The Single Plan for Student Achievement

School: Golden Hill Elementary School

CDS Code: 30-66506-6028054

District: Fullerton School District

Principal: JaimeAnn Hopton

Revision Date: November 2, 2017

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

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

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Position: Principal

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The District Governing Board approved this revision of the SPSA on December 5, 2017.

Table of Contents

School Vision and Mission

Golden Hill Elementary School's Vision and Mission Statements
School Vision:
 Golden Hill Gators "Dream Big!" More than anything we want our students to:

 D - Delight in learning through expert instruction in Common Core State Standards, the consistent utilization of best practices, and high student achievement.
 R - Respect each other, staff, and other adults and be held accountable through the consistent implementation of positive behavior strategies.
 E - Engage in 21st century learning every day (communicating, collaborating, being creative, thinking critically), including the use of technology.
 A - Applaud artistic accomplishments through the fine arts, including music, theater, visual arts, and dance.
 M - Maximize their learning by working together with peers, staff, parents, and the community.

 School Mission:
At Golden Hill Elementary School, we nurture creativity and innovation through an arts-infused education. Our school is a safe and supportive environment where every child is a masterpiece.

School Profile

Golden Hill Elementary School is located in the northwest area of the City of Fullerton in the County of Orange. The enrollment for the 2017-2018 school year is 707. Golden Hill Elementary School serves students in kindergarten through sixth grades. The population is diverse, with 32% of our students designated as White, 46% Hispanic, 11% Asian, and 11% other ethnicities. In addition, there are four significant student subgroups at the school: Hispanic, White, Socioeconomically Disadvantaged (SED), and English Learners (EL).

 The school houses 28 classrooms, including 22 general education and three special day classes for students with Autism. In addition to the Principal and part-time Assistant Principal, support personnel include a Response to Intervention (RtI) Coach, Resource Specialist, two Speech and Language Pathologists, 14 Instructional Assistants, an Instructional Assistant for Techonlogy, a Nurse, a Health Clerk, School Psychologist, two Custodians, an Office Manager and Clerk, and a Behavior Supervisor specializing in Autism.

 The teachers and staff provide instruction that addresses the Common Core State Standards (CCSS) with rigor and relevance. For the 2017-2018 school year, the school-wide areas of focus are CCSS Implementation, Meeting the Needs of All Students (RtI), Visible Innovation Plan & Technology, the Arts, and Safety/Campus Improvement.

 Golden Hill School offers a variety of programs to enhance the core curriculum. A Gifted and Talented Education (GATE) program is offered in third through sixth grades and three Project Success special education classes are offered for students with Autism. All grades provide focused ELD instruction, as well as enrichment and remedial instruction depending on student needs. Student Council, musical theater, and band classes offer leadership and enrichment opportunities for students. Students in each classroom receive a series of lessons each year in visual arts, music, drama, and dance provided through the Fullerton School District's All the Arts for All the Kids program. The entire school engages the community of a school-wide celebration during National Arts in Education Week. Students in several grade levels participate in musical theater productions, including a large-scale fifth and sixth grade production each spring. In addition, a variety of extracurricular classes and enrichment opportunities are available to students outside of the school day.

 Golden Hill has several active parent groups, including Team Golden Hill which includes the Parent Teacher Association (PTA) and Golden Hill Education Foundation (GHEF), School Site Council (SSC), English Learner Advisory Committee (ELAC), and GATE Parent Advisory Group. Our parent committees meet regularly to discuss school safety, policies, budget, student achievement results, and relevant programs for our students. In addition, parent volunteers regularly assist teachers in the classroom. Volunteers also donate their time and energy to help organize and run numerous school-wide and community events that are held each year. These include a Harvest Festival, Variety Show, "Fun Run" (Jog-A-Thon), Pancake Breakfast, Family Movie Night, ArtsFest, and several others.

Comprehensive Needs Assessment Components

<u>Data Analysis</u>

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

<u>Surveys</u>

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).

