



Single Plan for Student Achievement

School Name Frank Vessels Elementary

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Principal

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2017-18 Plan Summary

THE STORY

Briefly describe the students and community and how the school serves them.

Vessels Elementary school a K-6 public school located in City of Cypress. Our school served a diverse population of 28% Socioeconomically Disadvantaged, 9% English Learners, and 10% Students with Disability. Vessels was honored with the Golden Bell Award during the 2016-2017 school year. Our school's success lies in the strength of our community, teachers, parents, and students. Working together, we shape the future by helping students acquire the important skills needed for school and life success. Equally important, we strive to develop a love for learning at the same time. We have an exceptional school staff that always puts student needs first. Our team is committed to providing a rigorous educational program in a supportive and friendly atmosphere. We set the bar high for students and ourselves!

One of the ways in which we successfully achieve our goals is through promoting a strong home/school partnership. We enjoy a high level of parent involvement at Vessels that ranges from classroom volunteering to regular participation in our Parent Teacher Association. Our PTA is an amazing group! They help us provide special activities and events that enrich our students' school experience.

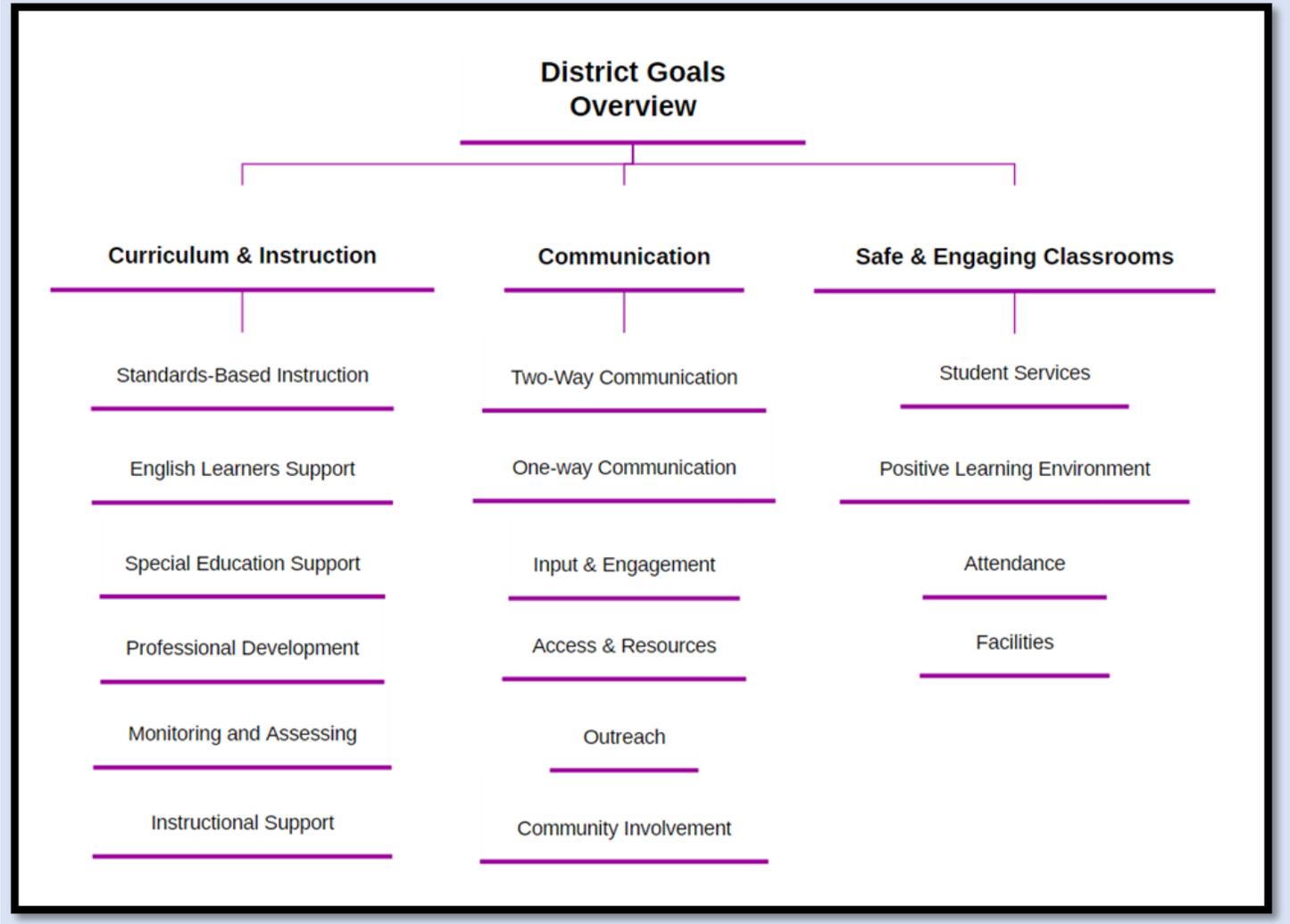
In addition to our stellar staff and supportive parents, the students at Vessels are absolutely the best! They are respectful, responsible, safe, and ready to learn... the "Paws-itive" Bulldog behaviors we promote at school. Our students work hard every day to be good scholars and good citizens...and it truly shows!

