



Norwalk-La Mirada Unified School District



The Single Plan for Student Achievement

Earl E. Edmondson Elementary School

School Name

19-64840-6020952

CDS Code

November 18, 2014

Date of this revision

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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:

Principal: Mr. Jacob Muñiz
Telephone Number: (562) 864-9501
Address: 15121 S. Grayland Ave.
Norwalk, CA 90650
E-mail Address: jmuniz@nlmusd.org
District Contact Person: Dr. Gloria Mahoney
Position: Director of Federal and State Programs
Telephone Number: (562) 868-0431
Address: 12820 Pioneer Blvd
Norwalk, CA 90650
E-mail Address: gmahoney@nlmusd.org

The District Governing Board approved this revision of the School Plan on December 8, 2014.

District Mission Statement

Norwalk-La Mirada Unified School District, in collaboration with parents and community, shall develop in all students the knowledge, understanding, skills, and attitudes to empower them to become life-long learners and productive citizens in an ever-changing world. This will be accomplished in a climate that promotes high expectations, strives to meet individual needs and values diversity.

School Vision and Mission

**Eagles of character.
Águilas de carácter**

Mission

To provide motivating academic opportunities that equip learners with the tools to build the successful lives they envision for themselves.

Vision

Eagles will learn to demonstrate character, problem-solve, and think critically.

Values

- Use our toolbox of strategies to engage and meet all students' needs
- Foster a positive self-image
- Create opportunities for students to succeed, everyday
- Collaborate and cooperate (school wide)
- Respect ourselves (& others)
- Provide an environment that makes it safe to take risks
- Look for and take advantage of opportunities to be creative and innovative
- Provide ample support for all

School Profile

OVERVIEW

Edmondson Elementary School is located on the eastern corner of the city of Norwalk and belongs to the John Glenn Family of schools. We are bordered by the ABC school district to the south of us, and Downey Unified to the west. The majority of our local living community is made up of unassuming single-family homes. A good number of our students live in double/triple family dwellings. There are pillars in our community that have lived in this neighborhood for over four generations, and not only live here, but work for us and serve their own grandchildren. It is also important to note that a number of our residents are transient, in-transition, and/or homeless. Edmondson is just a few miles away from the Norwalk Sports Complex which provides community members with a variety of programs including sports, art and recreational activities.

Students who attend Edmondson range from TK to Fifth grade. We currently have a student population of 505 students. Our numbers continue to decline in terms of student enrollment. Edmondson's special education population consists of a full-time Resource Specialist Program (RSP) that works with specific learning disabilities. Also, we have students who receive services from our speech pathologist (or SLP) who is on campus four days a week. The RSP teacher and speech pathologist advise the regular education teacher of any modifications necessary according to the student's Individualized Education Program (IEP).

The Title I Program annual review indicate that student achievement in Reading and Math, particularly for English Learners and students with disabilities, is a critical area of focus for the staff, students, and parents of Edmondson. Another area of focus is building more effective partnership with parents. A copy of the complete review is on file in the school office and as well as in District Federal and State Programs office."

We are school wide Title I. with over 97% of our students and their families qualifying for free or reduced-price meals. Our average class size in Kindergarten through Third grade is 28 students. Classroom size averages in Fourth through Fifth grade are 35/1.

Parent Education Levels

Graduate
school .06%
College grad
2%
Some
College 4%
High School
grad 29%
Not HS grad
64%
Declined to
state .04%

Edmondson school provides opportunities for incoming preschool students to successfully transition to our program by offering our Annual Kinder Round-Up.

EDMONDSON STAFF

All teachers at Edmondson are highly qualified under NCLB and certified to instruct English Learners. School administrator will support district recruiting efforts, including conducting interviews. In addition, Edmondson school will maintain a list of alma maters that prepared our excelling teachers and initiate partnership with these colleges and universities in an effort to continue recruiting qualify staff.

The certificated and classified staff at Edmondson are under the direction of the Principal, Mr. Jacob Muñiz. Our staff consists of one principal, one full-time Computer Media Tech, one full-time Media Clerk Jr., 19 General Education Teachers, one full-time RSP teacher, one full time Speech and Language Pathologist, a part-time Psychologist, one 3.5 hr RSP Paraprofessional, 3 Literacy Assistants (part-time), and 3 Reading/math tutors (paras). The Administration office is equipped with one school Secretary, a part-time Attendance Clerk, a Senior Day Custodian, as well as one night custodian, one cafeteria manager and two part-time cafeteria assistants. Lastly, our school employs 3 supervision aides and two crossing guards for added safety and security. Plus our Music program has one intern paid thru VAPA funds.

PROGRAM EVALUATION

Edmondson's students academic progress is reviewed and evaluated annually by staff and community members in a collaborative fashion. Our teaching staff receive the test results of their students and review them in a staff development meeting the week prior to the start of each new school year. Under the guidance of the administrator the data is analyzed by our teachers in order to develop goals for the upcoming school year. We perform an in-depth analysis of our academic growth on the California State Test (CST), District Benchmark exams in ELA and Math. Both the School Site Council and our English Language Advisory Committee are also involved in the review of this very important data throughout the year. It is vital to our success that all members of the Edmondson team get involved in the review of the School Plan and give their input so that we may better our overall school program.

CALIFORNIA ACADEMIC PERFORMANCE INDEX (API) GROWTH TARGET(S) API Score Growth target Actual growth Statewide ranking Similar school rank

Year	API Score	API Target	Rank
2014	790-		
2013	790	790	
2012	785	797	8
2011	792	775	9

CATEGORICAL PROGRAMS

By combining Title I funds with other federal, state, and local funding, the school-wide budget can more effectively achieve the goal of raising academic achievement for all students. The following funds from state, local, and other federal programs are used to address the needs of all students:

- LCFF
- Title III fund (district level)
- Title II fund (district level)"

Title I

Edmondson School's Title I program is a School-wide Project (SWP) because of the large number of families who receive AFDC (Aid to Families with Dependent Children) and the over 95% of our students who receive free and reduced meals. All students are eligible to receive Title I services and use instructional materials that have been purchased with Title I funds. Edmondson School's Title I program focuses on after-school programs, parent education, student attendance, staff development, purchase of instructional materials and reading incentives, and direct instruction for students. This year, all 535 students are eligible to receive Title I services.

A Computer Media Tech, Media Clerk Jr., three Literacy Assistants, and three Reading/Math paras provide additional support to the overall educational program. We provide a school wide RTI intervention. Tech software in use include iReady, amongst various other intervention strategies, support materials, and computer programs, to enhance the learning rate of students and close the achievement gap. We also pay for the school wide implementation of Meet the Masters art program (K-5) out of Title I funds. Lastly, our school provides over two field trips per grade-level including transportation & admissions out of Title I funds. Plus end of the year incentives including trophies and certificates.

The following personnel are paid out of Title I funds:

Media Clerk Jr.(full-time), Literacy Assistants (3), Computer Media Tech Aide (full-time), Supervision Aides, and Reading/math Tutors (one para per K teacher).

LCFF and School Improvement

State Funds

The LCFF fund are targeted on providing equal access to the core curriculum for students whose first language is Spanish. Students who participate in the EIA/Sheltered English Immersion Program are those students who are classified as English Language Learners. If requested, parents may sign waivers requesting that the children receive primary

language support and instruction in Spanish via our Dual Immersion Program. LCFF funds are spent on supplementary instructional materials, staff development, and direct instruction for students. All students receive 30 minutes of ELD on a daily basis.