Golden Hill Elementary School staff closely review and analyze a variety of assessment results to identify areas of strength and best practices, as well as clarify areas in which to target improvement efforts. Academic success of all students is monitored closely, with each PLC Team working closely to support mastery of essential concepts, known as Guaranteed and Viable Standards. Grade level teams work closely and results are articulated at school wide meetings, where staff collaborate to ensure students success.

An analysis of PBIS data is shared with all staff members to support a positive school environment for all members of our school community. Expectations are made clear and adjustments in programs and practices are made to maximize a positive school climate and culture.

A series of surveys and needs assessments are administered throughout the year to inform us of progress and to assess the effectiveness of our programs. Parent Surveys administered at the beginning of the school year indicated a high degree of satisfaction with our school programs, safety, and systems. Areas of growth include relationships and academic rigor. Surveys of students are also used by teachers and administration. Our School Site Council and PTA will also utilize survey results to determine needs assessments and areas of focus for the coming year.

<u>Classroom Observations</u>

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

Classroom observations are conducted frequently in all classrooms and school settings on the Golden Hill Campus. The principal and the assistant principal make it a point to visit each classroom for an informal observation biweekly, and often, more frequently. The data and observations are recorded via a Google Form and emailed directly to the administrative team and teacher immediately following the walk-through.Teachers receive the email and may respond directly back to administrators with comments, questions, or clarifications. These informal observations have proven to be a positive way to monitor current practices in our classrooms and to give teachers timely feedback.

During the 2015-2016 and 2017-2018 school year, all classrooms were visited at least two times per month. The data showed high levels of student engagement in CCSS, and creativity, collaboration, and critical thinking skills.

<p style="text-align: center;">**Analysis of Current Instructional Program**</p>

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Meeting performance goals

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Meeting performance goals

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   Exceeding performance goals

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Meeting performance goals

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Meeting performance goals

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   Meeting performance goals

7. Teacher collaboration by grade level and/or department (EPC)

   Meeting performance goals

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   Meeting performance goals

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Meeting performance goals

10. Lesson pacing schedule and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    Meeting performance goals

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    Meeting performance goals

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    Meeting performance goals

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    Meeting performance goals

14. Research-based educational practices to raise student achievement

    Meeting performance goals

Parent Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

    Meeting performance goals

16. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of ConApp programs (5 CCR 3932)

    Meeting performance goals

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Meeting performance goals

18. Fiscal support (EPC)

    Meeting performance goals

District Benchmark Testing (K-1)

19. Describe how your school site supports Kindergarten through First grade teachers for District Benchmark Testing:
If requested, teachers will be provided in-class proctoring and support.

Transition from Preschool to Kindergarten (Title I Schools K-6)

20. Current strategies for assisting preschool children in the transition from early childhood programs to Kindergarten:
N/A

Description of Barriers and Related School Goals

Barrier Goal 1: Site achievement data indicates the need to strengthen Tier I classroom instruction in all grade levels. Professional development on quality Tier I instruction will focus on identifying grade level standards and implementing effective instructional strategies including: tapping into prior knowledge, student engagement, re-teaching, and assessing.

Barrier Goal 2: Embedding Tier II Intervention time within the school day is a struggle given the many programs at our site. Our staff will work within grade levels/departments through PLCs, to develop and implement Tier II in the classroom setting.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	104	107	108	99	106	108	99	106	97.3	95.2	99.1
Grade 4	112	113	110	112	112	108	112	112	108	100.0	99.1	98.2
Grade 5	125	114	112	121	114	111	121	114	111	96.8	100	99.1
Grade 6	96	120	116	95	116	116	95	116	116	99.0	96.7	100
All Grades	444	451	445	436	441	441	436	441	441	98.2	97.8	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2415.7	2433.5	2437.8	24	30	27.36	23	23	26.42	25	23	19.81	28	23	26.42
Grade 4	2491.4	2479.7	2473.1	37	28	23.15	25	29	31.48	21	21	20.37	18	22	25.00
Grade 5	2549.0	2548.2	2530.9	40	31	33.33	31	50	31.53	17	11	20.72	12	8	14.41
Grade 6	2548.0	2580.2	2559.3	19	34	21.55	51	37	44.83	18	21	21.55	13	8	12.07
All Grades	N/A	N/A	N/A	31	31	26.30	32	35	33.79	20	19	20.63	18	15	19.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	26	23.58	51	46	47.17	32	27	29.25
Grade 4	33	25	23.15	46	49	57.41	21	26	19.44
Grade 5	41	32	37.84	46	56	43.24	12	11	18.92
Grade 6	26	37	26.72	55	51	62.07	19	12	11.21
All Grades	30	30	27.89	49	51	52.61	21	19	19.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	28	36.79	46	54	43.40	30	18	19.81
Grade 4	35	28	29.63	49	58	50.00	16	14	20.37
Grade 5	42	42	43.24	43	48	45.05	15	10	11.71
Grade 6	27	44	34.48	55	46	48.28	18	10	17.24
All Grades	33	36	36.05	48	51	46.71	19	13	17.23