We are extremely proud of the educational program we provide for students at Vessels. Working together with our school community, we ensure our students achieve their personal best.

PLAN HIGHLIGHTS

Identify and briefly summarize the key features of this year’s plan.

The Vessels' school plan is organized into three goals. Our first goal is to provide comprehensive, well-rounded, and rigorous educational experiences to all students. Goal two is to provide a wide variety of parent involvement opportunities with open and transparent communication. Goal three is to provide an engaging, safe, and secure learning environment for all students. The visual below gives additional details about each goal.



REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SCHOOL PLAN goals, local self-assessment tools, stakeholder input, or other information, what progress is the SCHOOL most proud of and how does the SCHOOL plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

In reviewing the data on Five-by-Five Placement Reports we are proud of our performance levels in Math. All students scored in the High Level, which reflects an increase from the previous year. Our English Learner and Asian populations scored at the Very High Level and this represents an increase in achievement. Our Socioeconomically Disadvantaged students maintained at the Medium Level. Our local progress indicators reflect similar achievement results. We also have 97% daily attendance rate and our suspension is less than 1%, which serve to reflect that students want to be at school daily. Vessels students made 12.4 points increased in the area of math. Our English Learners made 11.4 points increased and 46 points increased in the Socioeconomically Disadvantaged student group. Students with Disabilities made 20.5 points increased which is a significantly increased from the previous year. Grade level team members will continue to meet every trimester to analysis student progress. Students will continue to participate in ALEKS math competition daily starting in November.

Referring to the LCFF Evaluation Rubrics Five-by-Five, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school and/or LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

In reviewing the data on Five-by-Five Placement Reports we are proud that our students performed high level in ELA but they have also declined into the yellow performance indicator. Vessels students decreased 2.5 points in the area of English Language Arts but our English Learners increased by 2.1 points. Moreover, Socioeconomically Disadvantaged student group decreased by 5.1 points and Hispanic or Latino student group also decreased by 5.3 points. Additional interventions will be offered to students who are at risk based on the beginning of the year baseline data. The principal will continue to conduct regular formal and informal classroom observations/visits and meets with teachers/grade level to discuss instructional strategies and student progress. Grade level team members will analyze student data with the principal/instructional Learning Coach (ILC) individually and by grade level each trimester to increase student achievement in the area of English Language Arts. Data meetings will be conducted individually and by grade level. Teachers will continue to keep assessment results based on their established Smart ELA goals and students are monitored through weekly, bi-weekly, monthly and trimester assessments in the area of ELA. ILC will provide instructional assistance and support individually and by grade level in the areas of engagement strategies, Thinking Maps, writing, technologies, classroom management strategies, and project based activities, etc. Professional Learning Community (PLC) will continue to occur every Thursday during minimum days. Teachers meet to discuss instructional practice, analysis classroom data, assess best practice, and provide interventions to students who are at risk.

