

The Single Plan for Student Achievement

School: Ocean Shore Elementary School
CDS Code: 41-68932-6044044
District: Pacifica School District
Principal: Joseph Funk
Revision Date: October 20, 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:

Contact Person: Mr. Joseph Funk
Position: Principal
Phone Number: 650-738-6650
Address: 411 Oceana Blvd.
Pacifica, CA 94044
E-mail Address: jfunk@pacificasd.org

The District Governing Board approved this revision of the SPSA on November 15, 2017.

Table of Contents

School Vision and Mission	3
School Profile.....	3
School and Student Performance Data	5
CAASPP Results (All Students)	5
CELDT (Annual Assessment) Results.....	9
CELDT (All Assessment) Results	10
Planned Improvements in Student Performance	11
School Goal #1	11
School Goal #2	14
School Goal #3	17
Summary of Expenditures in this Plan	22
Total Expenditures by Object Type and Funding Source	22
Total Expenditures by Funding Source	23
Total Expenditures by Object Type.....	24
Total Expenditures by Goal	25
School Site Council Membership	26
Recommendations and Assurances.....	27

School Vision and Mission

Ocean Shore Elementary School's Vision and Mission Statements

Ocean Shore School provides a nurturing environment for common core learning through a combination of whole class, small group, and individualized instruction. Thematic projects and project-based learning involve mixed-age groupings and are inclusive of diverse learners. Students are actively engaged as creative problem-solvers and critical thinkers.

Parents, staff, and community members collaborate within a shared leadership model to develop educational programs and provide instruction. Parents assist throughout the school and coordinate special projects including the library, computer lab, after school enrichment activities, field-trips and theme days.

A strong community is developed at Ocean Shore School for students, families, and staff. Our students have multiple leadership opportunities and have options to participate in a wide array of daily activities on campus. We are committed to creating a positive climate for our diverse community through learning and understanding of similarities and differences.

School Profile

Ocean Shore offers an academically challenging, kindergarten-through-eighth-grade program based on both the Common Core State Standards (CCSS) and California Content Standards. Our educational program encourages a high level of parent/guardian participation. Through parent/guardian participation and the flexibility of staff, the school is able to provide extensive small-group instruction, monthly field trips, annual overnight trips, and specialized theme-based projects that maintain a focus on learning that is personalized, maximizes student potential, and encourages a high level of critical thinking.

Ocean Shore's guiding principles provide for a challenging academic program while focusing on individual student strengths through experiential learning opportunities. We provide a well-rounded education that nurtures the whole child within the context of a community built on mutual respect, collaboration, and civic responsibility with parent/guardian participation being a cornerstone of our program.

The opportunities for parent/guardian involvement at Ocean Shore are comprehensive and unique. Over the years, parents and teachers have built an inclusive and nurturing community that embraces all students. Parents at Ocean Shore commit to a specific number of volunteer hours per year. Last year we had over 40,000 hours of parent participation. Many of our families have been participating in the school for more than ten years, and many on our staff are current or former parents. Parent leadership on the School Site Council and the PTO have resulted in the implementation of many support programs, including reading and math intervention, PE, gardens, music, science labs, and art. Our parents take on numerous committee and project leadership roles, and they work alongside our teachers to implement a project-based learning environment.

Ocean Shore evaluates its program based on State and school assessments, yearly parent surveys, and progress in our designated areas of improvement. Our staff meets four times a month to discuss best practices, to meet our goals for improvement and to participate in professional development. In addition, daily classroom aides are contracted by the PTO to assist teachers and supplement parent volunteers.

The Ocean Shore PTO continues to support technology at Ocean Shore and sets aside \$5000.00 in order to replace needed chromebooks or other pieces of technology and to purchase new technology each year. With the help of the Pacifica School District, we were able to successfully administer the CAASPP test last spring using technology purchased by both PSD and the PTO. We have moved to many "web-based" or "cloud based" programs as we transition into a time when students interact with technology more and more throughout their day. All ages of students have access to ipads and/or chromebooks. Additional features of our school include: ten break-out spaces for small-group learning, a library media center with a computer lab, an art room, a science/culinary room, and a music room. We currently have two full time custodians and a regular district maintenance crew that keep our buildings in good shape. Teachers and garden coordinators help to maintain our garden.