Listing Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	15	20	25.47	68	67	56.60	18	13	17.92
Grade 4	23	28	22.22	61	59	58.33	16	13	19.44
Grade 5	31	29	23.42	61	67	63.96	8	4	12.61
Grade 6	20	33	25.86	75	62	68.97	5	5	5.17
All Grades	22	28	24.26	66	63	62.13	12	9	13.61

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	26	20	21.70	47	57	54.72	27	23	23.58
Grade 4	34	24	21.30	50	57	56.48	16	19	22.22
Grade 5	42	49	36.04	47	46	47.75	11	5	16.22
Grade 6	28	41	36.21	62	53	52.59	9	7	11.21
All Grades	33	34	29.02	51	53	52.83	16	13	18.14

Conclusions based on this data:

1. Students performed best in Listening, with 86.39% of students in grades 3rd through 6th grade nearly meeting, meeting or exceeding standards. In Research/Inquiry, 81.85% of students in grades 3rd through 6th nearly met, met, or exceeded standards. However, additional support is required to ensure that all students are successful.

2. In the area of Reading, 80.85% of 3rd through 6th grade students nearly met, met, or exceeded standards, which is a decrease of 5.5% from the previous year. Students that did not meet the standard in Reading included 29.25% of 3rd grade, 19% of 4th grade, and 19% of 5th grade. It is essential that we continue to support students who have not yet demonstrated success. With 19.5% of students not meeting standards, we will work to ensure that we are able to meet the needs of these students through support for teachers, curriculum resources, collaboration and planning time, and extra support for struggling learners through the Response to Intervention process.

3. In the area of Writing, 82.76% of 3rd through 6th grade students met, nearly met, or exceeded grade levels standards. Writing is an area of school-wide focus, with writing strategies taught and supported across all content areas through the use of Lucy Caulkins Writer's Workshop. Our school-wide literacy goal supports narrative, expository, and argument and opinion writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	104	107	108	99	106	108	99	106	97.3	95.2	99.1
Grade 4	112	113	110	112	113	107	111	113	107	100.0	100	97.3
Grade 5	125	114	112	121	114	111	119	114	111	96.8	100	99.1
Grade 6	96	120	116	95	116	116	95	116	116	99.0	96.7	100
All Grades	444	451	445	436	442	440	433	442	440	98.2	98	98.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2432.6	2435.9	2449.9	14	17	28.30	42	32	28.30	21	34	21.70	23	16	21.70
Grade 4	2482.8	2497.9	2479.2	14	25	16.82	40	36	30.84	30	24	34.58	14	15	17.76
Grade 5	2549.1	2537.0	2518.2	39	34	27.03	24	20	18.02	21	32	33.33	15	14	21.62
Grade 6	2562.5	2572.0	2558.9	27	37	33.62	33	26	21.55	24	21	25.00	16	16	19.83
All Grades	N/A	N/A	N/A	24	29	26.59	34	29	24.55	24	27	28.64	17	15	20.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	36	41.51	36	38	30.19	31	25	28.30
Grade 4	26	37	28.97	50	38	37.38	24	25	33.64
Grade 5	47	44	28.83	35	33	40.54	17	23	30.63
Grade 6	38	45	40.52	40	31	31.03	22	24	28.45
All Grades	36	41	35.00	40	35	34.77	23	24	30.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	23	36.79	50	53	42.45	25	24	20.75
Grade 4	22	34	21.50	57	48	52.34	22	19	26.17
Grade 5	35	35	28.83	44	41	42.34	21	24	28.83
Grade 6	28	32	32.76	53	50	40.52	19	18	26.72
All Grades	28	31	30.00	51	48	44.32	22	21	25.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	20	33.96	54	62	42.45	19	18	23.58
Grade 4	25	41	26.17	54	39	46.73	21	20	27.10
Grade 5	30	32	23.42	50	50	52.25	19	18	24.32
Grade 6	37	41	32.76	44	41	49.14	19	17	18.10
All Grades	30	34	29.09	51	48	47.73	20	18	23.18