Referring to the LCFF Evaluation Rubrics Five-by-Five, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance at the school and/or LEA. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Using the Spring 2016 Smarter Balanced Assessment results, Vessels does not have any groups of students two or more levels below the "all student" performance in math. In Language Arts, Students with Disabilities are in the Low performance level and our "all student" level is High. As a school we will look at each individual student and how they are meeting learning goals and progressing toward grade level standards. We are using inclusion as much as possible with support so students with disabilities are exposed to grade level content. We are also focusing intensive interventions in the early grades for students with disabilities, including reading intervention programs. Professional development will also be provided for general education and special education teachers in the area of English Language Arts and how to differentiate instruction.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the SCHOOL will increase or improve services for low-income students, English learners, and foster youth.

Vessels Elementary; with the centralized support of the Cypress School District, will increase and improve services for low-income students, English Learners, and foster youth. We will increase STEM education, music education, and provide targeted services and support through a certificated Instructional Learning Coach.

Stakeholder Engagement

SCHOOL PLAN
Year

☒ 2017–18

INVOLVEMENT PROCESS FOR PLAN AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this plan/Annual Review and Analysis?

School Site Council and English Learner Advisory Committee met five times a year to discuss needs for the following areas: Instructional Program, Safety Plan, School Plan, Parent Training, Safe School Environment, Assessments/Curriculum/Program Effectiveness, training (parents & teachers), Uniform Complaint Procedures, Parent Education Opportunities, Attendance, SPSA Development, SPSA budget, EL Program, R30, Needs assessment, Local control funding Formula and Local control Accountability Plan, etc.

Upon review of assessment data, the instructional Leadership Team will identify strategies to deepen the instructional program for all students, including targeted subgroups.

School parent representative attends district Local control accountability Plan (LCAP) committee meetings.

Teachers and support staff provided input to the school plan in the following areas: Safety Plan, SPSA Development, SPSA budget, EL Program, Staff Development, Assessments/curriculum/Program Effectiveness, Instructional Program, etc.

School Leadership team met to provide input on the school plan and goal areas.

District conducted a district-wide survey (Parents, Staff, and Students) in regards to school environment, student achievement, assessment, etc.

ELAC has representation on the District English Learner Advisory Committee (DE LAC)

Staff and parents were provided with an opportunity to give input via staff meeting, SSC/ELAC, PTA mtg., annual survey and during PLC time. In addition, charts were posted in the staff lounge where all staff member could provide input.

IMPACT ON PLAN AND ANNUAL UPDATE

How did these consultations impact the plan for the upcoming year?

School Site Council and English Language Advisory Committee provided input on the school plan and in relation to the district goals: Literacy, Science, Technology, Communication and Budget & Facilities

Based on the results of the data meetings, teachers will provide interventions necessary to meet the needs of Vessels students.

Parent representative shares information at School Site Council and English Learner Advisory Committee to ensure the school plan aligns with the district plan.

School plan was developed based on teachers and support staff input in relation to the district goals.

Teachers provided input to School site council relating to goal areas and actions.

Results from the school survey will provide necessary information to support school in the areas of discipline, safety of safety, instruction, assessment, etc.

Our LCAP Committee representative provided input to the district LCAP via the LCAP Committee.

Staff input was included in the development of the School Plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 1

Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to State Standards.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

Identified Need

There is an ongoing need to ensure that Vessels maintains high-quality materials are in every classroom and a staff of highly qualified teachers and instructional aides, as defined by state and federal law. The shift to newly adopted State Standards and Frameworks in the content areas and aligned CAASPP assessments creates a need for new instructional materials aligned to these new expectations for all core subject areas with professional development and instructional support to meet the diverse needs to the student population.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
<p>Priority 1- Basic</p> <p>a. Highly qualified staff</p> <p>b. Standards aligned materials</p> <p>Priority 2- Implementation of State Standards-</p> <p>c. Implementation of Board adopted academic content and performance standards for all students</p> <p>d. English Learners will have access and instruction utilizing the adopted standards</p> <p>Priority 4- Pupil Achievement</p> <p>Pupil Achievement as measured by all of the following, as applicable:</p> <p>e. Academic Indicator</p> <p>f. English Learner Progress Indicator</p> <p>Priority 7/8 – Course Access</p> <p>g. Course Access</p>	<p>a. 100% of staff are highly qualified - Williams Act</p> <p>b. 100% of students have access to Core Curriculum - Williams Act</p> <p>c. 100% of students received instruction aligned to State Standards</p> <p>d. 100% of English Learners are instructed using core materials and state standards</p> <p>e. Academic Indicator:- ELA: High Change: Declined Math: High Change: Increased</p> <p>f. English Learner Progress Indicator Status: High Change: Maintained</p> <p>g. 100% of students have accessed the approved course of study as described in Sections 51210 and 51220(a)-(i), including unduplicated count pupils and students with disabilities.</p>	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Scope of Services</u>	<input type="checkbox"/> All Students	<input type="checkbox"/> Specific Grade spans:	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)