Ocean Shore emphasizes the value of community and respect for differences. In the 2016-2017 school year we hired a non-profit agency called MOSAIC to come in and support our Diversity Day. We continue to work towards a strong positive behavior program and we have few incidents of fighting and suspension. We finalized our Playworks program and have many levels of students in roles as youth leaders. Our school supervisors, teachers, aides, and parents supervise our play yards. We update our safety plan yearly, conduct emergency drills, and maintain emergency supplies on site, including food and water. The school grounds are secured

during the day. All visitors must enter through the front door, sign in and wear a label.

Ocean Shore has a continually changing landscape as shown by the following examples below:

- We have implemented balanced literacy in our kindergarten through eighth grade classes and have transitioned to common core math in all grade levels.
- We continue to update our technology curriculum and integrate technology in our classrooms and library media center. We have now moved to a 1:1 ratio of technology in 6th - 8th grade and all teachers have wireless projectors in their classrooms.
- Students participate in our annual Oceans411 activities - a school-wide thematic week that utilizes engaging curriculum to address Next Generation Science Standards. The theme for 2017-2018 is Wetlands.
- Our community is active in environmental issues in order to lower our carbon footprint, to conserve energy, and to sustain our local beach habitat.
- We host our annual Ability Awareness Day and our Celebrate Diversity Day filled with innovative education to engage and value all members of our community.
- In October, 2017, Ocean Shore and its Diversity Leadership Group celebrated Indigenous People's Day by hosting a presenter who provided an educational assembly for our entire student body. Through dance, song and storytelling, the presenter educated our students about the culture and history of many native peoples.

Teachers complete tri-annual standards-based progress reports in kinder through 6th and traditional report cards in 7th and 8th that detail each student's progress in specific areas. During conferences, parents and teachers review these progress reports and assessment data. Parents/guardians who volunteer in the classroom have a chance to directly experience their children's education and we believe that the more directly involved parents are in their children's education, the more students will become engaged learners.

Specialized Programs and Staff

We contract part-time teacher support specialists using PTO money. This includes a chorus teacher once a week for grades K through 3rd, and science specialists in several grade levels. In addition, the district provided a daily band program for grades six through eight and this year, music for fourth and fifth grades, a half year of music for 3rd grade, and a fully credentialed PE teacher for all grades 6th - 8th. In addition, parent volunteers support the K - 3 psycho-motor program, art program and technology program.

Special Education Program

We have one full-time resource specialist, a part-time speech teacher, a part-time psychologist, and three full-time aides. We also have access to a part-time occupational therapist and behavior services as needed. In addition, we have a district Special Day Class. Many of the SDC students are mainstreamed for part of the day, interact as buddies, and take electives in the educational program. Special education students are included as much as possible into the daily education at Ocean Shore. All resource and speech students are pulled out of their classrooms for support services anywhere from 30 to 200 minutes per week. When possible, the resource teacher 'pushes in' to classes. All special education students have access to common core and supplemental activities at school and are fully integrated into various programs. In addition, we contract with Youth Services Bureau, a local counselling program, to provide two days per week of counselor support.

English Learner Program

Our English Learners are supported in the classroom through Cross-cultural Language and Academic Development (CLAD) credentialed staff who use whole class and small group instruction to promote language acquisition. Additionally, our most limited English Learners are supported through Imagine Learning and Rosetta Stone English language instructional programs. Teachers consult with district specialists on strategies and resources for advancing our English Learners toward redesignation. Some of our English Learners are supported through small-group pull out reading intervention delivered by a trained staff member.