Conclusions based on this data:

1. Based upon this data, students across the grade levels performed best in the area of Communicating Reasoning, with 76.82% of students demonstrating that they have met, nearly met, or exceeded established standards.

2. Problem Solving, Modeling, and Data Analysis was also a fairly strong area, with 76.82% of students from 3rd through 6th meeting, nearly meeting, or exceeding standards.

3. Math Concepts and Procedures were the most difficult areas for the students at Golden Hill. Grade scores show only 69.77% of students demonstrating that they meet, nearly meet, or exceed standards (a decline from the previous year). Students need additional support in mastery of prerequisite skills in these areas and teachers need additional training and support in meeting the needs of struggling students, with 29% of 3rd, 34% of 4th, and 30% of 5th below standard.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***	***		***								
1	8	6	31	25	38	46	50	38	15	8	6		8	13	8
2	27	27	19	53	36	44	13	27	25	7	9	13			
3	40	41	9	25	35	18	25	18	64	10		9		6	
4	33	57	55	33	30	18	17	13	9	17		9			9
5	64	60	46	18	20	38	18	20	15						
6	17	29		67	29	75	17	43	25						
Total	32	36	29	35	35	37	25	23	25	7	2	6	1	4	3

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				33	31		40	50		20	6		7	13	
1	8	6		25	38		50	38		8	6		8	13	
2	25	27		56	36		13	27		6	9				
3	38	35		24	35		24	15		14	10			5	
4	29	54		29	33		29	13		14					
5	58	50		17	33		17	17					8		
6	14	40		71	20		14	30			10				
Total	26	30		34	33		27	26		10	6		3	5	

Planned Improvements in Student Performance

School Goal #1

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP Goal 1:
All students will attain proficiency in the core content areas.
SCHOOL GOAL #1:
The percentage of students in grades 3-6 scoring in levels 1 and 2 ("not meeting State Standards") on the 2017-18 Smarter Balanced Assessment/CAASPP will decrease by a minimum of 20% from the 2016-17 ELA and Mathematics results. All staff at Golden Hill will strive to ensure the success of all learners.
Data Used to Form this Goal:
Based upon 2016-17 CAASPP assessment data, 60% met or exceeded the standard in ELA, and 51% met or exceeded the standard in Mathematics. This is a 6% decrease in ELA results from the 2015-16 assessment, and a 7% decrease in Math from the 2015-16 assessment.
Findings from the Analysis of this Data:
At a minimum, 68.1% of students will meet/exceed standards in ELA, and 60.8% will meet/exceed standards in Mathematics.
How the School will Evaluate the Progress of this Goal:
The 2017 SBA/CAASPP Results will be utilized to evaluate year end progress. In addition, a variety of data will be utilized to determine progress towards meeting goals, both by whole school and by significant subgroups. Teachers at Golden Hill will evaluate progress throughout the year by evaluating FSD District Benchmarks (iReady), Teacher Created Common Formative Assessments, Student Classroom Work and Projects, State Adopted Textbook Assessments, and Teacher Observation. Common Formative Assessments will be the preliminary measurement tool and will be analyzed by PLC Teams to progress monitor effectiveness of instruction and determine next steps.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Personnel: • A 50% PE teacher will provide instruction for students in grades 1-6 for 100 minutes	August 2017-June 2018	JaimeAnn Hopton Hugo Rios PE Teacher General Education Teachers	PE teacher & Instructional Assistants - Recreation	1000-1999: Certificated Personnel Salaries	LCFF - Base	25,320

