

The Single Plan for Student Achievement

School: Robert Gisler Elementary School
CDS Code: 30-66498-6027973
District: Fountain Valley School District
Principal: Erin Bains
Revision Date: February 19, 2015

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

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

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Table of Contents

School Vision and Mission.....	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis.....	4
Surveys.....	4
Classroom Observations	4
Analysis of Current Instructional Program.....	4
Description of Barriers and Related School Goals	11
School and Student Performance Data.....	12
Academic Performance Index by Student Group	12
English-Language Arts Adequate Yearly Progress (AYP).....	13
Mathematics Adequate Yearly Progress (AYP)	14
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results	16
Title III Accountability (School Data).....	17
Title III Accountability (District Data).....	18
Planned Improvements in Student Performance	19
School Goal #1	19
School Goal #2	21
School Goal #3	23
School Goal #4	25
Summary of Expenditures in this Plan	27
Total Expenditures by Object Type and Funding Source	27
Total Expenditures by Funding Source	28
Total Expenditures by Object Type.....	29
Total Expenditures by Goal.....	30
Home/School Compact	31
School Site Council Membership	32
Recommendations and Assurances	33

School Vision and Mission

Robert Gisler Elementary School's Vision and Mission Statements

MISSION STATEMENT:

The mission of Gisler School is a commitment to provide a safe and academically challenging environment for all students. It is our expectation that all students will succeed in the acquisition of basic academic and social skills to become life-long learners and quality citizens. Certificated and classified staff along with our parent community are dedicated to assisting all students in achieving this mission.

VISION STATEMENT:

The success of our Gisler Elementary School depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations and performances.

- We believe all students can learn and are each a valued individual with unique physical, social, emotional, and intellectual needs.
- Professional development is an integral part of our ongoing plan for continuous improvement; curriculum development, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success.
- Effective collaboration and communication with families as partners in the education of their children is essential to the success of Gisler Elementary School.

School Profile

Robert Gisler Elementary School is a K-5 elementary school serving approximately 540 students. Gisler School is located in the Fountain Valley School District in Orange County. Gisler students represent a cross-section of cultural, racial and ethnic backgrounds, displaying various levels of abilities from Gifted to At-risk. All students receive core curriculum instruction as identified by the Fountain Valley School District and Common Core State Standards. Teachers work collaboratively to design an instructional program to meet the specific needs of students using research-based instructional practices, strategies, and techniques. Gisler is committed to every student reaching a level of proficient performance in order to prepare him/her for the future. Strong parent involvement is evident and supports the vital partnership between home and school.

School Demographics:

Enrollment: 539

English Learners: 60

Gifted and Talented Education: 19

Special Education: 52

Socio-Economically Disadvantaged: 82

Hispanic: 96

Vietnamese: 87

White (not Hispanic): 279

R-FEP: 5

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Gisler Elementary school uses surveys to collect data from the community. We collect EL surveys as well as PTO surveys. Due to the lack of standardized test scores, Program Improvement status was frozen for all identified schools and district. Fountain Valley School District will remain year 3 in the 2014/2015 school year.

Classroom Observations

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

The Board of Trustees and District administrators value learning and teaching. Throughout the year, District leaders make it a priority to visit every school multiple times. Site visits by the Superintendent, Asst. Superintendents of Personnel, Instruction and Business and the Board of Trustees are conducted throughout the year. The principal conducts classroom visits on a regular basis both formally and informally. There have been approximately 75 visits documented using the Classroom Walk Through tool in each trimester.

Analysis of Current Instructional Program

The eight State priority areas listed below are outlined in the Local Control Accountability Plan regulations. These focus areas are used to analyze the current instructional practices for all students including English learners, socio-economically disadvantaged students, students with disabilities, and foster youth.

Conditions of Learning

Basic Services

Teachers

Strengths	Needs
<ul style="list-style-type: none">All teachers are qualified/credentialed; none teaching outside the credentialed area.	<ul style="list-style-type: none">Time to work with Common Core and continue to work with Differentiated Instruction during grade level meetings, prep time and staff development.