2017-18

<input type="checkbox"/>	New	<input checked="" type="checkbox"/>	Modified	<input type="checkbox"/>	Unchanged
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Provide a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts and Physical Education aligned to the adopted California State Standards that includes higher order thinking, application, and creativity. Differentiated instruction and assignments will be used to meet the needs of all students (e.g. GATE, English Learner, Foster). All students will have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act. (Priority: 1, 2, 7)

2017-18

Amount	\$250,000
Source	Centralized Service
Budget Reference Expenditure Description	4000-4999: Books And Supplies Core curriculum
Amount	\$278,737
Source	Centralized Service
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental curriculum, including Software/Webware

Amount	\$49,816
Source	Centralized Service
Budget Reference Expenditure Description	4000-4999: Books And Supplies Technology such as devices and ancillaries for students, teachers, and administrators
Amount	\$98,319
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Library Clerks

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Scope of Services All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New **Modified** **Unchanged**

The instructional program for English Learner (EL) students will be designed and implemented to ensure that they meet English Language Development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively in order to attain parity with native speakers within a reasonable period of time, and achieve the same rigorous, grade-level academic standards that are expected of all students. (Priority: 2)

2017-18

Amount	\$56,887
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries English Language Development Aides
Amount	\$13,499
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Summer CELDT to facilitate proper class placement-Teachers

Amount	\$6,277
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Summer CELDT to facilitate proper class placement-Classified

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Scope of Services All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New **Modified** **Unchanged**

Assess, monitor and report student academic progress by using a variety of data (work samples, observations, assessments) gathered will be used by a teacher, grade, school, and District to determine student progress. The progress of students in at-risk sub-groups will carefully be monitored. National/ state/ local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. (Priority 4, 8)

2017-18

Amount	\$25,000
Source	Centralized Service
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Educational Assessment Data Management System/Measured Progress
Amount	\$64,575
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Data Analyst/Technician
Amount	\$30,000
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Student Management System

Amount	\$5,000
Source	Centralized Service
Budget Reference Expenditure Description	4000-4999: Books And Supplies Materials and printing

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Scope of Services All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New Modified Unchanged

Provide each site with instructional support that will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on the District identified sub-groups. (Priority: 7)

2017-18

Amount	\$415,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Instructional Learning Coaches
Amount	\$149,650
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Coordinator, Assessment, and Technology
Amount	\$175,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 2 STEM Teachers on Special Assignment

Amount	\$240,00
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 3 Music Teachers
Amount	\$240,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 6 Instructional Learning Coaches
Amount	\$6,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 6 Technology Lead Teachers
Amount	\$6,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 6 STEM Liaisons
Amount	\$394,000
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Early Learning Programs: School Readiness and State Preschool staff

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Scope of Services All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New **Modified** **Unchanged**

All Certificated and Classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and, as appropriate, support staff will be trained in and will implement District adopted programs and strategies to provide a comprehensive, well-rounded and rigorous educational experience for all students. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Professional development may include:

- ~ State Standards
- ~ District approved Core and Supplemental Curriculum
- ~ Learning Environments
- ~ Using data to drive instruction
- ~ Positive Behavior Supports
- ~ Differentiation

(Priority: 4, 7)

2017-18

Amount \$477,222

Source Centralized Service

Budget Reference Expenditure Description 1000-1999: Certificated Personnel Salaries Pupil Free and Minimum Days-Certificated