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
weekly, so that grade levels can participate in the Professional Learning Communities (PLC) model (PLC is a 6-step cycle intended to design, implement, assess, and analyze student data from benchmarks and assessments). • Two recreation aides will be hired to support the PE teacher, and allow grade levels to meet in their PLC's • Substitute teachers will be paid to allow teachers to participate in trainings and professional development in the areas of Language Arts, Math, English Language Development, and research-based best practices for instruction. • Additional hours for teachers to design, implement, assess, and analyze student data from benchmarks and common formative assessments outside of the school day/year • Interpretation and translation for parent communication during meetings and parent conferences		Special Education Teachers	PE teacher & Instructional Assistants - Recreation	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25320
			Substitute Teachers Professional Development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,760
			Additional teacher hours	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,200
			Translator Services	2000-2999: Classified Personnel Salaries	LCFF - Base	670

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curriculum and Student Support Strategies: • Implementation of CCSS will be supported by the reproduction of CCSS-aligned instructional materials through the district print shop and copy machines on campus • Supplemental curriculum materials to support enrichment, instruction, and intervention in ELA and Math will be purchased and distributed based on grade level and need (Scope, StoryWorks, RazKids, Scholastic News, TenMarks, SIPPS, Read Naturally - Signs for Sounds, BrainPop). • Materials to support Writer's Workshop and math instruction (writer's folders, marking pens, dividers, math manipulatives) • Instructional materials to support RSP, SDC, and RTI programs (leveled readers, reading programs, realia, social programs) • K-1 Benchmark testing support	August 2017-June 2018	JaimeAnn Hopton Hugo Rios Office Manager Teaching Staff	Reproduction Charges	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000
			Reproduction Charges	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,000
			Supplemental CCSS Materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	6,195
			Materials to support RSP, SDC, and RTI students and programs	4000-4999: Books And Supplies	LCFF - Supplemental	3,360
			Materials to support existing programs and instruction	4000-4999: Books And Supplies	LCFF - Base	8,180
			Substitutes to support K-1 Benchmarks	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,840

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development/Trainings • Teachers will engage in Writing Workshop, CGI Math, CCSS implementation, The Big Five Phonemic Awareness, ELD, etc. training to better serve their students in regard to assessment, planning, & addressing guaranteed & viable standards. • Substitutes will be provided so that teachers may attend these trainings • Research-based contractors from Marzano Research will come to the site for teacher trainings on engagement, rigor, and assessment	August 2017-June 2018	JaimeAnn Hopton Hugo Rios	Trainings/conferences	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,800
			Substitutes for trainings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,200
			Professional Educational Contractors	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,500
			Professional Educational Contractors	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,500