Textbooks

Strengths	Needs
<ul style="list-style-type: none">Textbooks for all subject areas are available for all studentsCommon CORE Math Textbook piloting during the 2014-2015 school year.	<ul style="list-style-type: none">Current materials are not aligned to the Common CoreNon-fiction informational text needed in library and classroomsNon-fiction magazines: Time 4 Kids, Scholastic, Weekly Reader

Facilities

Strengths	Needs
<ul style="list-style-type: none"> Regular garden maintenance by our district grounds workers Kindergarten, primary, and upper grades have access to playground equipment and open grass areas. Solar panels Deep Cleaning of entire school Solar tubes were installed to enhance natural lighting 	<ul style="list-style-type: none"> Custodial cleaning and on-going maintenance of cleaning needs improvement. Repainting of games on playground Heavy/deep cleaning (carpets, vents, etc.) more often throughout the year Air conditioning Mounted projectors with larger screens and regular maintenance Extra light bulbs for projectors that are kept on campus New teacher chairs Upgraded student furniture to make flexible groupings throughout the day easier

Common Core State Standards

All Students

CCSS

Strengths	Needs
<ul style="list-style-type: none"> CCSS staff development in ELA and Math. Principal Training Program – Principal Meetings, Cotsen Principal Trainings 	<ul style="list-style-type: none"> More instructional resources to support Common Core Collaboration time for teachers to deepen their understanding with CCSS (planning time, visiting other schools/districts) Training: Jr. Great Books, Readers' Workshop, Words their Way, CGI, Angela Tran, Fosnot Materials: Jr. Great Books, Fosnot, Number Talk Books, math manipulatives, class sets of small white boards. Online Subscriptions: Sumdog, Brainpop, Raz kids

English Learners

CCSS

Strengths	Needs
<ul style="list-style-type: none"> Bilingual aide support EL students have plenty of collaborative opportunities with native speakers. 	<ul style="list-style-type: none"> Lack of State adopted Common Core aligned materials Limited bilingual aide supports

English Language Development

Strengths	Needs
<ul style="list-style-type: none"> EL Words their Way 	<ul style="list-style-type: none"> No Common Core aligned ELD materials

Fountain Valley School District Common Core State Standards Interim Assessments
English Language Arts

Strengths	Needs
<ul style="list-style-type: none"> Teacher involvement. The Common Core Steering Committee worked to align the Interim Assessments with the new Common Core Additional release time has been provided to teachers to score and analyze test results 	<ul style="list-style-type: none"> Time to reflect and adjust assessments as needed.

Math

Strengths	Needs
<ul style="list-style-type: none"> Teacher involvement. The Common Core Steering Committee worked to align the Interim Assessments with the new Common Core ST Math implementation and incentive programs Additional release time has been provided to teachers to score and analyze test results 	<ul style="list-style-type: none"> Time to reflect and adjust assessments as needed.

Course Access

All Students

Strengths	Needs
<ul style="list-style-type: none"> ELA/Math block consistent across grade levels. ST Math key component of student curriculum access Greater emphasis nonfiction, informational text Differentiated, small group instruction 	<ul style="list-style-type: none"> Grade level consistency in Differentiated Instruction/small group implementation. Cross grade articulation meetings on a regular basis

English Learners

Strengths	Needs
<ul style="list-style-type: none"> Bilingual aide support Collaborative grouping opportunities Students appropriately identified Small group instruction 	<ul style="list-style-type: none"> Limited time with bilingual aide support and recess conflicts

Low Income Students

Strengths	Needs
<ul style="list-style-type: none"> Equal access Small group instruction 	<ul style="list-style-type: none"> More support and intervention opportunities need to be available for our low income students. Counseling and emotional support

Students with Disabilities

Strengths	Needs
<ul style="list-style-type: none"> Students appropriately placed per IEP; including inclusion when appropriate and feasible IEP goals are attainable for each student Small group instruction 	<ul style="list-style-type: none"> Conflict of RSP pull-out schedule to maximize student learning

Pupil Outcomes**(Refer to the School and Student Performance Data section for multi-year scores.)***Adequate Yearly Progress**All Students*

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> ELA: 80.6-77.6 @ or above grade level Math: 74.8-79.4 @ or above grade level Met API criteria 	<ul style="list-style-type: none"> Higher percentage needed to reach 89.2 in ELA Did not meet AYP criteria