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	47	48	47	46	48	47	46	48	47	97.9	100	100
Grade 4	48	47	48	48	47	47	48	47	47	100.0	100	97.9
Grade 5	49	48	48	49	48	47	49	48	47	100.0	98	97.9
Grade 6	46	47	46	44	47	44	44	47	44	95.7	95.9	95.7
Grade 7	44	48	45	43	47	45	43	47	45	97.7	86.8	100
Grade 8	34	43	48	32	43	47	32	43	47	94.1	95.6	97.9
All Grades	268	281	282	262	280	277	262	280	277	97.8	95.9	98.2

* 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	2425.7	2449.6	2429.0	22	35	19.15	30	19	36.17	22	33	21.28	26	13	23.40
Grade 4	2508.6	2481.1	2515.4	44	28	53.19	33	23	21.28	6	26	12.77	17	23	12.77
Grade 5	2554.4	2543.4	2536.0	39	29	27.66	37	50	36.17	16	10	27.66	8	10	8.51
Grade 6	2522.7	2575.7	2549.4	9	36	20.45	39	40	43.18	39	9	20.45	14	15	15.91
Grade 7	2609.3	2567.0	2605.3	30	15	35.56	51	47	40.00	9	30	15.56	9	9	8.89
Grade 8	2615.8	2634.1	2596.0	31	33	17.02	47	47	46.81	9	19	29.79	13	2	6.38
All Grades	N/A	N/A	N/A	29	29	28.88	39	38	37.18	17	21	21.30	15	12	12.64

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	22	40	34.04	46	40	44.68	26	21	21.28	
Grade 4	42	28	42.55	42	47	42.55	17	26	14.89	
Grade 5	47	35	27.66	43	58	61.70	10	6	10.64	
Grade 6	14	36	29.55	57	40	50.00	27	23	20.45	
Grade 7	35	21	42.22	58	66	44.44	7	13	13.33	
Grade 8	44	53	34.04	44	40	59.57	13	7	6.38	
All Grades	34	35	35.02	48	49	50.54	17	16	14.44	

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	15	29	14.89	48	48	59.57	28	23	25.53
Grade 4	38	36	34.04	52	40	48.94	10	23	17.02
Grade 5	33	38	42.55	57	52	48.94	10	10	8.51
Grade 6	11	51	31.82	66	34	47.73	20	15	20.45
Grade 7	44	34	46.67	47	49	42.22	9	17	11.11
Grade 8	44	53	26.67	41	40	64.44	16	7	8.89
All Grades	30	40	32.73	52	44	52.00	16	16	15.27

Listening 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	28	23	21.28	57	75	70.21	11	2	8.51
Grade 4	27	23	27.66	60	64	59.57	13	13	12.77
Grade 5	35	27	23.40	63	63	65.96	2	10	10.64
Grade 6	16	21	13.64	77	70	75.00	5	9	11.36
Grade 7	28	17	13.33	67	79	80.00	5	4	6.67
Grade 8	28	30	21.28	66	70	72.34	6	0	6.38
All Grades	27	24	20.22	65	70	70.40	7	6	9.39

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	22	38	23.40	59	52	53.19	9	10	23.40
Grade 4	33	28	48.94	50	53	44.68	17	19	6.38
Grade 5	53	35	27.66	39	58	63.83	8	6	8.51
Grade 6	25	51	36.36	66	45	45.45	7	4	18.18
Grade 7	44	32	42.22	53	60	46.67	2	9	11.11
Grade 8	41	35	34.04	47	60	55.32	13	5	10.64
All Grades	36	36	35.38	52	55	51.62	9	9	13.00

Conclusions based on this data:

1. 67% of OSS Students Met or Exceeded Standard (57% PSD):
2. 83% Reading, 84% Writing, 94% Listening / Communication, 91% Research: At, Near or Above Standard:

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	47	48	47	46	48	47	46	48	47	97.9	100	100
Grade 4	48	47	48	48	47	47	48	47	47	100.0	100	97.9
Grade 5	49	48	48	49	48	47	49	48	47	100.0	98	97.9
Grade 6	46	47	46	44	47	44	44	47	44	95.7	95.9	95.7
Grade 7	44	48	45	43	47	45	43	47	45	97.7	88.7	100
Grade 8	34	43	48	30	43	47	29	43	47	88.2	95.6	97.9
All Grades	268	281	282	260	280	277	259	280	277	97.0	96.2	98.2