Planned Improvements in Student Performance

<u>**School Goal #2**</u>

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: 21st Century Learning Skills
LEA/LCAP Goal 2:
Ensure access to, and mastery of 21st Century learning tools, resources, and skills for all staff and students.
SCHOOL GOAL #2:
All Golden Hill students and staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.
Data Used to Form this Goal:
GH is in the fourth year of implementation of the FSD 1:1 iPad Program for students in 5th and 6th grade. Last year, Golden Hill provided 1:1 iPad technology to all students in K-4 as well. Students across campus have access to technology throughout their day. Teachers have updated resources in their classrooms, including teacher laptops and iPads, document cameras, LCD projectors, Apple TVs, and mounted flatscreen televisions. In addition, students and staff have access to numerous supplemental resources via iPad Apps and classroom programs. Some staff has been trained in utilizing educational technology, and all continue to receive ongoing training from a district teacher-on-special-assignment. Teacher technological use falls along a continuum of expertise, and classroom experiences utilizing technology vary.
Findings from the Analysis of this Data:
There is a need for continuous support for all members of the GH school community as the school is in the fourth year of 1:1 iPad implementation for upper grades, and the second year for 1:1 K-3.There is a need for greater support for teachers to ensure that best practices are currently in use regarding educational technology in all classrooms across campus. A need has also been identified for students in the use of technology for educational purposes. In addition, supporting students in become responsible digital citizens is also an ongoing need. There is also an identified need for support for families in utilizing technology to support their students and track academic progress.
How the School will Evaluate the Progress of this Goal:
Progress toward meeting the goal of ensuring that all students and staff are maximizing their use of technology in order to support educational goals will be measured through reflection during PLC (Professional Learning Communities) time. self-study, certifications earned through Common Sense media, and academic outcomes. The school will also evaluate progress based on ISTE (International Society for Technology in Education) and Common Sense Media standards and guidelines.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development • Teachers will attend trainings/conferences to improve their instructional practices (CUE conference, CODE.org conference, ISTE, CUE Rockstar) • Substitute teachers to cover classes while teachers are at off-site trainings	August 2017-June 2018	JaimeAnn Hopton Hugo Rios Office Manager Teaching Staff	Professional Development Conferences/Meetings/ Trainings	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,800
			Substitute Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,200
			Professional Development/Conferenc es/Meetings/Trainings	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,540
Instructional Purchases: • All classrooms need iPads, laptops, desktop computers, smartTV's, printers, AV equipment, headphones, keyboards, etc. in order to provide students with opportunities to print and publish their final edited works, and to collaborate, and communicate with others. All students should have daily access to technology in order to achieve mastery or 21st century skills. • As materials become obsolete or broken, replacements will be purchased so teachers and students can continue to move forward with current, working equipment.	August 2017-June 2018	JaimeAnn Hopton Hugo Rios Office Manager IAT Teachers	Technology and Peripherals	4000-4999: Books And Supplies	LCFF - Supplemental	10,810
			Technology and Peripherals	4000-4999: Books And Supplies	Lottery: Instructional Materials	3,000
			Replacement Technology	4000-4999: Books And Supplies	Lottery: Instructional Materials	3,000