Edmondson school has adopted the following policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment:

- Ongoing, regular student monitoring to identify individual student's needs (see school plan goal section 1 for more information about the multi-tiered intervention support)
- Ongoing, regular communication with parents/guardians (see school plan goal section 5 for more information on collaborative culture, or PLC)

Edmondson school is working closely with the district staff to revise the school plan annually to include:

- Strategies, policies, and practices that utilize scientifically-based research and have the greatest likelihood of ensuring that all groups of students will meet the state's achievement standards
- High quality professional development for school staff that will lead to removing the school from PI status
- Strategies to promote effective parental involvement in the school

Program Improvement- YR 5

NLMUSD is working to close the achievement gap by improving curriculum, instruction, and student performance. As a PI school our action plan includes the following:

- Implementing school wide interventions in ELA and Math
- Intensifying our interventions in grades K-3 (ELA) with the RTI model from Solution Tree
- Utilizing technology (2 labs) to provide enrichment (for GATE students) as well as catch-up (below grade level students)
- Analyzing various data reports for revising the school plan
- CAPSS levels 1-3 and SST meetings are held throughout the school year or any and all at-risk student
- 504 plans + Retention review meetings- to prevent students from becoming further at-risk
- Strengthening core academic instruction
- Collaborating with parents to increase student academic achievement

PI & PARENTS

Edmondson school provided a written notification to parents regarding its PI status before the start of the school year in a language that the parents can understand. The following information was included in the letter:

- The PI year identification
- The reasons for PI identification
- School data
- Responsibilities/next steps of the school, LEA/SEA
- Ways for parents to get involved
- Parents' option"

GENERAL FUND:

Our funds in this area are used to support all classrooms with materials & supplies. We provide CAPSS (or SST's), M.A.T. (Multi-Disciplinary Assessment Team), GATE services and testing, extra field trips, transportation, materials and supplies. Incentives for our awards assemblies, Testing Liaison duties, and character education program also come out of these funds.

Title I Program Improvement SPSA SPECIFICS Reference Guide

Elements specified in the Elementary and Secondary Education Act (ESEA) of 1965 Title I, Part A, Section 1116 for Program Improvement (PI)

Specified PI Plan Elements		Page(s)
[X]	Scientifically-based Research—Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	Goals 1-5 + Profile
[X]	Successful Policies and Practices—Adoption of policies and practices concerning a school's core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	Goals 1-5 + Profile
[X]	Professional Development (PD)	Goals 1-3, + 5
[X]	A minimum of 10 percent of Title I funds will be used for schools in PI years 1 and 2 for the purpose of providing high-quality professional development of teachers and administrators	Goals 1-5
[X]	PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	Goals 1-3
[X]	PD affords increased opportunity for participation	Goal 5
[X]	PD directly addresses the academic achievement problem that caused a school to be identified for PI	Goals 1-3
[X]	How funds (ten percent) reserved for PD will be used to remove the school from PI status	School Profile
[X]	Description of Specific Annual Measurable Objectives—Developed for each of the student subgroups and in accordance with state's measure of adequate yearly progress	Goals 1-5
[X]	Parent Notification—Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	See School profile
[X]	Shared Responsibility for Improvement—Specify the responsibilities of the school, the Local Educational Agency (LEA), the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	See School profile
[X]	Parent Involvement—Strategies to promote effective parental involvement	Goal 5
[X]	Extended Learning—As appropriate, activities before school, after school, during the summer, and during any extension of the school year	Goals 1-5
[X]	Incorporation of a Teacher Mentoring Program—See ESEA Title IX, Part A, §9101(42) for definition of "Teacher Mentoring Program"	See School Profile

School Accountability Report Card (SARC)

If the Single Plan for Student Achievement is used to satisfy the planning requirements of the Immediate Intervention/Underperforming School Program (II/USP), information from the SARC must be included. Although not required for other programs, the SARC is a valuable source of information on student performance and conditions affecting the learning environment.

Norwalk-La Mirada Unified School District
Earl E. Edmondson Elementary School

NOTE: Complete this page if you are a school in Program Improvement.

<p>Year in Program Improvement</p> <p><input type="checkbox"/> Year 1 - Choice</p> <p><input type="checkbox"/> Year 2 - Choice and Supplemental Educational Services (SES)</p> <p><input type="checkbox"/> Year 3 - Choice, SES, and Corrective Action</p> <p><input type="checkbox"/> Year 4 - Choice, SES, and Preparation for Restructuring</p> <p><input checked="" type="checkbox"/> Year 5 - Choice, SES, and Implementation of Restructuring Plan</p> <p><input type="checkbox"/> Other:</p>	<p>Technical Assistance Provider(s)</p> <p>Check all that will be providing technical assistance support to this school: <i>Identify personnel</i></p> <p><input checked="" type="checkbox"/> District staff: <u>Dr. Gloria Mahoney</u></p> <p><input type="checkbox"/> CDE staff:</p> <p><input checked="" type="checkbox"/> County office staff: <u>LACOE</u></p> <p><input type="checkbox"/> Private organizations:</p> <p><input type="checkbox"/> Other:</p>
--	--

Area(s) that caused the school to be identified for program improvement						
	English/Language Arts - Subgroups			Mathematics- Subgroups		
	Participation Rate	Percent Proficient	Subgroups	Participation Rate	Percent Proficient	Subgroups
English/Language Arts - Schoolwide						
<input type="checkbox"/> Participation Rates	<input type="checkbox"/>	<input type="checkbox"/>	African American or Black (not of Hispanic origin)	<input type="checkbox"/>	<input type="checkbox"/>	African American or Black (not of Hispanic origin)
<input checked="" type="checkbox"/> Percent Proficiency (Annual Measurable Objectives)	<input type="checkbox"/>	<input type="checkbox"/>	Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	Alaska Native
	<input type="checkbox"/>	<input type="checkbox"/>	Asian	<input type="checkbox"/>	<input type="checkbox"/>	Asian
Mathematics - Schoolwide						
<input type="checkbox"/> Participation Rates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hispanic or Latino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Hispanic or Latino
<input checked="" type="checkbox"/> Percent Proficiency (Annual Measurable Objectives)	<input type="checkbox"/>	<input type="checkbox"/>	Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	Pacific Islander
	<input type="checkbox"/>	<input type="checkbox"/>	White (not of Hispanic origin)	<input type="checkbox"/>	<input type="checkbox"/>	White (not of Hispanic origin)
<input type="checkbox"/> Graduation rates (high school only)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Socio-economically Disadvantaged	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Socio-economically Disadvantaged
<input type="checkbox"/> API Score	<input type="checkbox"/>	<input checked="" type="checkbox"/>	English Learner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	English Learner
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Students with Disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Students with Disabilities

Section 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Subject: English Language Arts (ELA)

School Goal 1:

GOAL #1- ELA

Edmondson will show 10% increase in the percent of students who achieved the yearly growth target as measured by the i-Ready Diagnostic for Reading from June 2014 to June 2015.

Students identified as Socioeconomically Disadvantaged (SED) at Edmondson Elementary will show a 10% increase in the percent of students who achieved the Yearly Growth Target as measured by the i-Ready Diagnostic for Reading from June 2014 to June 2015.

Students identified as English Learners (EL) at Edmondson Elementary will show a 10% increase in the percent of students who achieved the Yearly Growth Target as measured by the i-Ready Diagnostic for Reading from June 2014 to June 2015.

Students Reclassified as Fluent English Proficient (RFEP) at Edmondson Elementary will show a 10% increase in the percent of students who achieved the Yearly Growth Target as measured by the i-Ready Diagnostic for Reading from June 2014 to June 2015.

LCAP Goal:

2. NLMUSD will ensure all students graduate college and career ready by achieving mastery of content standards through having access to a variety of courses and being provided with opportunities to develop interests talents and marketable skills.
5. NLMUSD will provide all students equitable access to high quality instruction through a multi-tiered system of interventions to ensure access to and mastery of 21st century learning goals and to meet their individual needs.
3. NLMUSD will provide students with exemplary services and staff in collaborative school environment supported by on-going professional development.

LEAP Goal:

1. All students will reach high standards at a minimum attaining proficiency or better in reading and mathematics by 2014-2015.
2. All limited-English-proficient students will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Data Used to Form this Goal:

Benchmark data in (K-1); iReady Reading Assessment Data; Common formative assessments (teachers created); Plus Summative assessment data from the units of study.

Findings from the Analysis of this Data:

Preliminary iReady data indicates the following in Overall Reading Scores:

First Grade: more than 21% of first grade students scored below first grade level.

Second Grade: over 31% of second grade students scored below second grade level.

Third Grade: almost 28% of third grade students scored below third grade level.

Fourth Grade: 27% of fourth grade students scored below fourth grade level.

Fifth Grade: nearly 44% of fifth grade students scored below fifth grade level.

The area of greatest need across all grade levels is Comprehension of Informational Text.

How the School will Evaluate the Progress of this Goal:

Teachers in grades K-2 will use the iReady and K Benchmark results to measure student progress in reading.

2nd through 5th grade teachers will use the Units of Study assessments and formative/summative assessments.

All 2nd-5th grade teachers will set goals for their grade-level as a team. This will track our progress toward meeting growth target(s). Also, BMK exams will be used to gauge potential success on the SBAC.

Grade-level teams shall use the data made available to monitor student progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SUPPLEMENTAL MATERIALS, SUPPLIES & ACTIVITIES:</p> <p>1. All teachers and support staff will fully implement ELA in all classrooms using the Units of Study: including Common Core UOS. Guided reading will be supported with a site license to Learning A-Z and guided reading sets from Fountas and Pinnell for teacher check-out.</p> <p>2. Kinder-1st grade teachers will administer the K-1 BMK's plus iReady diagnostic. All Teachers will administer the iReady use the results to drive instruction. Every classroom at Edmondson has EL students that ALL teachers are responsible for improving language</p>	<p>1-2 & 4. Sept. 2014 - June 2015</p> <p>3. Fall 2014 (no later then December).</p>	<p>Principal, teachers, and classified.</p>	Materials and supplies.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2200
			Materials and supplies.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	463
			Site licence.	4000-4999: Books And Supplies	LCFF	4070
			Classified extra pay; materials and supplies.	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>proficiency as well as literacy skills.</p> <p>3. Site will buy a site license to Study Island for teachers in grades 3-5 to use as test prep throughout the school year.</p> <p>4. Our goal is to have the school library organized and consolidated with all materials inventoried. The library will be functional within the first 2 weeks of school. Media Clerk, Jr. will be provided extra pay to ensure that all resources and programs in the library are functional for all students, K-5. Funds will be provided to purchase more books for the library (there is a need for more books in the primary grades, plus books in Spanish at lower reading levels). Every classroom at Edmondson has EL students that teachers are responsible for improving language proficiency as well as literacy skills.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>PROFESSIONAL DEVELOPMENT/COLLABORATION</u></p> <p>1. Teachers will be provided planning time, a minimum of once a month, throughout the school year to prepare for Focused Learning Groups (or reading intervention program/aka RTI; as well as CGI Math). Principal will also provide multiple Admin Wednesdays for teachers to plan for FLG. Every classroom K-5 at Edmondson has EL students that teachers are responsible for not only improving language proficiency, but improving literacy skills & raising student achievement in all subject & content areas.</p> <p>2. A Professional Learning Community will be created</p>	1-3. Sept. 2014 - June 2015	Principal and teachers.	<p>Teacher extra pay.</p> <p>PO for training; materials and supplies; teacher extra pay.</p> <p>Materials and supplies.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Professional Development (PI Schools)</p> <p>LCFF</p> <p>Title I Part A: Professional Development (PI Schools)</p>	<p>1248</p> <p>1000</p> <p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>via professional development and coordination by the Common Core lead team, including the Principal. Our goal is to create a clear mission, vision, values and goals that all stakeholders will support and defend. Members of the lead team will meet as needed throughout the school year. Training will be provided by Solution Tree.</p> <p>3. Any teacher needing support in the area of increasing student engagement as determined by the teacher and/or admin will be supported by being provided training (i.e. Eric Jensen-brain friendly techniques, and Rick Morris, etc). Support shall also include the purchase of support materials and books, etc. to help increase student engagement. Our PD focus is having our teaching practice be as brain-friendly as possible. This includes our implementation of the big</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
three best practices such as CGI in Math, RTI in reading, and PLC for our culture of our school. The above improves the student achievement of EL students.						
<p><u>EXTENDED LEARNING TIME/REDUCED ADULT/STUDENT RATIO:</u></p> <p>1. Our school will hire Paraprofessionals and Academic Tutors to lower student to adult ratios and provide as many focused & small group instructional settings for students as possible. This includes having one K tutor per Kinder teacher. Our students need the extra support from these tutors to be trained to participate in things like centers, computer lab, and</p>	1-2. Sept. 2014 - June 2015.	Principal, teachers, and support staff.	<p>Classified salaries.</p> <p>Materials and supplies.</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF</p>	<p>50000</p> <p>20000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>outdoor activities. Everyclassroom K-5 at Edmondson has EL students that teachers are responsible for not only improving language proficiency, but improving literacyskills & raising student achievement in all subject & contentareas.</p> <p>2. Read Across America/Spelling Bee/Career Day & Olympics activities will be planned for all students, by teachers, via their adjunct duties (food to be included through potluck format from whole staff). PO needed to purchase support materials & incentives.</p>						
<p><u>TECHNOLOGY ASSISTED LEARNING</u> 1. MIT tech teachers (total 3) will volunteer and be</p>	1-5. Sept. 2014 - June 2015	Principal; teachers & classified employees.	Materials and supplies. Classified salary.	6000-6999: Capital Outlay 2000-2999: Classified Personnel Salaries	LCFF Title I Part A: Basic Grants Low-Income and Neglected	1500 8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supported with hardware/software and training. They will demonstrate 21st century tech integration skills & projects with and for their students. Also sharing these strategies and approaches with the rest of the staff. These teachers will be supported with the recommended hardware/software from our IT department such as Flip cameras, iMac computers, iPads, apps to be purchased from the apple app store, all to help students work on project-based learning. Everyclassroom K-5 at Edmondson has EL students that teachers are responsible for not only improving language proficiency, but improving literacy skills & raising student achievement in all subject & content areas.</p> <p>2. Media Clerk, Jr. will support all students in the library, full-time (school/district funded). Each class will attend the</p>			Materials and supplies; classified salary/extra pay.	4000-4999: Books And Supplies	LCFF	5000
			Site licences for software.	4000-4999: Books And Supplies	LCFF	15000
			Materials and supplies (possible non-cap).	6000-6999: Capital Outlay	LCFF	4500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>library at least once a week for a minimum of 30 min. and check out at least 2 books at a time.</p> <p>3. One 7-hr Computer Lab Media Tech will be hired to teach in the computer labs. All students will attend the computer lab (Rm 52) for a minimum of 40 min. once a week. This person will be in charge of the media center (while a separate tutor will be hired to help supervise the lab in Rm 53- we call this the Successmaker5 lab). A license/re-up fee will be paid for or purchased to maintain the use of SM5. The Media Clerk, Jr. will work in coordination with the Computer Lab Media Tech.</p> <p>4. All teachers will utilize technology to support student access to the core curriculum. Our core K-5 programs to be used by all teachers are the following: Accelerated Reader, Study Island, iReady Reading and Math. Two copy machines</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>will be leased by our school to support K-5 instruction, intervention (ASES, RTI, and FLG) and tutoring and homework throughout the day.</p> <p>5. A second lab will be added to support full implementation of iReady & SBAC assessment reading and math. Hardware, software, furniture, and infrastructure will be purchased to support the implementation for K-5 classrooms to be able to use both labs. One Mac-based lab will be for iReady (Rm 53). The PC based lab will be for the use of keyboarding, AR, SI, & 21st century projects---i.e. Project Based learning (Rm 52). Replacement equipment will be purchased as needed (for broken mice, keyboards, and headphones, and other computer related tech/hardware,etc.)</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>MEETING THE NEEDS OF OUR AT RISK STUDENTS</u></p> <p>1. A Response to Intervention (Rtl) program will be designed by the leadership team to serve our underrepresented students. Our program will be called "Focused Learning Groups" (or FLG). The program will be under the direct supervision of the school principal. Three Literacy Assistants will be hired to reduce teacher to student ratio during FLG. The leadership team of teachers may meet in the summer and throughout the school year to design/adjust a master schedule. Literacy Assistants will be provided planning time via extra pay, if necessary, in order to lesson plan lessons for FLG. Benches will be purchased to be used for literacy purposes-i.e. guided</p>	1 - 3. 2014 - 2015 school year.	Principal; teachers; classified.	<p>Materials and supplies; classified salary/extra pay.</p> <p>Substitutes; classified extra pay; materials and supplies.</p> <p>Purchase order (incentives); materials and supplies; teacher extra pay.</p>	<p>4000-4999: Books And Supplies</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF</p>	<p>20000</p> <p>3500</p> <p>1500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>reading, small group instruction, independent reading and various projects. Materials will be purchased to meet all students needs such as those Far Below Basic students, our Basic students (English and Spanish)--- examples include Read Naturally in Eng/Span, Fountas and Pinnell reading sets (for struggling readers). Teachers will be given sub coverage to team plan lessons, monitor student progress within the program, and assess students. Everyclassroom K-5 at Edmondson has EL students that teachers are responsible for not only improving language proficiency, but improving literacyskills & raising student achievement in all subject & contentareas.</p> <p>2. The Student Study Team will meet as needed to come up with intervention(s) that will be implemented and reviewed for effectiveness</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>during follow-up CAPSS/SST meetings. Student Study Team (SST) will review additional strategies and/or possible special needs assessments. This information will be shared with the teachers of the next grade level in the fall during an immediate CAPSS/SST mtg. to be held. The CAPSS process and forms will be utilized during our meetings. Accommodations and modifications will be implemented (substitutes for teacher coverage/notes; materials to do so will be purchased---for example auditory aids/devices, flash cards/games).</p> <p>3. Principal shall coordinate incentives to improve attendance, academic performance and implement Character Education program entitled "Character Counts." Training will be provided for a team of teachers (at various grade-levels) to attend Character</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counts in an effort to intervene on our students behalf and reduce bullying, and increase the number of good citizens. This is included as part of our school vision to raise responsible & well-rounded students.						
<p><u>PARENT INVOLVEMENT IN INCREASING STUDENT ACHIEVEMENT</u></p> <p>1. Parents will be informed of student progress thru individual student progress reports sent home regularly. Teachers will review student progress with parents during parent/teacher conferences, and/or as needed. Teachers will use student data such as: report cards, assessments, and student work to review progress with parent. The parents of students in everyclassroom, K-5 at Edmondson, expect</p>	1-4. Sept. 2014 - June 2015	Principal and teachers.	<p>Materials and supplies. 4000-4999: Books And Supplies LCFF 500</p> <p>Classified extra pay. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2500</p> <p>Classified extra pay 2000-2999: Classified Personnel Salaries Title I Part A: Professional Development (PI Schools) 500</p> <p>Materials and supplies. 4000-4999: Books And Supplies LCFF 250</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>our EL students to not only improve in language proficiency, but improve their literacy skills & raise their achievement in all subject & content areas.</p> <p>2. Parent education in the areas of leadership, discipline, and homework/tech help classes will be provided during regular school hours and at night.</p> <p>3. Childcare will be provided for parents during various school meetings and functions such as ELAC and SSC meetings.</p> <p>4. Parents will be invited on a regular basis to volunteer in the classroom, attend field trips, and support the teacher and school for events such as dances and awards assemblies.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>ADMINISTRATION INVOLVEMENT FOR OVERALL SCHOOL SUCCESS</u></p> <p>1. The program will be monitored by the school principal (Mr. Muniz)</p> <p>2. The principal will be responsible for informing all parties involved of any school-wide progress/changes that may occur regarding ELA/ELD program</p> <p>3. Principal will support teachers, students, and parents and will ensure that all are communicating effectively and efficiently</p> <p>4. Mr. Muñiz will report any developments/ changes/ updates to status to SSC.</p>	1-4. Sept. 2014 - June 2015	Principal.	Materials and supplies.	4000-4999: Books And Supplies	LCFF	250
<p><u>MEETING THE NEEDS OF HIGH ACHIEVING STUDENTS:</u></p> <p>1. The Principal, Computer Lab Media Tech, and one upper-grade teacher volunteer (or teacher who</p>	1-2. Sept. 2014 - June 2015	Principal, teacher, and classified employee.	Teacher extra pay; classified extra pay; materials and supplies.	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	500
			Materials and supplies.	4000-4999: Books And Supplies	LCFF	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>selects GATE as his/her adjunct duty) will test students in grades 4-5 in the fall for the Gifted and Talented program using the assessment provided by the District Office. The district GATE policies will be followed to identify GATE students. Students identified as GATE in the area of Language Arts and high achieving students in Language Arts will receive differentiated instruction in their regular education classrooms to enhance their achievement in Language Arts. Parents will be notified if their child was identified for entry into the GATE program, and be given a chance to provide feedback.</p> <p>2. Students identified as GATE will have the opportunity to participate in specially designed GATE courses and take enrichment field trips under the direct supervision of the Computer Lab Media Tech, and one upper-grade teacher volunteer (or</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher who selects GATE as his/her adjunct duty).						

Section A: Planned Improvements in Student Performance (continued)

Subject: Mathematics

School Goal 2:

GOAL #2- MATH

Edmondson will show 10% increase in the percent of students who achieved the yearly growth target as measured by the i-Ready Diagnostic for Reading from June 2014 to June 2015.

Students identified as Socioeconomically Disadvantaged (SED) at Edmondson Elementary will show a 10% increase in the percent of students who achieved the Yearly Growth Target as measured by the i-Ready Diagnostic for Reading from June 2014 to June 2015.

Students identified as English Learners (EL) at Edmondson Elementary will show a 10% increase in the percent of students who achieved the Yearly Growth Target as measured by the i-Ready Diagnostic for Reading from June 2014 to June 2015.

Students Reclassified as Fluent English Proficient (RFEP) at Edmondson Elementary will show a 10% increase in the percent of students who achieved the Yearly Growth Target as measured by the i-Ready Diagnostic for Reading from June 2014 to June 2015.

Edmondson's math program will enable all students to develop proficiency in mathematics so that they can:

- a) make sense of problems and persevere in solving them (CC Practice #1)
- b) construct viable arguments and critique the reasoning of others (CC Practice #3);
- c) perform both simple and complex computations and mathematical procedures quickly and accurately, with and without the aid of computation tools

LCAP Goal:

- 2. NLMUSD will ensure all students graduate college and career ready by achieving mastery of content standards through having access to a variety of courses and being provided with opportunities to develop interests talents and marketable skills.
- 5. NLMUSD will provide all students equitable access to high quality instruction through a multi-tiered system of interventions to ensure access to and mastery of 21st century learning goals and to meet their individual needs.
- 3. NLMUSD will provide students with exemplary services and staff in collaborative school environment supported by on-going professional development.

LEAP Goal:

1. All students will reach high standards at a minimum attaining proficiency or better in reading and mathematics by 2014-2015.

Data Used to Form this Goal:

iReady Mathematics Assessment Pre-Test Data based on the Needs Analysis by Grade Report.

Findings from the Analysis of this Data:

Data from the iReady Mathematics Pre-Test Needs Assessment Report indicates the following (Overall Math Level):

First Grade: over 34% of first graders scored below level on the pre-test

Second Grade: 36%+ of second graders scored below level on the pre-test

Third Grade: at least 39% of third graders scored below level on the pre-test

Fourth Grade: 28% of the fourth graders scored below level on the pre-test

Fifth Grade: 26% of the fifth graders scored below level on the pre-test

How the School will Evaluate the Progress of this Goal:

The Math Benchmark exams administered in grades 2-5 will be analyzed by teachers to target student groups and set SMART goals.

Student progress will also be measured by reports generated by iReady Diagnostics as well as Progress Monitoring exams.

Teachers will plan math instruction, short term and long term, according to the Math curriculum map. Depending on student achievement, teachers will adjust and reteach concepts as needed in order to ensure that all students achieve at high levels.

Teachers will use the diagnostic & summative assessments in our Units of Study to drive instruction as well. Also,

teacher-created formative assessments will be used to keep track of student progress towards achieving mastery of key standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>SUPPLEMENTAL MATERIALS/ SUPPLIES/ ACTIVITIES</u></p> <p>1. Teachers will use iReady common core, Houghton-Mifflin Math in conjunction with the Cognitively Guided Instruction (CGI) approach. CGI provides students time to be metacognitive, share their math problem solving skills with their classmates, and operate in whole group, small group, and one on one conferring with the teacher.</p>	1. Sept. 2014 - June 2015	Teachers.	Materials and supplies.	4000-4999: Books And Supplies	LCFF	21963.9

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>PROFESSIONAL DEVELOPMENT/ COLLABORATION</u></p> <p>1. Since all teachers have already been trained on the Cognitively Guided Instruction (or CGI) approach---admin will support their learning with refresher trainings on CGI, observations of demo CGI lessons (on site as well as away at other sites). Teachers will be provided time during the school year to collaborate & plan lessons via admin Wednesday's and sub coverage during the instructional day; throughout the school year. Teachers who volunteer will make</p>	1-2. Sept. 2014 - June 2015.	Principal & Teachers.	<p>Teacher extra pay.</p> <p>Materials and supplies.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Professional Development (PI Schools)</p> <p>LCFF</p>	<p>2781</p> <p>4500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>themselves available to be observed by colleagues. The expectation is that all teachers will perform CGI math lessons regularly (weekly basis). In fact, it is included in our new master schedule as a regular part of the day's math instruction.</p> <p>2. Teachers will include various warm up activities and math games as part of their math instruction. School will purchase support materials in order for teachers to do so. These strategies will benefit English Learners.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>TECHNOLOGY ASSISTED LEARNING:</u></p> <p>1. Our Computer Media Lab Tech aide, in conjunction with the regular ed teacher, will support and teach students in the computer lab(s). Students may use this time to practice mastery of grade-level standards using Study Island, iReady Math or Reading, and/or Word processing. Other web sites and programs will be developed and utilized based on student need and with teacher input.</p>	1. Sept. 2014 - June 2015	Teachers; Classified employee.	Materials and supplies.	4000-4999: Books And Supplies	LCFF	3000
<p><u>MEETING THE NEEDS OF OUR AT RISK STUDENTS</u></p> <p>1. Teacher volunteers</p>	1-2. Sept. 2014 - June 2015	Teachers and classified employees.	Substitute pay for planning time; teacher extra pay.	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>will pilot an RTI math program.</p> <p>2. Our ASES after-school program will provide support in math on key standards as identified by CST weighting for students in 2nd-5th grade.</p>			Materials and supplies.	4000-4999: Books And Supplies	LCFF	300
<p><u>MEETING THE NEEDS OF OUR HIGH ACHIEVING STUDENTS</u></p> <p>1. High achievers will be challenged by using the CGI approach to differentiate in math, which includes challenging questioning techniques designed to challenge even the highest student in each class. Also, iReady Math will extend lessons presented in the classroom during the</p>	1. Sept. 2014 - June 2015	Principal; teacher and classified employee.	Teacher and classified extra pay.	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
sessions in the lab. GATE program may integrate math skills.						
<p><u>PARENT INVOLVEMENT IN INCREASING STUDENT ACHIEVEMENT</u></p> <p>1. Parents will be informed of student progress during parent/teacher conferences, or as needed. Progress reports will go home periodically to inform parents of students progress or lack thereof and what next steps will be taken to ensure success. Report cards will reflect student work in class and will be distributed twice during conference times for 1st and 2nd trimesters and at the</p>	1. Sept. 2014 - June 2015	Teachers.	Materials and supplies.	4000-4999: Books And Supplies	LCFF	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>end of the school year for the 3rd trimester. Teachers will communicate all progress or concerns to parents as needed/parents will have the opportunity to set-up appointments to meet with student's teacher at any time during the school year.</p>						
<p><u>ADMINISTRATION INVOLVEMENT FOR OVERALL SCHOOL SUCCESS</u></p> <p>1. The program will be monitored by the school principal (Mr. Muñiz) by regularly scheduled classroom walks as well as unscheduled visits to classrooms. Response cards will be purchased to be given to staff to inform them of their progress towards school</p>	<p>1-4. Sept. 2014 - June 2015</p>	<p>Principal.</p>	<p>Materials and supplies.</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>goals (publishing).</p> <p>2. The principal will be responsible for informing all parties involved of any school-wide progress/changes that may occur regarding math/science program.</p> <p>3. Principal will support teachers, students, and parents and will ensure that all are communicating effectively and efficiently. Teachers will receive release time to plan lessons. Parents will dialogue with the principal during monthly Café con el director parent meetings--to problem solve school issues.</p> <p>4. Mr. Muñiz will report any developments/changes/</p>						

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

Section A: Planned Improvements in Student Performance (continued)

Subject: English Learners (ELs)

School Goal 3:

GOAL #3- English Learners

By October 2015, Edmondson will increase the percent of students showing positive growth on the overall CELDT level by 10%, as measured by the 2015 CELDT test. (Baseline = 47%). ten percent = 5%, resulting in 52% of ELs who will achieve the Yearly Growth Target.

Edmondson Elementary School proudly offers the Two-Way Dual Immersion Program with a 90/10 model (English/Spanish).

The majority of our student population consists of English Learners.
Our school consists of over 75% EL's.

We will continue to close the achievement gap of our English Learners by using data from the CELDT, SBAC & BMK's. We will increase the student achievement of our EL's, including our Dual Immersion Program students.

Our ELs will meet their minimum AMAO 1 and 2 goals (growth/proficiency/& redesignation in English).

LCAP Goal:

2. NLMUSD will ensure all students graduate college and career ready by achieving mastery of content standards through having access to a variety of courses and being provided with opportunities to develop interests talents and marketable skills.

5. NLMUSD will provide all students equitable access to high quality instruction through a multi-tiered system of interventions to ensure access to and mastery of 21st century

learning goals and to meet their individual needs.

LEAP Goal:

2. All limited-English-proficient students will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Data Used to Form this Goal:

CELDT data; STS (CST in Spanish).

Findings from the Analysis of this Data:

We have Redesignated over 30% of our population.

Our achievement on AMAO 1 and 2 goals are at/above district average.

Our focus is our EL's performance on the SBAC.

How the School will Evaluate the Progress of this Goal:

1. The results of the CELDT will be used to inform us of any possible in-roads to be used on the SBAC. Results will be shared with parents and students regularly. They will also be made public in the classroom to the students.
2. Our staff will monitor our ELs achievement of their AMAO 1 & 2 goals per the CELDT results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<u>SUPPLEMENTAL MATERIALS/SUPPLIES/ACTIVITIES</u> 1. All teachers use the new ELD standards and	1-2. Sept. 2014 - June 2015	Principal, teachers, and classified employee.	Teacher extra pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1062
			Materials and supplies.	4000-4999: Books And Supplies	LCFF	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the Systematic ELD Approach to teach ELD and ensure that students are growing minimally one EL proficiency level. As well as Redesignating the maximum number of ELs possible.</p> <p>2. Supplemental materials will be purchased to support the Dual Immersion program. Materials shall include assessments, library books, and teacher resource books.</p>						
<p><u>PROFESSIONAL DEVELOPMENT/COLLABORATION</u></p> <p>1. Teachers will be provided time to analyze</p>	1-3. Sept 2014 - June 2015	Principal; teacher.	Teacher extra pay; Materials and supplies.	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>EL data and plan ELD lessons. Teachers will use the newly adopted ELD standards aligned to Common Core.</p> <p>2. The principal will train teachers during admin Wednesdays to use research-based strategies for ELs. Coverage and support will be provided for teachers to grow and learn from one another.</p> <p>3. ELD walks will be conducted with teacher input. To analyze and improve EL performance.</p>						
<p><u>EXTENDED LEARNING TIME/REDUCED ADULTS/STUDENTS RATIO</u></p> <p>1. Teachers will level</p>	1-2. Fall 2014 (no later than December)	Principal; teachers.	<p>Teacher extra pay.</p> <p>Materials and supplies.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF</p>	<p>250</p> <p>3250</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and group ELs by proficiency levels during ELD instruction.</p> <p>2. Students will be universally screened, leveled and pulled into small groups with a ratio of 6:1, student to adult. All students will be supported during our Focused Learning Groups with small groups instruction, many of whom are ELs. Lessons planned will support ELs in their reading development. Extra personnel will be used to lower ratio further and fill any gaps in learning that students may have so that they can achieve grade-level standards. FLG instruction will occur daily Monday-Thursday. Fridays are reserved for planning.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
			Description	Type	Funding Source	Amount		
<p><u>TECHNOLOGY ASSISTED LEARNING</u></p> <p>1. ELs will be supported in the classrooms using technology such as doc cams, projectors for teaching and learning. Tech hardware/software will be purchased for the teachers to teach ELD.</p> <p>2. ELs will begin practicing project-based learning in MIT classrooms using iPads, Mac computers, Flip cameras, apps.</p> <p>3. Professional literature and books will be purchased to build teacher capacity.</p>	1-3. Sept. 2014 - June 2015	Principal and teacher.	<p>Materials and supplies.</p> <p>Teacher extra pay.</p> <p>Materials and supplies.</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	LCFF	LCFF	LCFF	<p>200</p> <p>4000</p> <p>3200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>MEETING THE NEEDS OF OUR AT RISK STUDENTS</u></p> <p>1. All interventions described in Goal #1- ELA, and all of it's sub-sections, include English Learners being considered as participants.</p>	1. Sept. 2014 - June 2015	Principal/teachers.				
<p><u>PARENT INVOLVEMENT IN INCREASING STUDENT ACHIEVEMENT</u></p> <p>1. In preparation for Common Core, Parents will also be given opportunities to learn how to use the computer programs provided & how to use the school web pages to support their students at home and communicate with their classroom teachers (i.e. Parent Computer classes). Parents will be given the opportunity to</p>	1. Spring 2015 2. Sept. 2014 - June 2015	Principal, teacher, and classified employee.	Materials and supplies. Classified extra pay; Materials and supplies; Travel/PO for incentives.	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement LCFF	2000 1250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>attend parent education classes in the computer lab to help promote literacy and language in the home.</p> <p>2. Parents will help form an ELAC board and conduct regular meetings (minimum of 6). All FPM legal requirements will be fulfilled. Childcare will be provided by school. Refreshments will also be provided for all parent meetings.</p>						
<p><u>ADMINISTRATION INVOLVEMENT</u></p> <p>1. The EL program will be monitored by Mr. Muñiz, school principal. He will report status and any new developments to SSC. Also, ELAC</p>	<p>1. Sept. 2014 - June 2015</p>	<p>Principal.</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
minutes and agendas will be collected and stored for FPM review.						

Section A: Planned Improvements in Student Performance (continued)

Subject: Support for Students with Disabilities

School Goal 4:

GOAL #4- Students with Disabilities

All Students with Disabilities (SDC/RSP/SLP) will meet or exceed their IEP goals with help of the general education classroom teacher, SDC teacher, RSP and Speech teacher's coordination and support staff. All students will be given a chance to make a positive contribution to each lesson in each classroom.

Accommodations and modifications will be made to classroom assignments, homework, projects and any assessments as needed so that Special Education students are provided an opportunity to succeed. This means their needs will be met in everything we do at school from their spelling list to their culminating projects in science.

Every student can and will learn at their own pace. Our goal for every Special ed student is to have them exit the program(s).

All means all. We will collaborate and be a source of consistency for our students. They will be held to high standards according to their ability level. This student population will do their best on the SBAC in Spring.

We expect all special ed students to increase their performance by 10% each year. They are expected to improve every year until they are at grade level according to report card and LEA/state assessments.

--

LCAP Goal:

- NLMUSD will support the socio-emotional well-being and a sense of connection by providing counseling and guidance in academics college and career readiness and personal and social needs
- NLMUSD will ensure all students graduate college and career ready by achieving mastery of content standards through having access to a variety of courses and being provided with opportunities to develop interests talents and marketable skills.
- NLMUSD will provide all students equitable access to high quality instruction through a multi-tiered system of interventions to ensure access to and mastery of 21st century learning goals and to meet their individual needs.

LEAP Goal:

- All students will reach high standards at a minimum attaining proficiency or better in reading and mathematics by 2014-2015.

Data Used to Form this Goal:

Progress towards goals on student IEP's; as well as formative and summative assessment data; iReady & SBAC (if applicable).

Findings from the Analysis of this Data:

Our preliminary results on iReady indicate that our special education population is currently struggling to meet grade-level standards.

How the School will Evaluate the Progress of this Goal:

Progress reports; Report cards; and IEP's.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. The Resource Specialist Program's teacher, Speech Pathologist, Psychologist	1. Sept. 2014 - June	Principal and special ed staff.	Materials and supplies.	4000-4999: Books And Supplies	LCFF	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and Special Ed + General education teachers will work collaboratively to follow each student's Individual Educational Plan's (IEP). As well as providing accommodations and modifications as needed for assessments such as the SBAC/CST/CMA/CAPA/ELA BMK. IEP's will be held providing substitute coverage for the regular education teacher. This shall include providing professional development to regular education staff regarding matters concerning Special Ed students and the best practices to meet their needs. Materials and supplies needed to make the accommodations necessary for students with disabilities to meet their IEP goals will be purchased.	2015					
BEHAVIORAL ENGAGEMENT/ACHIEVEM	Sept 2014 - June 2015	Principal; classified; teacher.	Substitute pay.	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>ENT</u></p> <p>1. RSP teacher, along with support staff will devise appropriate strategies such as behavior contracts to be included in student's cumulative folder in order to ensure student success. Teacher coverage will be provided to cover IEP meetings.</p>						
<p><u>ADMINISTRATIVE INVOLVEMENT</u> The implementation and compliance of the Special Education program will be monitored by Mr. Muñiz and the RSP/SLP teachers, as well as the school Psychologist(s). Testing materials such as screening tools will be purchased.</p>	Sept. 2014 - June 2015	Principal; school psych.	Materials and supplies.	4000-4999: Books And Supplies	LCFF	1200

Section A: Planned Improvements in Student Performance (continued)

Subject: School Community Relationships/Content Areas

School Goal 5:

GOAL #5- PE/Science/Tech/Parents & Community Building

Students will gain knowledge on sound nutrition, exercise and healthy habits via the following: K-5 PE curriculum (instruction/recess/lunch). **SMART GOALS** = we will increase numbers of students eating breakfast daily +20% by Winter 2014 & % of students passing the 5th grade PE exam will increase +10% by Spring 2015.

Character Counts curriculum: students will learn the six pillars of Character Counts. Students will also develop a positive self-image and positive social attitudes and skills. **SMART GOAL:** referrals to the office for behavior problems/conflict will decrease by 25% Sept.-June 2014, suspensions will decrease by 50%, and attendance will improve to over 98% ADA with tardies decreasing by 40% overall for school year 2014-2015.

Our students will be taught the Character Counts approach which includes the six pillars of character. The leadership team will revise our school wide discipline plan for the 2014-15 school year beginning by adding a Learning Center/homework club tutorial program under the auspices of FLG (or RTI).

Administration will plan for the implementation of an educational program related to drugs and puberty/maturity issues by Spring.

A Computer lab Media Tech will be hired to support students by having them use our labs & classrooms to integrate the use of technology school wide in preparation for the 21st century. Technology integration and project-based learning are the goal. MIT teachers (3) will use tech hardware and software to do project based learning in preparation for the Common Core. All staff will write a multi-year plan to support the tech needs of our students in order to be successful on the SBAC.

Edmondson Elementary School supports our Afterschool Education and Safety program (ASES), and are dedicated to providing students an exceptional extended learning experience. The goal of the ASES program is to aid students in improving their test-taking skills, ensure they are reading at or above grade level, and provide support to parents

in their child's education. Students are provided with daily standards-based lessons that are aligned with regular day instruction to reinforce reading comprehension. In addition, students receive small group instruction and guided reading. Our school plan goal 5 supports ASES via educational trips, materials and supplies, and coaching from the staff/admin.

Parents will be given opportunities to learn about the California Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC) Assessment and the changes in instruction. Students achievement will be supported in Science & Social Sciences. Physical education will be a main component of our program.

LCAP Goal:

1. NLMUSD will support the socio-emotional well-being and a sense of connection by providing counseling and guidance in academics college and career readiness and personal and social needs
3. NLMUSD will provide students with exemplary services and staff in collaborative school environment supported by on-going professional development.
4. NLMUSD will create a culture of collaboration and communication that values the input of all stakeholders in order to cultivate meaningful relationships and partnerships with students families staff and community including shared responsibilities for student success.
5. NLMUSD will provide all students equitable access to high quality instruction through a multi-tiered system of interventions to ensure access to and mastery of 21st century learning goals and to meet their individual needs.
6. NLMUSD will provide well-maintained safe schools with highly qualified teachers and standards-aligned instructional materials. NLMUSD will provide resources to support students families and staff.

LEAP Goal:

4. All students will be educated in learning environment that are safe drug-free and conducive to learning.
3. By 2014-2015 all students will be taught by highly qualified teachers.

Data Used to Form this Goal:

CST Science; Parent surveys; SBAC data.

Findings from the Analysis of this Data:

Technology: exposure and teaching of the skills needed to be successful on the SBAC are required.

PE: data indicates that our graduating 5th grade students need support in the area of running one mile, % body/fat (mass index).

CST Science: scores indicate a drop in our 5th graders achievement for a second year in a row; this is an area that needs improvement. Teachers using Sci/Soc Sci in ELA with strategies such as Close Reading will support student growth.

How the School will Evaluate the Progress of this Goal:

Formal and informal assessments and California Standards Physical Education Test 2014-2015 results
 Teachers will review student performance on Science-CST for test taken in Spring 2014. Also MacMillan and Study Island Science assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<u>SUPPLEMENTAL MATERIALS/SUPPLIES/ACTIVITIES</u>	1-4. Sept. 2014- June 2015	Principal; teacher; classified.	Materials and supplies.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Students/teachers will be provided with the appropriate materials and equipment to fully implement standards-based physical education curriculum (including after school sports program).</p> <p>2. Teachers will be trained in Character Counts to support our character-building and health/welfare curriculum.</p> <p>3. All students will participate in College Week/Red Ribbon day activities to help encourage and teach students health/welfare standards for life-long positive decisions.</p> <p>4. Students will participate in two study trips per grade level, per</p>	5. Spring 2015		PO for training services;Materials and supplies.	4000-4999: Books And Supplies	LCFF	2500
			Substitute pay.	1000-1999: Certificated Personnel Salaries	LCFF	750
			Admissions and transportation costs.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	6438
			Transportation costs; teacher coverage (substitute).	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>year.</p> <p>5. Science camp opportunity for 3 days will be available to all 5th graders.</p>						
<p><u>PROFESSIONAL DEVELOPMENT/COLLABORATION</u></p> <p>1. Teachers will use the Character Counts curriculum to plan and implement lessons using the six pillars.</p> <p>2. Red Ribbon chair and members will plan and implement activities for Red Ribbon Week.</p> <p>3. Student safety is number one at Edmondson Elementary. To ensure our student's safety we require extra classified and custodial</p>	<p>1-4. Sept. 2014 - June 2015</p>	<p>Principal; Teacher</p>	<p>Materials and supplies.</p> <p>Substitute.</p> <p>Classified salary.</p> <p>Materials and supplies.</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF</p> <p>Title I Part A: Professional Development (PI Schools)</p> <p>Title I Part A: Professional Development (PI Schools)</p> <p>LCFF</p>	<p>245</p> <p>500</p> <p>250</p> <p>2500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>staff to secure the grounds before during and after school. This includes special events such as Winter program, Founder's Day program, etc.</p> <p>4. Upon devising a school wide discipline plan with Character Counts as the framework, it shall be promoted via signs, posters, banners and special assemblies. Also, incentives and positive reinforcement will be provided throughout the year from staff during the day and at special assemblies.</p>						
<p><u>EXTENDED LEARNING TIME/REDUCED ADULT/STUDENT RATIO</u></p>	<p>1. June 2015 2. Sept. 2014 - June</p>	<p>Principal and teachers.</p>	<p>Travel/PO for incentives; substitute coverage.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>150</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. School Olympics Day will be provided for students, plus incentives (i.e. medals and trophies).</p> <p>2. Art will be taught using the Meet the Masters program, K-5. Teachers will be provided inservice from the professionals at Meet the Masters. Students will attend an assembly presenting the artist they will study (MPR). Teachers will display student artwork in the classroom.</p>	2015		Contract for MTM;Materials and supplies.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	7500
<p><u>TECHNOLOGY ASSISTED LEARNING</u></p> <p>1. The Computer Lab Media tech and grade-level teachers will use the two labs to provide technology assisted</p>	1-2. Sept. 2014 - June 2015	Principal and teacher.	Classified salary; tech.	2000-2999: Classified Personnel Salaries	LCFF	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning in reading, math, as well as the content areas (AR/ Study Island, iReady); plus hardware will be purchased for the classrooms.						
<p><u>MEETING THE NEEDS OF OUR AT RISK STUDENTS</u></p> <p>1. Students will have the opportunities to participate in extra-curricular physical activities (such as Soccer; 3rd-5th grade; boys and girls). Students will be informed of their progress and how to achieve success in physical/health/and welfare programs.</p>	1. Sept. 2014- June 2015	Classified; principal.	Classified extra pay; transportation costs.	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>PARENT INVOLVEMENT IN INCREASING STUDENT ACHIEVEMENT</u></p> <p>1. Parents will be assisted with materials for science projects. And informed of students progress in the areas of physical/health/and welfare via the report card and timely progress reports.</p>	1. Sept. 2014 - June 2015	Principal.	Materials and supplies.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500
<p><u>ADMINISTRATION INVOLVEMENT FOR OVERALL SCHOOL SUCCESS</u></p> <p>1. Administrator (Mr. Muñiz) will monitor before/during & after-school programs for success and/or necessary changes.</p> <p>2. Admin. will keep all parties involved informed on any changes made to any physical/health/and welfare programs.</p> <p>3. Mr. Muñiz will monitor program and inform SSC of any developments to status.</p>	1-3. Sept. 2014 - June 2015	Principal.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>Behavioral Engagement and Achievement:</u></p> <p>1. Parent involvement will increase, as well as student achievement--- & improve attendance via Parent Literacy Nights, including an Common Core parent nights to inform parents of the school expectations regarding our program.</p> <p>2. Staff will provide Eagle tickets and other incentives as positive reinforcement for good behavior.</p> <p>3. Student achievement/positive behavior will be recognized at assemblies with various incentives. Parents/community will be invited to attend.</p>	1-3. Sept. 2014 - June 2015	Principal and teacher.	<p>Materials and supplies.</p> <p>Publications.</p> <p>Materials and supplies (PO/travel req. for incentives).</p>	<p>4000-4999: Books And Supplies</p> <p>7000-7439: Other Outgo</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Parent Involvement</p>	<p>1200</p> <p>1000</p> <p>500</p>
<p><u>STAFF/COMMUNITY INFORMATION AND INVOLVEMENT</u></p>	1-3. Sept 2014 - June 2015	Principal.	Materials and supplies.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Upon registration of their child, Kindergarten parents will be provided with a packet of tools and materials that they can use to prepare their child for a high achieving Kindergarten experience. Our school will host our annual "Kinder Round Up" to help preschool children and their parents have a successful transition to elementary school.</p> <p>2. During "Café Con el Director" parent meetings, parents will have the opportunity to participate in a dialogue with the principal on school/student issues to improve school relations and student achievement.</p> <p>3. Custodial support to be provided to ensure campus is safe and attractive. Especially for special events.</p>			<p>Materials and supplies (travel req). Classified salary.</p>	<p>4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Parent Involvement Title I Part A: Parent Involvement</p>	<p>1500 750</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>VALUE ADDED:</u></p> <p>1. School will provide an Educational trip at the end of the school year for the students with Perfect Attendance (1 Excused partial absence w/medical or legal excuse; 0 tardies; 0 absences). Any questions/exceptions will be deferred to the admin. in charge. School employee to facilitate this trip.</p> <p>2. We will also commission a muralist to paint various murals of the Six Pillars of Character Counts in order to reinforce the concepts embedded within Character Counts.</p>	1-2. Fall 2014 - Spring 2015.	Principal; classified staff.	<p>Travel req; admissions & transportations costs.</p> <p>Consultant agreement.</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF</p>	<p>5000</p> <p>2500</p>

Section B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Title: Centralized Services for Planned Improvements in Student Performance

Explanation: District provides centralized services (parent involvement, professional development, SES, choice transpiration, etc.). A centralized service is an activity funded by **Title I, Part A** school allocation but administered by the Federal and State Programs Department. Program Improvement regulations require that 10 percent of Title I allocations be reserved for professional development. The Federal and State Programs Department reserves 5 percent to administer professional development activities, and each individual site uses the remaining 5 percent to implement professional development activities. School sites must allocate funds required and identify these activities in their SPSA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Parent Involvement a. A parent involvement counselor and consultant(s) provide parent education classes and workshops based on needs assessment b. Provide parent education classes and workshops to parents of eligible private school students based on needs	September 2014 – June 2015	Dr. Gloria Mahoney	Counselor and consultant(s)	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	5,695.00
2. Homeless Education Homeless education is directly delivered to identified students.	September 2014 – June 2015	Chris Moton	Homeless Education liaison	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	737.00
3. Centralized Professional Development a. Provides research-based lesson design model workshops to teacher leaders, principals, coaches, and TOSAs b. Provides PD to private school staff through a consultant	September 2014 – June 2015	Dr. Gloria Mahoney	TOSAs	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	7,683.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. SES and Choice Transportation	September 2014 – June 2015	Dr. Gloria Mahoney	SES providers and public school choice-related transportation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	12,854.00

Section C: Summary of Expenditures

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	4,750.00
2000-2999: Classified Personnel Salaries	LCFF	1,500.00
4000-4999: Books And Supplies	LCFF	124,428.90
5800: Professional/Consulting Services And	LCFF	2,500.00
6000-6999: Capital Outlay	LCFF	6,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	4,699.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	60,700.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and	3,500.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	15,201.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	12,854.00
5800: Professional/Consulting Services And	Title I Part A: Basic Grants Low-Income and	7,500.00
7000-7439: Other Outgo	Title I Part A: Basic Grants Low-Income and	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	5,695.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,250.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	4,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	12,212.00
2000-2999: Classified Personnel Salaries	Title I Part A: Professional Development (PI	750.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI	1,000.00

Section C: Summary of Expenditures (continued)

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	139,178.90
Title I Part A: Basic Grants Low-Income and Neglected	105,454.00
Title I Part A: Parent Involvement	13,445.00
Title I Part A: Professional Development (PI Schools)	13,962.00

Section C: Summary of Expenditures (continued)

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	27,356.00
2000-2999: Classified Personnel Salaries	66,200.00
3000-3999: Employee Benefits	3,500.00
4000-4999: Books And Supplies	145,129.90
5000-5999: Services And Other Operating Expenditures	12,854.00
5800: Professional/Consulting Services And Operating	10,000.00
6000-6999: Capital Outlay	6,000.00
7000-7439: Other Outgo	1,000.00

Section C: Summary of Expenditures (continued)

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	147,181.00
Goal 2	35,794.90
Goal 3	23,712.00
Goal 4	3,000.00
Goal 5	35,383.00

School Plan Budget for Earl E. Edmondson Elementary School

Section D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

The current make-up of the school site council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jacob Muñiz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ina Thurman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lee Mayorga	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conny Rodriguez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roberto Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ariana Alvis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sylvia Ortega	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mariana Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Angeles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Diana Torres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	0

Note:
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.

Section E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

English Learner Advisory Committee President

Mrs. Rosalba Mejia

ELAC President Name

Signature

Date

School Site Council Chairperson

Ina Thurman-Ricord

SCC Chairperson Name

Signature

Date

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting* on November 25, 2014.

Attested:

Mr. Jacob Muñiz

Typed name of school principal

Signature

Date

Ina Thurman-Ricord

Typed name of SSC chairperson

Signature

Date

* A meeting of the SSC/SDMC qualifies as a public meeting. A 72 hour posting of SSC/SDMC meeting/s notice and agendas is required per Ed code 35140 and Govt. Code 54954.

School and Student Performance Data Forms

The following tables are to be included in the SPSA. These tables should assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance by Grade Level - English Language Arts & Mathematics
- Table 2: Academic Performance Index (API) by Student Group
- Table 3: English Language Arts Adequate Yearly Progress (AYP) by Subgroup
- Table 4: Mathematics Adequate Yearly Progress (AYP) by Subgroup
- Table 5: California English Language Development (CELDT) Data by Grade Level
- Table 6: Multi-Purpose
- Table 7: Demographic Data Summary by Grade Level
- Table 8: Staffing and EL Student Assignments and Teacher Credential and Certification.

Table 5: California English Language Development (CELDT) Data by Grade Level

Grade	California English Language Development Test (CELDT) Annual Assessment Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			*****	***	*****	***					*****
1	6	13	13	29	15	33	7	16	4	9	45
2			13	27	23	47	11	22	2	4	49
3	1	3	5	13	20	51	10	26	3	8	39
4	1	3	8	22	16	44	6	17	5	14	36
5	3	10	12	41	9	31	4	14	1	3	29
Total	11	5	53	26	84	42	38	19	15	7	201

Grade	California English Language Development Test (CELDT) Initial Assessment Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	1	7	10	25	34	13	18	27	37	73
1			*****	***							*****
Total	1	1	8	11	25	34	13	18	27	36	74

Grade	California English Language Development Test (CELDT) All Assessment Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	1	9	12	26	34	13	17	27	36	76
1	6	13	14	30	15	33	7	15	4	9	46
2			13	27	23	47	11	22	2	4	49
3	1	3	5	13	20	51	10	26	3	8	39
4	1	3	8	22	16	44	6	17	5	14	36
5	3	10	12	41	9	31	4	14	1	3	29
Total	12	4	61	22	109	40	51	19	42	15	275

Conclusions indicated by the data:

1. The following interventions and strategies will be implemented: Every teacher, K-5 will teach ELD daily, using the ELD Units of Study. Teacher will be provided planning time to regroup students every Trimester.
2. EL Committee will be formed to monitor student progress. Also, teachers will review the progress of our R-FEP's.
3. Every classroom is formed heterogeneously. All teachers use scaffolding, SIOP strategies and academic vocabulary instruction to ensure that our EL's continue to progress on the CELDT & SBAC.

Table 7: Demographic Data Summary

This table is for identifying the number and percent of students enrolled in the district or school since kindergarten or first grade. Knowing which student groups have high or low numbers and percentages of continuous enrollment is helpful in determining program services. The table represents a K-12 school but can be modified for any grade span configuration.

Student Enrollment by Group

Student Group	Percent of Enrollment		Number of Student	
	2012-13	2013-14	2012-13	2013-14
American Indian	%	0%		0
African American	%	0%		1
Asian	0.38%	.04%	2	3
Filipino	0.56%	1.60%	3	7
Hispanic/Latino	98.31%	95.1%	524	518
Pacific Islander	%	0%		0
White	0.38%	5.7%	2	5
Multiple/No Response	0.38%	0%	2	5
		Total Enrollment:	533	539

Student Enrollment by Grade

Grade	Number of Students	
	2012-13	2013-14
Kindergarten	84	82
Grade 1	93	74
Grade 2	90	78
Grade3	93	82
Grade 4	77	94
Grade 5	96	81
Grade 6		0
Total Enrollment:	533	491

Conclusions indicated by the data:

1. Our numbers are not drastically declining. However, we are beginning to drop in student enrollment. Positively speaking, we are enjoying a small influx of diversity, when it comes to ethnicity.
- 2.

Norwalk La-Mirada Unified School District

Table 8: English Learner Staffing and Instructional Services

School: Earl E. Edmondson Elementary
School

Year: 2014-2015

Credentials (Authorizations) Codes	Program Setting Codes	ELS Codes
04 - BCC or BCLAD 40 - CTC Bilingual Auth. 41 - In Trng. For CTC Auth. 42 - Bilingual Aide w/Tchr. In Trng. 44 - CTC, SDAIE, ELD Auth. 45 - SB 1969 Certificate 46 - Tchr. In Trng. For SDAIE or ELD Auth	300 - Structured English Immersion 301 - Alternate Course of Study 302 - Engl. Lang. Mainstream Class 303 - Other Program Setting	1 - Primary Lang. Of Inst. 2 - Engl. Lang. Dev. (ELD) 3 - SDAIE 4 - Both ELD and SDAIE

Teacher Name			Credentials (Authorizations) Code	Program Setting Code	ELS Code	# of EL Students	# of Waivers	Bilingual Aide
Last	First	Grade Subject Assignment						
Aldana	Roxanne	5	04	300	4	20	0	No
Bassaj	Tracy	3	44	300	4	23	0	No
Burch	Linda	2	04	300	4	21	0	No
Carapia	Martin	K	04	300	4	19	0	Yes
Aguirre	Loren	4	04	301	1	30	30	No
Contreras	Gabriela	5	04	301	1	29	29	No
Covarrubias	Elsa	K	04	301	1	30	30	Yes
Erguera	Norma	3	44	300	4	24	0	No
Diaz-Infante	Loretta	1	44	300	4	26	0	No
Mayorga	Lee	4	44	300	4	14	0	No
Reutter	April	2	44	300	4	12	0	No
Closson	Julissa	1	44	300	4	18	0	No
Robledo	Maria Teresa	2	04	301	1	29	29	No
Rodriguez	Conny	1	04	301	1	26	26	No
Ruiz	Roberto	5	44	300	4	16	0	No
Salguero	Mayra	2-3	04	301	1	26	26	No
Enkhorn	Randi	TK	44	300	4	14	0	Yes
Thurman	Ina	3-4	44	300	4	18	0	No
Willner	Beatrice	K	44	300	4	14	0	Yes