* 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	2432.7	2454.3	2472.4	24	21	34.04	24	46	36.17	26	25	19.15	26	8	10.64
Grade 4	2500.2	2490.0	2513.3	29	30	29.79	31	26	36.17	27	23	25.53	13	21	8.51
Grade 5	2540.1	2526.9	2529.3	24	31	40.43	33	19	21.28	33	35	10.64	10	15	27.66
Grade 6	2515.4	2557.0	2541.7	14	34	15.91	20	21	34.09	39	28	36.36	27	17	13.64
Grade 7	2602.9	2557.0	2595.6	37	19	42.22	37	30	15.56	16	34	28.89	9	17	13.33
Grade 8	2596.0	2616.5	2585.1	40	37	17.02	17	35	27.66	17	16	40.43	23	12	14.89
All Grades	N/A	N/A	N/A	27	29	29.96	28	29	28.52	27	27	26.71	18	15	14.80

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	26	38	44.68	33	48	40.43	37	15	14.89
Grade 4	38	38	50.00	38	28	28.26	25	34	21.74
Grade 5	22	29	42.55	55	42	25.53	22	29	31.91
Grade 6	20	38	25.00	39	34	38.64	41	28	36.36
Grade 7	44	23	51.11	42	47	33.33	14	30	15.56
Grade 8	45	51	27.66	31	35	48.94	24	14	23.40
All Grades	32	36	40.22	40	39	35.87	27	25	23.91

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	30	46	42.55	46	42	42.55	22	13	14.89
Grade 4	33	36	45.65	50	36	43.48	17	28	10.87
Grade 5	43	35	38.30	45	38	36.17	12	27	25.53
Grade 6	14	36	22.73	52	47	54.55	34	17	22.73
Grade 7	44	23	53.33	44	60	31.11	12	17	15.56
Grade 8	31	42	23.40	59	49	57.45	10	9	19.15
All Grades	33	36	37.68	49	45	44.20	18	19	18.12

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	39	38	51.06	39	54	38.30	17	8	10.64
Grade 4	35	30	43.48	46	45	39.13	19	26	17.39
Grade 5	31	23	38.30	57	60	36.17	12	17	25.53
Grade 6	14	38	20.45	59	43	61.36	27	19	18.18
Grade 7	51	21	42.22	44	60	44.44	5	19	13.33
Grade 8	38	37	21.28	41	53	57.45	21	9	21.28
All Grades	34	31	36.23	48	53	46.01	17	16	17.75

Conclusions based on this data:

1. 58% of OSS Students Met or Exceeded Standard (49% PSD):
2. 75% Concepts and Procedures, 81% Problem Solving, Modeling and Data Analysis, 84% Communicating Reasoning: At, Near or Above Standard

School and Student Performance Data

CELDT (Annual 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	50	20	40	50	60	40		20	20						
2		20	20	***	20	40	***	40	20		20		***		20
3			20	***	25	20	***	75	60						
4	50			17	***	50	33	***	50						
5		33			33	***		17						17	
6	***					50	***	***	25					***	25
7					***	***			***				***		***
8						***		***							
Total	33	17	16	28	34	44	28	38	31		3		11	7	9

Conclusions based on this data:

1. See "findings" under each goal.
2. Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

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		17		33			50	83					17		
1	50	17		50	67			17							
2		20		***	20		***	40			20		***		
3				***	25		***	75							
4	50			17	***		33	***							
5		33			33		***	17						17	
6	***						***	***						***	
7					***		***						***		
8				***				***							
Total	22	14		30	31		37	46			3		11	6	

Conclusions based on this data:

1. See "findings" under each goal.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: ELA
LEA GOAL:
Goal 2: Support all students in reaching their academic potential, with emphasis in Mathematics, English Language arts and English Language Development (ELD) by providing engaging coursework that is guided by data driven decision-making.
SCHOOL GOAL #1:
Ocean Shore School will provide additional resources and support for all students, while focusing on English Language Learners and Socio-Economically Disadvantaged students' needs, in order to advance All Students by 4 points on the CAASPP test and English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic or Latino by 8 points on the CAASPP test. As a Lab Site for Readers and Writers Workshop, Ocean Shore staff will receive additional support on the use of student conferencing as a tool for accelerating student achievement.
Data Used to Form this Goal:
CAASPP Assessments
Findings from the Analysis of this Data:
Ocean Shore students average 33.6 points average distance above Level 3 (Met Standard) in English Language Arts. Our focus groups' average distance from Level 3 are: English Learners (-21.5) (Change +14.6) Socioeconomically Disadvantaged (-9.8) (Change +15.6) Students with Disabilities (-43.9) (Change +4.3) Hispanic or Latino (8.9) (Change +9.8)
How the School will Evaluate the Progress of this Goal:
F&P Reading Assessments TC Reading and Writing Assessments CAASPP Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Full balanced literacy model: Including leveled reading program, reading workshop, aligned writing workshop and release time for teachers to do assessments such as Fountas and Pinnell.	9/17 - 6/18	OSS Teachers, Principal, Humanities Coaches	Sub to cover during individual assessments.	1000-1999: Certificated Personnel Salaries	General Fund	8100
1.2 Completion of at least three writing TC Writing Workshop assessments. All assessed with TC rubric through calibration and collaboration model.	9/17 - 6/18	OSS Teachers, Humanities Coaches				
1.3 Ongoing communication between special education staff on site and teachers to support the differentiated needs of all students in their reading, writing and communication skills.	9/17 - 6/18	Teachers, Special Education Staff and Principal				
1.4 Use of Illuminate to monitor student progress in ELA and to review intervention systems that are in place.	9/17 - 6/18	OSS Principal and OSS Vice Principal				
1.5 Ordering scholastic news for Kindergarten through 5th grades so as to improve non-fiction high-interest reading and talking points for social studies and science. Also provides opportunities for Social Emotional Learning discussions around current events.	9/17 - 6/18	K-5 teachers	Periodical	4000-4999: Books And Supplies	LCFF - Base	1500
1.6 Hiring and training classified staff member to provide Leveled Literacy Intervention (reading) support.	9/17 - 6/18	Principal	To support Socioeconomically disadvantaged and English Language Learners		LCFF - Supplemental	11,637
					LCFF - Base	3,363
1.7 Provide English Learner support through fully CLAD staff for CELDT levels 3-5 and through language	9/17 - 9/18	Teachers, Vice Principal, Principal	All staff are appropriately credentialled			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
acquisitions software for CELDT levels 1-2.			Imagine Learning software for grades K-5		District Funded	
			Rosetta Stone for grades 6-8		District Funded	
1.8 Function as a Lab Site for Readers and Writers Workshop. Focus on teacher/student conferencing.	9/17 - 6/18	District Humanities Specialists, Principal, ELA Lead, Teachers			District Funded	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Math
LEA GOAL:
Goal 2: Support all students in reaching their academic potential, with emphasis in Mathematics, English Language arts and English Language Development (ELD) by providing engaging coursework that is guided by data driven decision-making.
SCHOOL GOAL #2:
Ocean Shore School will provide additional resources and support for all students, while focusing on English Language Learners and Socio-Economically Disadvantaged students' needs, in order to advance All Students by 3 points on the CAASPP test and English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic or Latino by 6 points on the CAASPP test. Ocean Shore will advance our Bridges implementation through periodic professional development.
Data Used to Form this Goal:
CAASPP Results
Findings from the Analysis of this Data:
Ocean Shore students average 9 points from Level 3 (Met Standard) in Mathematics. Our focus groups' average distance from Level 3 are: English Learners (-58.3) Socioeconomically Disadvantaged (-48.8) Students with Disabilities (-102.1) Hispanic or Latino (-16.7)
How the School will Evaluate the Progress of this Goal:
District Math Benchmark results CAASPP Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Hiring of para-educator for 7th and 8th grade combination math classes in order to be able to serve the diverse mathematical needs of all levels of 7th and 8th grade students, with a focus on EL and SED students achieving below standard.	9/17 - 6/18	OSS Principal		2000-2999: Classified Personnel Salaries	LCFF - Base	19,000
2.2 Implementation of intervention opportunities for students not meeting goals. Intervention opportunities include informal math tutoring session by a variety of teachers before or after school. In addition, there is a math elective (with math teacher) two days a week for students in 7th and 8th grade who need extra help in math.	9/17 - 6/18	Principal, Staff and Volunteers				
2.3 Collaboration, use and analysis of district aligned math benchmarks throughout school year at each grade level. Staff will review benchmark data at specific meetings during the year and use the data to inform instruction.	9/17 - 6/18	All teachers, District Math Coach				
2.4 Continuation and implementation of integrated math curriculum and instruction through the use of ST Math, Mathletics, Dreambox and newly adopted math programs such as Bridges.	9/17 - 6/18	K - 8 Teachers and Math Lead and Math Coach	Dreambox		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) District Funded	1250
2.5 Increase staffing level from 1.5 FTE to 1.9 FTE for 6th grade in order to stabilize Ocean Shore enrollment.	9/17 - 6/18	6th Grade Teacher	Ocean Shore provides .18 FTE funding.	1000-1999: Certificated Personnel Salaries	LCFF - Base	16000
2.6 After school homework support for students identified through SST process in need of additional assistance.	9/17 - 6/18	Vice Principal	Academic Center	1000-1999: Certificated Personnel Salaries	None Specified	3092