White

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> ELA: 83-80-79.4 @ or above grade level Math: 76.5-79.1 @ or above grade level Met API Criteria 	<ul style="list-style-type: none"> Higher percentage needed to reach 89.2 in ELA Did not meet AYP criteria

Asian

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> ELA: 81.2-76.7 @ or above grade level Math: 82.6-87.7 @ or above grade level Met API criteria 	<ul style="list-style-type: none"> Higher percentage needed to reach 89.2 in ELA Did not meet AYP criteria

Hispanic

Strengths	Needs
Due to lack of state testing, data remains unchanged, not a numerically significant subgroup <ul style="list-style-type: none"> ELA: 70.4-73.7 @ or above grade level Math: 61.1-73.7 @ or above grade level 	

English Learners

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged, not a numerically significant subgroup</p> <ul style="list-style-type: none"> • ELA: 72.1-66.0 @ or above grade level • Math: 72.1-82.0-79.4 @ or above grade level 	

Socioeconomically Disadvantaged

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged, not a numerically significant subgroup</p> <ul style="list-style-type: none"> • ELA: 65.8-60.0 @ or above grade level • Math: 63.2-66.7 @ or above grade level 	

Students with Disabilities

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged, not a numerically significant subgroup</p> <ul style="list-style-type: none"> • ELA: 42.0-47.9 @ or above grade level • Math: 34.0-39.6 @ or above grade level 	

Academic Performance Index All Students

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged</p> <ul style="list-style-type: none"> • Increased by 5 to 899 • Met target 	<ul style="list-style-type: none"> • Consistency; grade level and classroom

White

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged</p> <ul style="list-style-type: none"> • Met target with 900 	<ul style="list-style-type: none"> • Decrease of 4

Asian

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged</p> <ul style="list-style-type: none"> • Asian API is higher than the school average at 938 	<ul style="list-style-type: none"> • Asian API declined by 10 points from 2012 to 2013.

Hispanic

Strengths	Needs
<p>Due to lack of state testing, data remains unchanged</p> <ul style="list-style-type: none"> • Met target with 916 	<ul style="list-style-type: none"> • Decrease of 3

English Learner

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> Increase of 71 points 	<ul style="list-style-type: none"> Not a significant subgroup

Socioeconomically Disadvantaged

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> Increase of 14 points Met target 	<ul style="list-style-type: none"> Not a significant subgroup

Students with Disabilities

Strengths	Needs
Due to lack of state testing, data remains unchanged <ul style="list-style-type: none"> Increase of 25 points 	

California English Language Development Test
AMAO 1

Strengths	Needs
<ul style="list-style-type: none"> 79.2% met AMAO1 target in 2013 	

AMAO 2

Strengths	Needs
<ul style="list-style-type: none"> 63.0% met AMAO2 target in 2013 	

Reclassified Rates

Strengths	Needs
<ul style="list-style-type: none"> 8% R-FEP students 	<ul style="list-style-type: none"> Inconsistent rates: 13%-22%-10%

California Physical Fitness Test

Strengths	Needs
<ul style="list-style-type: none"> Aerobic Capacity: 76.9% met standard Body Composition: 75.0% met standard Abdominal Strength: 90.4%met standard Trunk Extension: 100% met standard Upper Body Strength: 93.3% met standard Flexibility: 76.0% met standard Wellness Wednesdays Noon Leagues 	<ul style="list-style-type: none"> Goal of 100% meeting 4 of 6 standards Adhering to P.E. required minutes

Writing Benchmarks

Strengths	Needs
<ul style="list-style-type: none">• Consistent genres at each grade level.• Flexibility in choosing genre.• Writing data used for reclassification and student progress• Ownership/buy-in	<ul style="list-style-type: none">• Writing Benchmark closely aligned to new SBAC... citing text evidence.• Training of writing genres for those new to a grade level

Other Student Outcomes

Dibels Next

Strengths	Needs
<ul style="list-style-type: none">• DIBELS across all grade levels• DIBELS Next used to identify students who may need support/intervention• School wide leveled reader scores with Fountas and Pinnell	<ul style="list-style-type: none">• Time to assess all students in the beginning of the year as well as throughout the year

Engagement

Parent Involvement

Strengths	Needs
<ul style="list-style-type: none">• School Site Council• PTO• ELAC	<ul style="list-style-type: none">• Diversity• Better communication• Use of technology