Planned Improvements in Student Performance

<u>School Goal #3</u>

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Safety
LEA/LCAP Goal 3:
All District departments and school sites will provide a safe and secure environment for all staff and students.
SCHOOL GOAL #3:
Golden Hill will provide a welcoming, safe, and secure environment for all members of our school community.
Data Used to Form this Goal:
A student, staff, and parent/community survey is conducted annually at Golden Hill. In addition, frequent student and staff surveys provide information on pertinent topics regarding school climate and safety.
Findings from the Analysis of this Data:
Golden Hill rated high in the area of school culture (4.3/4.53) and safety (4.26/4.34) on the Fall 2016 YouthTruth survey. Respondents have commented on the most recent survey and those in previous years on the positive culture, well-maintained campus, and relationships between students, students and teachers, and parents and teachers (4.31/4.56) Student safety and well-being is a top priority at Golden Hill. Golden Hill also has a vision focused on the Arts and it is part of the culture and the campus. Visual and performing art will remain a strong theme throughout the year. At the time of the SPSA report, additional survey information from the Fall of 2017 was not readily available.
How the School will Evaluate the Progress of this Goal:
School surveys will be conducted each year. In addition, frequent student and staff surveys will determine current areas of need, as well as areas of success. The results of each survey will drive change to meet the needs of the campus and the community. Success will be measured by the results of the surveys meeting or exceeding the results from the previous year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Personnel • Playground supervisors will be hired to assist with	August 2017-June 2018	JaimeAnn Hopton Hugo Rios Office Manager	Additional Noon Supervisor Hours	2000-2999: Classified Personnel Salaries	LCFF - Base	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
additional supervision before school, at morning recess, for the entire duration of lunch, as well as prior to school dismissal. • Mental Health Intern to host social skills groups and consult with students and teachers as needed (1-2x a week)		Noon Supervisors	Mental Health Intern	2000-2999: Classified Personnel Salaries	LCFF - Base	7,000
School Safety: • Emphasize the Positive Behavior Intervention & Supports Matrix and the three pillars "Be respectful, responsible, and remarkable" through the use of the posters/signage, rewards, assemblies, and trainings for students. • A variety of regularly scheduled drills will be hosted in order to support awareness and emergency preparedness (earthquake, fire, intruder, lockdown). Materials for search and rescue and catastrophic disasters will be ordered and used in drills. • Signage will be placed on campus to assist students, staff, parents, community, and emergency personnel in locating buildings and traffic	August 2017-June 2018	JaimeAnn Hopton Hugo Rios PBIS Committee (Teachers) School Safety Committee (Teachers & Parents)	PBIS Supports Signage and materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Supplemental LCFF - Supplemental	5,120 1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
routes, and for maintaining a closed campus during school hours.						
Attendance • Provide Saturday School Opportunity for Attendance Recovery on Saturdays throughout the school year. • Emphasize the importance of daily school attendance and participation of family in school events (rewards, posters, assemblies, Sunday phone calls, website, social media)	JaimeAnn Hopton Hugo Rios Office Clerk Teachers	August 2017-June 2018	Attendance Supports	4000-4999: Books And Supplies	LCFF - Supplemental	500
School Improvement • Repair mosaics, maintain gardens, new construction, repair existing structures, and maintain campus to align with the School Climate Survey • Purchase new furniture and fixtures to address the needs of all learners, and to maintain an appropriate and welcoming environment • Install new equipment and/or repair existing playground and storage areas to ensure student and	August 2017-June 2018	JaimeAnn Hopton Hugo Rios Office Manager Head Custodian	School improvements, furniture, and fixtures Installation of and/or repairs on site through maintenance work orders	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Base	8,000 5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
equipment safety						
Art Vision/School Culture • Fund and support visual and performing art within the classroom environment • Provide professional development for teachers to engage students in content through the lens of art • Student art journals for reflection, refocus, and skill-based instruction	August 2017-June 2018	JaimeAnn Hopton Hugo Rios Office Manager Arts Committee (Teachers)	Art materials	4000-4999: Books And Supplies	LCFF - Supplemental	10,000
			Professional Development and Contractors	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
			Community outreach programs through art	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000
			Art Journals	4000-4999: Books And Supplies	LCFF - Supplemental	5,700

Planned Improvements in Student Performance

School Goal #4

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent/Community Involvement
LEA/LCAP Goal 4:
Improve communication throughout the District and Community.
SCHOOL GOAL #4:
Golden Hill will support excellent communication among all members of our school community and within our District and city and geographic area at large. Parent engagement at Golden Hill will increase as measured by the percentage of parent attending school conferences, Back to School Night, Open House, and co-sponsored events between PTA, GHEF, and the school.
Data Used to Form this Goal:
A school climate survey given in September of 2016 showed that school to home communication is a strength (4.26/4.52). Golden Hill utilizes a variety of communication tools within our school community and as a means to reach out to our District and community at large. Teachers communicate with students and parents via the Seesaw learning portfolio, websites, e-mail, and phone calls. The admin team also sends out a weekly Sunday phone call and email to all families each week. In addition our school utilizes social media and communicates with families and the community via Facebook and Twitter.
Findings from the Analysis of this Data:
School Communication is a strength at Golden Hill, however, despite the school sending out written notices, e-mails, phone calls, and repeated messages, some parents are surprised to learn of events that have been well-publicized. Communication with students is very good, and teachers utilize a variety of communication tools to keep parents informed of student progress. Communication with the School District falls primarily on the school administration and office staff. District to school site contact is done mostly in the form of e-mail, phone call or direct contact. School communication with the community at large is not as focused. The school utilizes social media, print media advertising, and news articles to inform the community and promote events.
How the School will Evaluate the Progress of this Goal:
Effective communication will be measured through a Districtwide survey that is completed each year. In addition, Golden Hill surveys students, teachers, and parents several times throughout year, with one annual school climate and communication survey in the spring.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communication • School will communicate via school website, SeeSaw, Blackboard ConnectEd phone calls and emails, and social media (Facebook, Twitter), in order ensure that families understand the school programs, policies, and procedures, and have an opportunity to engage in events, celebrate success, and support academic excellence and attendance. • Home communication folders for school flyers and graded student work	August 2017-June 2018	JaimeAnn Hopton Hugo Rios Office Manager	Communication materials (flyers, posters, banners, copies, service contracts, etc.)	4000-4999: Books And Supplies	LCFF - Base	9,500
			Communication Envelopes	4000-4999: Books And Supplies	LCFF - Supplemental	800
			Digital communication (subscriptions, programs, contracts, etc.)	5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	2,000
			Digital communication (subscriptions, programs, contracts, etc.)	4000-4999: Books And Supplies	LCFF - Base	1,822