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.7 Monitor restructured 7th and 8th grade math classes that provide for single grade level math instruction for 2 of 3 trimesters. Allows for teacher to provide more grade level instruction to students.	9/17 - 6/18	Principal, Vice Principal, 7/8 Teachers				
2.8 Provide additional professional development for the implementation of Bridges math curriculum (K-5).	9/17 - 6/18	District Math Coordinator, Math Lead, Principal, Teachers	Trainer in class, demonstration lessons.		District Funded	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Student Engagement
LEA GOAL:
Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
SCHOOL GOAL #3:
Students will benefit from an engaging and broad course of study, including STEM programs, performing arts, the implementation of Next Generation Science Standards, field trips and theme days, in a school setting that is physically and emotionally safe.
Data Used to Form this Goal:
Physical Fitness Testing, PSD Student and Parent Surveys, Parental Input, Teacher Input
Findings from the Analysis of this Data:
Findings include a desire for: STEM opportunities, a continued implementation of a K - 8 performing arts program, continuing experiential learning, exploring opportunities to build cultural awareness, and offering social and emotional supports through counselling. Additionally, OSS will benefit from the establishment of a school-wide Social and Emotional Learning practice.
How the School will Evaluate the Progress of this Goal:
Physical Fitness Tests, School Climate Surveys , OSS PTO Meetings and Surveys, Academic Program Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Continuation of psycho-motor program for kindergarten through third grade to help develop motor skills, balance, eye-hand coordination.	9/17 - 6/18	Parent volunteers	Supplies		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 PE Instruction for K-5, with increased focus on health and well being.	9/17 - 6/18	Part Time Teacher or Contractor	Staff	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20000
			Equipment		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2000
3.3 Continuation of 6th through 8th grade physical education teacher with increased focus on health and well-being.	9/17 - 6/18	Part Time Teacher	.4 Teacher	1000-1999: Certificated Personnel Salaries	District Funded	
3.4 Continuation of Increased staffing for supervision at recesses and Playworks cooperative, non-competitive games.	9/17 - 6/18	3 Part Time Classified Employees		2000-2999: Classified Personnel Salaries	LCFF - Base District Funded	5000
3.5 Counselling services provided through the Youth Services Bureau.			2 days/week 6th-8th grade counselling services 1 day/week K-5 counseling services (YSB Intern)		District Funded District Funded	
3.6 Continuation of events such as pods, Indigenous People's Day, Diversity Day and Ability Awareness Day, as well as Earth Week, Junior Olympics, Reading Buddies and other programs that teach acceptance and understanding, overall health, well being and mindful living.	9/17 - 6/18	Principal, Staff and Teachers and PTO	School Assembly Budget	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	600
			Jr. Olympics		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Diversity Leadership Group		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3000
3.7 Investigate the viability of introducing Maker Spaces into the K-8 programs. Maker Spaces expand opportunities for STEM education and support the implementation of NGSS.	9/17 - 6/18	Principal, Teachers, PTO	Substitute expenses, materials	4000-4999: Books And Supplies	LCFF - Base	1000
3.8 STEM Opportunities: Tech Team, Two Robotics Teams, Coding Opportunities, World Math Day, After School Enrichment Tech classes, Math Club, Garden Team	9/17 - 6/18	Principal, Teachers and Parent Volunteers	Miscellaneous			
3.9 Tech Lead and Science Materials Lead: Stipend positions to help manage all school technology and to help manage the science lab and orient teachers and parents to what is available in the science lab.	9/17 - 6/18	Principal and PTO	Stipend Tech Lead	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3000
			Stipend Science Materials Lead	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1500
3.10 Continue Oceans 411: provide staff stipends for development of units, purchase supplies, develop the website.	9/17 - 6/18	Principal, Vice Principal, Staff, PTO	Materials, stipends	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10000
			Website development	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Coordinator		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3000
3.11 Continuation of K - 3 music instruction for students.	9/17 - 6/18	Music Teacher, PTO and Teachers	Weekly basic instrumental choral music for students and performances.	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5000
3.12 Expand 4th and 5th grade music program to include half-year of 3rd grade - introduction to note reading, use of basic instruments, initial music theory and choral music opportunities	9/17 - 6/18	Part Time Music Teacher for three classes	Weekly music instruction. (PEF Provided)	1000-1999: Certificated Personnel Salaries	Foundation	
3.13 Continuation of mandatory band at 6th grade and elective advanced band at 7th and 8th grade.	9/17 - 6/18	Share 1.0 FTE music teacher with IBL	Daily music instruction	1000-1999: Certificated Personnel Salaries	District Funded	
3.14 Field trip support for Special Day Class partnership with 7/8 Peer Helper elective. Provides General Education student support to SDC students on local walking excursions where life skills are practiced.	9/17 - 6/18	Principal, SDC Teacher		0001-0999: Unrestricted: Locally Defined	General Fund	750
3.15 Develop a Peer Mediation elective for 7th and 8th graders to support student conflict resolution.	9/17 - 6/18	Vice Principal, Counselor	Tuesday/Thursday Elective	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	250
3.16 Implementation of Restorative Practices. Weekly circles in the 6th-8th grade on topics directly related to the 5 Social and Emotional Learning practices.	9/17 - 6/18	Principal, Vice Principal, 6th - 8th grade teachers	Regular review during Staff Meetings and/or other early release Wednesdays			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.17 Inclusion of 5 SEL practices into the academic curriculum in K-8. Training occurred at August Professional Development.	9/17 - 6/18	Principal, Vice Principal, Teachers	Regular review during Staff Meetings and/or other early release Wednesdays			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	General Fund	750.00
1000-1999: Certificated Personnel Salaries	General Fund	8,100.00
	LCFF - Base	3,363.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	16,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	24,000.00
4000-4999: Books And Supplies	LCFF - Base	2,500.00
	LCFF - Supplemental	11,637.00
1000-1999: Certificated Personnel Salaries	None Specified	3,092.00
	Parent Teacher Association/Parent Faculty	3,250.00
	Parent Teacher Association/Parent Faculty	6,500.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty	20,000.00
5800: Professional/Consulting Services And	Parent Teacher Association/Parent Faculty	5,600.00
None Specified	Parent Teacher Association/Parent Faculty	19,750.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	8,850.00
LCFF - Base	45,863.00
LCFF - Supplemental	11,637.00
None Specified	3,092.00
Parent Teacher Association/Parent Faculty Club	55,100.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	21,500.00
0001-0999: Unrestricted: Locally Defined	750.00
1000-1999: Certificated Personnel Salaries	47,192.00
2000-2999: Classified Personnel Salaries	24,000.00
4000-4999: Books And Supplies	2,500.00
5800: Professional/Consulting Services And Operating	5,600.00
None Specified	19,750.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,600.00
Goal 2	39,342.00
Goal 3	60,600.00

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
Joseph Funk	X				
Patricia Buddington			X		
Renee Caughman		X			
Katy Stearns		X			
Jennifer Mitchell		X			
Cristin Fong				X	
Patricia Balmas-Garcia				X	
Michelle Tuman				X	
Jonelle Chase				X	
Kimberly Jones				X	
Dana Rothermel				X	
Numbers of members of each category:	1	3	1	6	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) 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

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

School Instructional Leadership Team

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 October 13, 2016.

Attested:

Joseph Funk

Typed Name of School Principal

Signature of School Principal

Date

Patricia Balmas-Garcia

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date