Student Engagement

Attendance

Strengths	Needs
<ul style="list-style-type: none">• Steadily increasing from 96.65%-97.09% (district average: 97.16%)• Monthly attendance letters	<ul style="list-style-type: none">• Accountability of parents with absences and tardies

Chronic Absenteeism

Strengths	Needs
<ul style="list-style-type: none">• Below district average• Monthly attendance letters• SARB	<ul style="list-style-type: none">• Increase from 4.19%-6.33%• Accountability of parents with absences and tardies

School Climate

Suspensions

Strengths	Needs
<ul style="list-style-type: none">1 suspension in the 2013-2014 school yearProgressive discipline; strong classroom management	

Expulsions

Strengths	Needs
<ul style="list-style-type: none">No expulsions reported in the last 3 years.	

Survey (California Healthy Kids Survey Results and school surveys)

Strengths	Needs
<ul style="list-style-type: none">High percentages of students with no drug/alcohol/tobacco useHigh percentage of students that feel safe and connected at school	<ul style="list-style-type: none">Provide a site specific surveyContinued education for students

Description of Barriers and Related School Goals

Description of possible barriers related to goal: Implementation of CCSS

- Lack of time for collaboration within grade levels as well as articulation across grade levels
- Lack of time for data analysis
- Lack of time for professional growth (ELA, Math, technology)
- Lack of time for on-going Professional Development for CCSS

Description of possible barriers related to goal: Student Achievement

- Lack of manipulatives and/or kits to supplement math instruction
- Lack of professional development on CCSS strategies strategies (CGI, Fosnot, Leveled Readers, Jr. Great Books)
- Motivation needed for students who struggle and reach plateaus in Jiji math
- More intervention classes needed for after school support for our at-risk students

Description of possible barriers related to goal: Parent Involvement

- Parents are reluctant to join PTA or serve in volunteer positions (usually in K-2). Parents of older students tend to join the PTA board in 3-5th grade, rather than K-2
- Language barrier with our EL parents
- Lack of involvement opportunity convenient to parent schedules.

Description of possible barriers related to goal: Student Engagement and School Climate

- Staff members need to be more consistent with PBIS rewards and program components
- More after school programs, both academic and enrichment, needed to allow more access for students to become more "connected" to school. More paid programs: computer driven, foreign language, enrichment, etc.
- Support from parents to not take vacations during school time and to allow students to remain at home when not sick.
- Continue with monthly attendance letters.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	345	384		200	225		2	4		69	73	
Growth API	893	899		904	900					920	916	
Base API	890	894		897	904					914	919	
Target	A	A		A	A					A	A	
Growth	3	5		7	-4					6	-3	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	54	57		43	50		76	74		50	48	
Growth API	825	900		847	879		812	827		669	698	
Base API	855	829		859	850		825	814		612	673	
Target							A	A				
Growth							-13	13				
Met Target							Yes	Yes				

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	278	298		166	180		--			56	56	
Percent At or Above Proficient	80.6	77.6		83.0	80.0		--	--		81.2	76.7	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		Yes	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	38	42		31	33		50	44		21	23	
Percent At or Above Proficient	70.4	73.7		72.1	66.0		65.8	59.5		42.0	47.9	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
Met AYP Criteria	No	--		--	--		No	No		--	--	

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	258	305		153	178		--			57	64	
Percent At or Above Proficient	74.8	79.4		76.5	79.1		--	--		82.6	87.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	33	42		31	41		48	49		17	19	
Percent At or Above Proficient	61.1	73.7		72.1	82.0		63.2	66.2		34.0	39.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
Met AYP Criteria	No	--		--	--		No	Yes		--	--	

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	3	27	6	55			1	9	1	9	11
2	6	46	7	54							13
3	2	25	2	25	2	25	1	13	1	13	8
4	3	43	2	29			1	14	1	14	7
5	3	33	4	44	2	22					9
Total	17	35	21	44	4	8	3	6	3	6	48

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			3	33	2	22			4	44	9
1	3	27	6	55			1	9	1	9	11
2	6	46	7	54							13
3	2	22	2	22	2	22	1	11	2	22	9
4	3	43	2	29			1	14	1	14	7
5	3	30	4	40	3	30					10
Total	17	29	24	41	7	12	3	5	8	14	59