Fullerton School Site Budgets and Programs Included in this Plan

PROGRAMS	Funding	Funding Allocations
Local Control Funding Formula (LCFF) – Supplemental Grant / Response to Intervention (302) Purpose: To provide support for targeted subgroups including low income, English learners, foster youth and reclassified students.	X	$87,870
Local Control Funding Formula (LCFF) – Base Grant / Site Discretionary (304) Purpose: To provide flexibility in the use of state and local funds.	X	$101,572
Instructional Materials (812) Purpose: To provide funding for instructional materials to support the implementation of the Common Core State Standards.	X	$14,195
Title I, Part A Schoolwide Program (212) Purpose: To improve basic programs for all educationally disadvantaged students.		N/A
Other State or Federal Program Grants:		

Centralized Support for Planned Improvements in Student Performance

Centralized Services in support of this plan are provided through categorical funds allocated in the Consolidated Application and other sources. The District Office provides a variety of centralized services to sites. These include leadership and support for instructional delivery, policy development and administration, budget development and adherence, distribution of funds, staff development school plan development, and student assessment and program evaluation.

PROGRAMS	Centralized Amount	Description of Specific Services
Federal:		
Title I Part A Schoolwide Programs	N/A	Services include personnel to support the administration of program requirements, academic supports, intervention support, paraprofessionals, substitute costs, parent education and professional development.
Title II Teacher and Principal Quality	$2,027	Services include personnel, instructional materials, substitute costs, and consultant costs to support research-based professional development in the areas of: Response to Intervention, data driven instruction, Induction activities, 21st Century learning, language arts, mathematics, science and social science/history, and science kits.
Title III Education of English Learners	$161	Services include personnel, instructional materials, substitute costs, and consultant costs to support EL programs in the areas of: student interventions, instructional aide support, parent education, instructional materials, and professional development activities designed to increase language proficiency for students.

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	28,360.00
2000-2999: Classified Personnel Salaries	LCFF - Base	22,670.00
4000-4999: Books And Supplies	LCFF - Base	19,502.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	29,540.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	33,480.00
4000-4999: Books And Supplies	LCFF - Supplemental	37,290.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	11,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,300.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	12,195.00
5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	101,572.00
LCFF - Supplemental	87,870.00
Lottery: Instructional Materials	14,195.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	61,840.00
2000-2999: Classified Personnel Salaries	22,670.00
4000-4999: Books And Supplies	68,987.00
5000-5999: Services And Other Operating Expenditures	43,340.00
5800: Professional/Consulting Services And Operating Expenditures	6,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	99,845.00
Goal 2	26,350.00
Goal 3	63,320.00
Goal 4	14,122.00

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
JaimeAnn Hopton	X				
Lisa Wise				X	
Manuel Walker				X	
Josh Matthews				X	
Melanie Aulger-Polder				X	
Beth Madrigal				X	
Susan Pettinicchio		X			
Kenni Blossom		X			
Angela Vega			X		
Kimberly Reed		X			
Numbers of members of each category:	**1**	**4**	**1**	**5**	**0**

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)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):**

   School Advisory Committee for State Compensatory Education Programs

   X   English Learner Advisory Committee

   Community Advisory Committee for Special Education Programs

   Gifted and Talented Education Program Advisory Committee

   Other *(list)*
   Golden Hill Elementary School Leadership Team

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 October 18, 2016.

Attested:

JaimeAnn Hopton

| Typed Name of School Principal | Signature of School Principal | Date |

Susan (Sue) Pettinicchio

| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |