' lives should be greater represented in the education program (documented in the first "action" in the plan below).</p>	<p>How will the school evaluate the progress of this goal? Goal will be evaluated through the distribution of student and staff surveys. Both surveys will reveal a satisfaction rate of 80% or higher relating to goal one. It will also be evaluated through the body of work/artifacts that students produce and share at teacher collaboration.</p>
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STRATEGY: Structure teacher collaboration, allocate instructional materials and supplies and assign coaching support to realize goal.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ul style="list-style-type: none"> Year two implementation of Project Based Learning based in the Buck Institute model 	<ul style="list-style-type: none"> principal, instr. coach, teachers 	<ul style="list-style-type: none"> fall training for teachers who didn't participate in formal training 	<ul style="list-style-type: none"> CUSD Gen. Fund
<ul style="list-style-type: none"> Implement Wonders English Language Arts Adoption 	<ul style="list-style-type: none"> principal, instr. coach, teachers 	<ul style="list-style-type: none"> 1st trimester implementation 	<ul style="list-style-type: none"> CUSD Gen. Fund
<ul style="list-style-type: none"> Implement Writer's Workshop – year three of three year plan 	<ul style="list-style-type: none"> principal instr. coach, teachers 	<ul style="list-style-type: none"> 1st trimester implementation 	<ul style="list-style-type: none"> CUSD Gen. Fund
<ul style="list-style-type: none"> Implement Imagine Learning Math 	<ul style="list-style-type: none"> principal, inst. coach, 3rd-5th teachers 	<ul style="list-style-type: none"> 1st trimester implementation 	<ul style="list-style-type: none"> CUSD Gen. Fund

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LEA GOAL: All students achieve personal wellness through an environment that fosters health and happiness.
SCHOOL GOAL: 2 - All students achieve personal wellness through an environment that fosters health and happiness.

<p>What data did you use to form this goal? During the LCAP process, this goal was deemed especially important to all stakeholders that provided feedback (students, staff, parents). Specifically, PTA, SSC, and teaching staff expressed strong support for a goal that promotes student socio-emotional wellness.</p>	<p>What were the findings from the analysis of this data? The findings revealed that as a school and school district we should be more strategically supporting personal wellness initiatives in our students' lives. In a second year of implementation of the "actions" below (with the exception of the pilot), teachers expressed strong support and a desire to continue a focus on this LEA goal.</p>	<p>How will the school evaluate the progress of this goal? Progress toward achieving the goal will be measured and assessed through a student survey (grades 3-5) and staff feedback. A focus group of students will also be formed and consulted to provide feedback on progress toward the goal. Student reports of "caring relationships" at school will exceed 95%.</p>
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STRATEGY: The school will commit to uniform practices, events and professional development, the latter using in-house and out-of-house resources, to support and prepare staff to meet the goal number two.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ul style="list-style-type: none"> Investigate and implement growth mindset practices through lesson design Implement mindfulness practices and classroom meetings in daily or weekly class instruction Implement teaching strategies, services and/or programs to build school community, including the Families Program and Character Education Assemblies 	<ul style="list-style-type: none"> principal, teachers, classified support staff teachers, UCSC staff principal, teachers 	<ul style="list-style-type: none"> 1st trimester fall, 18 fall, 18 	<ul style="list-style-type: none"> CUSD Gen. Fund CUSD Gen. Fund CUSD Gen. Fund

<ul style="list-style-type: none">• Pilot 2nd Step, socio-emotional program	<ul style="list-style-type: none">• One teacher rep. per grade level, counselor	<ul style="list-style-type: none">• fall, 18	<ul style="list-style-type: none">• CUSD Gen. Fund
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LEA GOAL: All staff engage in high quality professional learning to meet the district's academic and social-emotional goals.

SCHOOL GOAL: 3 - All staff engage in continual professional development to meet the District's academic and social-emotional goals.

<p>What data did you use to form this goal? During the LCAP process, staff expressed a need and desire to experience professional development that will best assist them in realizing the goals documented in the plan.</p>	<p>What were the findings from the analysis of this data? When analyzing the data/feedback necessary to inform this goal, all stakeholders expressed a need to experience appropriate and high quality, professional development that would greatly increase our ability to reach goals one and two.</p>	<p>How will the school evaluate the progress of this goal? We will survey staff that participated in PD to gauge its effectiveness. 80% of teachers will report that professional learning activities were effective. 90% of teachers who collaborate with instr. coach will find the support valuable. We will also ensure that classified staff will receive training to support the school goals.</p>
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STRATEGY: Coordinate, and survey when appropriate for staff feedback, valuable PD opportunities that support site and district goals. Target the two full days and four minimum days to deliver the PD and utilize and devote in-school collaboration time to this purpose.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ul style="list-style-type: none"> Provide training in Project Based Learning as appropriate and modeled in Buck Institute PBL Provide training for teachers in mindfulness practices and classroom meetings Provide training to staff who will be piloting the 2nd Step socio-emotional program 	<ul style="list-style-type: none"> principal, instr. coach, Buck Institute principal, UCSC staff, MCBH principal, K-5 teacher reps, counselor 	<ul style="list-style-type: none"> summer, fall, 18 summer, fall 17 fall 18 	<ul style="list-style-type: none"> CUSD Gen. Fund CUSD Gen. Fund CUSD Gen. Fund

<ul style="list-style-type: none"> • 3rd -5th teachers to receive on-going and additional training to implement Imagine Learning Math • All staff (certificated and classified) may/will access the Professional Learning Plan 	<ul style="list-style-type: none"> • 3rd – 5th teachers, Rtl staff, ILM staff • all staff 	<ul style="list-style-type: none"> • fall 18 • operational 	<ul style="list-style-type: none"> • CUSD Gen. Fund • CUSD Gen. Fund
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Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs 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>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	N/A due to Basic Aid status	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	N/A as intervention services are district-wide	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>

<input type="checkbox"/>	Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<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"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$0.00	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<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"/>

<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)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	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	\$	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	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	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$0.00	
Total amount of state and federal categorical funds allocated to this school		\$0.00	

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

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

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.² 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
Jay Marden	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allison Bohnen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Buche	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jon Mendez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heather Crane	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bahar Daijavad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katie Enea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Paige Gilmore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sara Hinds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Todd Weaver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

² EC Section 52852

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.
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
 - English Learner Advisory Committee _____ 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 May 14, 2016.

Attested:

Jay Marden
Typed name of School Principal

Signature of School Principal _____
Date

Jay Marden
Typed name of SSC Chairperson

Signature of SSC Chairperson _____
Date