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	39	47	48
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	39	47	48
Number Met	28	42	38
Percent Met	71.8%	89.4%	79.2%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	46	4	51	6	46	10
Number Met	22	--	31	--	29	--
Percent Met	47.8%	--	60.8%	--	63.0%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	Yes	*	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	623	635	666
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	623	635	666
Number Met	493	504	550
Percent Met	79.1	79.4	82.6
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	597	150	626	162	643	149
Number Met	312	112	326	120	359	119
Percent Met	52.3	74.7	52.1	74.1	55.8	79.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	Yes	No	No

Conclusions based on this data:

*See conclusions in Analysis of Current Instructional Program Pupil Outcomes section.

Planned Improvements in Student Performance

School Goal #1

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Implementation of Common Core Standards
LEA Local Control and Accountability (LCAP) Goal:
Goal 2: All students will have access to textbooks and instructional materials aligned to the Common Core State Standards (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS). Goal 4: To support effective implementation of the CCSS, provide professional development that includes specialized training, team planning within and across grade levels, and classroom visitations within and among schools. Goal 6: Provide the necessary technology hardware and infrastructure for the implementation of the CCSS and Smarter Balanced assessments, including personnel to provide technical support.
SCHOOL GOAL #1:
To support implementation of the Common Core State Standards, Gisler Elementary will incorporate professional development, technology integration, and when available new Common Core State Standards aligned instructional materials.
Data Used to Form this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments Technology: technology survey, device student ratio, Chromebook cart schedules
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Lack of time for collaboration within grade levels as well as articulation across grade levels• Lack of time for data analysis• Lack of time for professional growth (ELA, Math, technology)• Lack of time for on-going Professional Development for CCSS
How the School will Evaluate the Progress of this Goal:
Instructional Materials: textbook adoption process and committee membership Professional Development: CCSS Steering Committee, calendar, interim assessments Technology: technology survey, device student ratio, Chromebook cart schedules

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in District provided Common Core State Standards Professional Development	09/2013-06/2016	teachers, site administrators	substitutes and stipends	1000-1999: Certificated Personnel Salaries	Common Core	5,336
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	09/2013-06/2016	teachers, site administrators	substitutes and stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,746
Site based professional development	09/2013-06/2016	teachers, site administrator	No expenses associated with this action			
Increase student device ratio	09/2013-06/2016	teachers, site administrators, district administrators	computers, mice, headphones	4000-4999: Books And Supplies	Common Core	37,993
Pilot Common Core State Standards Math materials	09/2013-06/2015	pilot teachers	substitutes and stipends	1000-1999: Certificated Personnel Salaries	Common Core	2,757
Purchase Common Core State Standards Math materials	Spring, 2015	district administrator	instructional materials	4000-4999: Books And Supplies	Common Core	42,028
Implement and participate in Common Core State Standards Math materials professional development	09/2015-06/2016	teachers, site administrators, district administrators	substitutes and stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,336
Pilot Common Core State Standards ELA materials	09/2015-06/2016	pilot teachers	substitutes and stipends	1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757
Purchase Common Core State Standards ELA materials	Spring, 2016	district administrator	instructional materials	4000-4999: Books And Supplies	LCFF - Base	42,028
Refresh existing staff devices and classroom technology	09/2013-06/2016	site administrator, district administrators	office staff computers	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,066
Technology professional development	09/2013-06/2016	district administrators	substitutes, stipends, presenter fees	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000
Provide CCSS training for paraprofessionals	09/2014-06/2015	District Administrators	Stipends	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800

Planned Improvements in Student Performance

School Goal #2

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Achievement
LEA Local Control and Accountability (LCAP) Goal:
Goal 9: Students will demonstrate achievement in English language arts and math equal to or greater than the State average. Goal 10: Reduce the Achievement Gap in English language arts and math that exists among student groups equal to or greater than the State average.
SCHOOL GOAL #2:
All students, including significant subgroups, will demonstrate achievement equal to or greater than the State average in English language arts and math thereby addressing the achievement gap.
Data Used to Form this Goal:
DIBELS Next, Writing Benchmarks, Leveled Readers, CELDT, AMAO 1 and 2, AYP, API, SBAC
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> Lack of manipulatives and/or kits to supplement math instruction Lack of professional development on CCSS strategies (CGI, Fosnot, Leveled Readers, Jr. Great Books) Motivation needed for students who struggle and reach plateaus in ST Math More intervention classes needed for after school support for our at-risk students
How the School will Evaluate the Progress of this Goal:
SBAC, DIBELS Next, Writing Benchmarks, Leveled Readers, CELDT, AMAO 1 and 2, AYP, API

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual tutor support for Beginning and Early Intermediate English Learners to facilitate content mastery	09/2013-06/2016	teachers, support staff, site administrator, district administrator	classified salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	8,532
Participate in District provided Common Core State Standards Professional Development	9/2013-6/2016	teachers, site and district administrators	Expenses outlined in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site based professional development	9/2013-6/2016	teachers, site administrators	No additional expense associated with this action			0
Participate in classroom and/or site visits of District signature practices that support Common Core State Standards	9/2013-6/2016	teachers, site administrators	Expenses outlined in Goal 1			
Analyze and disaggregate student achievement data in English language development, English/language arts, and mathematics in order to provide timely intervention and close the achievement gap	9/2013-6/2016	teachers, site administrator	annual renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Supplemental	2,321
Collaboration in grade levels on strategies to increase differentiated classroom instruction to further support student learning in small groups	2/2013-6/2016	teachers, site administrator	Expenses outlined in Goal 1 - District signature practices			
Purchase supplemental informational text instructional materials to support CCSS implementation	9/2013-6/2016	teachers, site administrator	materials	4000-4999: Books And Supplies	LCFF - Supplemental	4,306
Participate in school library program	9/2013-6/2016	library media technician	Personnel	2000-2999: Classified Personnel Salaries	LCFF - Base LCFF - Supplemental	11,175
Utilize ST Math to support English learners, low income youth, and other high needs student populations	9/2013-6/2016	teachers	renewal fees	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500
PLC release time to score and analyze District assessments through music release time.	09/2014-06/2017	teachers, site administrators	certificated salaries	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,200
Assess students in a format similar to SBAC	09/2014-06/2017	teachers, site administrators	materials	4000-4999: Books And Supplies	LCFF - Base	1,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Parental Involvement
LEA Local Control and Accountability (LCAP) Goal:
Goal 11: Increase parent engagement and involvement of historically underserved and other high needs student populations.
SCHOOL GOAL #3:
Increase parent involvement to include a broader representation of parents on school decision-making groups, reflective of all student demographics.
Data Used to Form this Goal:
School Site Council documentation, English Learner Advisory documentation, District English Learner Advisory documentation, school level parent education documentation
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> Parents are reluctant to join PTO or serve in volunteer positions (usually in K-2nd). Parents of older students tend to join the PTA board in 3rd-5th grades, rather than K-2nd. Language barrier with our English Learner parents. Lack of involvement opportunity convenient to parent schedules.
How the School will Evaluate the Progress of this Goal:
School Site Council documentation; English Learner Advisory documentation; District English Learner Advisory documentation; Number of parent education opportunities; meeting sign ins, agendas, and resources; expenditures for interpretation, translation, and childcare; responses to parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alternate PTO meetings in between evening and daytime.	9/2013-06/2016	PTO executive board, I teachers, members, site principal	No expense associated with this action			
Publicize meetings via newsletters, flyers, and phone system.	9/2013-06/2016	PTO executive board, site principal	Duplication expenses	5000-5999: Services And Other Operating Expenditures	PTO	200
Expand parent education nights and include childcare	3/2014-6/2016	teachers, PTO, site principal	No additional expenses associated with this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide a bilingual Community Liaison to support parent outreach	9/2013 - 6/2016	district staff	personnel	2000-2999: Classified Personnel Salaries	LCFF-EL	4,100
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	9/2013 - 6/2016	district staff, site administrator	Personnel and annual service agreements	2000-2999: Classified Personnel Salaries	LCFF - Base	10,120
Provide written parent communication in English and Vietnamese	09/2014-06/2017	District and site translator	Expense captured in Goal 2 and earlier in a Goal 3 action			

Planned Improvements in Student Performance

School Goal #4

The School Site Council analyzed the eight State priority areas and adopted the following school goals, related actions and expenditures to support pupil outcomes.

CATEGORY/PRIORITY AREA(S): Student Engagement & School Climate
LEA Local Control and Accountability (LCAP) Goal:
Goal 12: Reduce chronic absenteeism. Goal 14: Expand behavioral interventions to further reduce student suspension and expulsion rates. Goal 15: Increase meaningful student participation.
SCHOOL GOAL #4:
Create a learning and school climate that improves students' attendance, connection, and overall involvement in all aspects of their education.
Data Used to Form this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results, PBIS
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> • Staff members need to be more consistent with PBIS rewards and program components. • More after school programs, both academic and enrichment, needed to allow more access for students to become more "connected" to school. • Support needed from parents to not take vacations during school time and to not allow students to remain at home when not sick.
How the School will Evaluate the Progress of this Goal:
Daily attendance rates, chronic absenteeism information, suspensions, California Healthy Kids Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly attendance reports run and letters sent to parents	9/2013-6/2016	SAA, teachers, site principal	No additional expense associated with the action			
Increase membership on Student Council	9/2013-6/2016	teachers, students, site principal	No additional expense associated with the action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to utilize strategies from PBIS and honor students for their positive behavior	9/2013-6/2016	teachers, staff, site principal	No additional expense associated with the action			
Investigate before and after school clubs for academics and enrichment activities	9/2013-6/2016	teachers, PTO, staff, site administrator	No additional expense associated with the action			
Continue with Noon League Sports at lunch	9/2013-6/2016	students, site administrator	No additional expense associated with the action			
Educate parents regarding legalities related to absenteeism	9/2013-6/2016	teachers, site administrators	No additional expense associated with the action			
Provide health services to support attendance for high needs student populations	9/2013-6/2016	school staff, site administrator, district staff	personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,200
Analyze suspension information to identify patterns in misconduct and/or student demographics	9/2014-6/2016	site administrator, district staff	No additional expense associated with the action			
Use school/parent/community committees to solicit input to reduce chronic absenteeism, suspensions and increase student participation	09/2014-09/2017	teachers, site administrators, parents	No additional expense associated with the action			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	PTO	200.00
1000-1999: Certificated Personnel Salaries	Common Core	8,093.00
4000-4999: Books And Supplies	Common Core	80,021.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	6,336.00
2000-2999: Classified Personnel Salaries	LCFF - Base	21,295.00
4000-4999: Books And Supplies	LCFF - Base	43,028.00
5000-5999: Services And Other Operating	LCFF - Base	5,387.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,146.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	800.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,306.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,500.00
2000-2999: Classified Personnel Salaries	LCFF-EL	12,632.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	2,757.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
PTO	200.00
Common Core	88,114.00
LCFF - Base	76,046.00
LCFF - Supplemental	27,752.00
LCFF-EL	12,632.00
Lottery: Instructional Materials	2,757.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	37,332.00
2000-2999: Classified Personnel Salaries	34,727.00
4000-4999: Books And Supplies	127,355.00
5000-5999: Services And Other Operating Expenditures	8,087.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	147,847.00
Goal 2	41,034.00
Goal 3	14,420.00
Goal 4	4,200.00

Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

THE STUDENT PLEDGE:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

Student's Signature_____Date_____

Parents Pledge:

THE PARENT PLEDGE:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will spend at least 15 minutes per day reading with my child.
- I will attend Back to School Night, Parent Conferences, and Open House
- I will support the school/district policies on homework, discipline and attendance.

Parent's Signature_____Date_____

Staff Pledge:

THE TEACHER PLEDGE:

I understand the importance of the school experience to every child and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will strive to be aware of the individual needs of your child.
- I will regularly communicate with you regarding your child's progress.
- I will provide a safe and positive learning environment for your child.

Teacher's Signature_____Date_____

Everyone Will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities.

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Erin Bains	X				
Suzie Davis			X		
Lynn Blankenship		X			
Ty McCormick				X	
Leslie Crossett				X	
Jim Kilroy				X	
Dominique Martin				X	
Numbers of members of each category:	1	3	1	3	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on February 19, 2015.

Attested:

Erin Bains

Typed Name of School Principal

Signature of School Principal

Date

Leslie Crossett - Chairperson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date