Amount	\$72,775
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Pupil Free and Minimum Days-Classified
Amount	\$266,500
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Release Time, Extra Pay, Stipends-Certificated
Amount	\$25,000
Source	Centralized Service
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support and Assessment (BTSA)
Amount	\$170,000
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 2

Provide a wide variety of parents/guardians and community involvement opportunities with open and transparent communication to assure accurate, timely information.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Community Relations

Identified Need

There is a need to maintain parents/guardians and community as active partners in their child's educational program that welcomes them into the school for engagement and volunteer opportunities. It is identified there is a diverse population at Vessels and there is a need to ensure that all families have access to the school community in a wide variety of ways with open and transparent communication between school and home. In all parent and staff input meetings and in the CYPSSD survey data, it was identified that parents feel connected to their school. There is a need to provide expanded and parent education opportunities at a variety of times to meet the demands of the working and stay-at-home parent. All of these outreach efforts will engage parents as partners in the educational process and will serve to strengthen the goals listed throughout this plan, including improving academic achievement, language proficiency, student behavior, and student attendance.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
<p>Priority 3- Parental Involvement</p> <ul style="list-style-type: none"> a. Parents will be provided with opportunities to participate in decision-making District and School advisory committees. b. Parent participation in District and School involvement opportunities with outreach to Socio-Economically Disadvantaged (SED), English Learner and Foster families c. District staff will participate in community/advocacy groups which support all students, including English Learners, Foster and Socio-Economically Disadvantaged (SED) students d. Monthly newsletters and Board Meeting Highlights 	<ul style="list-style-type: none"> a. Vessels School has a School Site Council (SSC)/English Learner Advisory Committee (ELAC) includes parent representation as required in EC. 52852/35147. Vessels has an identified parent representative for LCAP and District English Language Advisory Committees b. Four District parent education classes, with translation provided, located at various times and locations were offered in addition to school level parent involvement opportunities c. District staff participates Rotary, PTA Roundtable Association of California School Administrators, Anaheim Union High School District Articulation Committees d. Monthly District newsletters (8 times per year) Monthly Board Meeting Highlights (12 times per year) and school level newsletters, phone calls, and emails provide school-specific information and updates. 	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Scope of Services</u>	All Students <input type="checkbox"/> Specific Grade spans:		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)

2017-18

<input type="checkbox"/>	New	<input checked="" type="checkbox"/>	Modified	<input type="checkbox"/>	Unchanged
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Provide for a variety of means for two-way communication between staff, parent, community and district such as conferences, meetings, email, and phone calls. (Priority: 3)

2017-18

Amount	\$160,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Formal Parent Conferences
Amount	\$2,500
Source	Centralized Service
Budget Reference Expenditure Description	4000-4999: Books And Supplies Materials

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Scope of Services

All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New Modified Unchanged

Provide timely communication to parents /guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revise and update policies and guidelines for websites and social media and roll-out plan for parent portals to access student information, re-registration, and grade book. (Priority: 3)

2017-18

Amount

\$2,000

Source

Centralized Service

Budget Reference
Expenditure Description

4000-4999: Books And Supplies
Materials

Amount

\$5,300

Source

Centralized Service

Budget Reference
Expenditure Description

5000-5999: Services And Other Operating Expenditures
District Website

Amount	\$6,000
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Communication System: School Messenger
Amount	\$3,000
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Constant Contact
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Re-registration support

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Scope of Services

All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New **Modified** **Unchanged**

Parents will participate in decision-making regarding school and District priorities reflecting the demographics of the school and District by:
 ~ LCAP committee to be representative of District demographics
 ~ School Site Councils, as indicated on site by-laws
 ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC
 ~ District English Learner Committee (DELAC), in accordance with Education Code 35147.
 ~ Community Advisory Council (Special Education)
 (Priority: 3)

Amount

\$1,000

Source

Centralized Service

Budget Reference

4000-4999: Books And Supplies

Expenditure Description

Materials

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Scope of Services

All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New **Modified** **Unchanged**

Provide parents with the resources and access to be active participants in their student's educational program through a variety of means:

- ~ Standards-based report cards
- ~ Progress reports as needed for students not meeting expectations/standards.
- ~ Written explanation and/or FAQs to explain student expectations and learning goals.
- ~ Offer parent education classes including topics such as Standards and Content areas, Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber Safety and School Safety
- ~ Variety of meeting times and locations to accommodate parents diverse schedules
- ~ Utilize the following means to promote parent participation, such as providing a variety of School / District involvement activities - Career Day, Read Across America, Back to School, Open House. (Priority: 3)

2017-18

Amount

\$6,000

Source

Centralized Service

Budget Reference
Expenditure Description

4000-4999: Books And Supplies
Parent Education Classes

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Scope of Services

All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New **Modified** **Unchanged**

The District and schools will provide targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of District and school demographics, including Special Education, foster parents and parents of English Learners. All sites make accommodations, as appropriate for parents with disabilities.

(Priority: 3)

2017-18

Amount

\$26,500

Source

Centralized Service

Budget Reference
Expenditure Description

2000-2999: Classified Personnel Salaries
Translator-Korean

Amount

\$20,000

Source

Centralized Service

Budget Reference
Expenditure Description

5000-5999: Services And Other Operating Expenditures
Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Scope of Services

All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New **Modified** **Unchanged**

District Administrators and appropriate staff will participate in community organizations and articulation opportunities to build relationships and share District vision and mission. Participation in community groups such as:

- ~ Rotary
- ~ Arts Association
- ~ PTA
- ~ ACSA
- ~ AUHSD Articulation
(Priority: Local)

2017-18

Amount

\$5,000

Source

Centralized Service

Budget Reference
Expenditure Description

5000-5999: Services And Other Operating Expenditures
Conference Attendance

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Provide an engaging, safe, and secure learning environment for all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Vessels students are engaged with school and the average attendance rate is 97% overall. There is a need to support students and monitor the chronic absenteeism.

Vessels recognizes the on-going need to provide appropriate behavior interventions. Student discipline and behavioral intervention data indicate there is a need to increase support for students with a multi-tiered support system that will refine behavior management activities, and provide intensive behavioral supports for students with needs in this area. In order to ensure the safety and well-being of all students and staff, school facilities must continue to be maintained in good repair. Continual changes in technologies create the need for periodic updates of communications and maintenance systems. Modern systems ensure adequate infrastructure for safe and efficient learning environments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
Priority 5 Pupil Engagement b. School attendance rates c. Chronic absenteeism rates Priority 6 d. Pupil suspension rates e. Pupil expulsion rates f. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	a. Vessels met or exceeded maintenance standards-Williams Act b. Vessels average attendance rate is 97% c. Estimated 7.7% chronic absenteeism rate, official data is not yet available d. Less than 1% e. Less than 1 % f. Surveys measuring a sense of safety and school connectedness is administrated Feb-March	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Scope of Services</u>	<input type="checkbox"/> All Students	<input type="checkbox"/> Specific Grade spans:	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)

2017-18

<input type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input checked="" type="checkbox"/>	Unchanged
--------------------------	------------	--------------------------	-----------------	-------------------------------------	------------------

Provide systemic and comprehensive Student Services, supporting of all students, including health care support to help monitor and support student access to their educational program including:
 ~ District-wide enrollment process and re-enrollment of all students
 ~ Revising and updating attendance accountability
 ~ District School Registered Nurse, Licensed Vocational Nurse
 ~ Implement a School Readiness Program with a School Readiness Teacher and Nurse
 ~ Review and adjust Clerical Staffing as appropriate
 (Priority: 5)

2017-18

Amount	\$116,391
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries District Nurses (1.5)

Amount	\$37,806
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Licensed Vocational Nurse
Amount	50,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries School Readiness Nurse (.5)
Amount	No associated cost at this time
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Review and adjust Clerical Staffing as appropriate

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Scope of Services All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services Schoolwide **OR** Limited to Unduplicated Student Group(s)

2017-18

New Modified Unchanged

District and schools will implement a positive learning environment that supports and monitors attendance rates and student discipline data including incident reports, suspension, and expulsion data (Priority: 5, 6)

2017-18

Amount

Goal 1- Student Information System

Budget Reference
Expenditure Description

Student information system-Aeries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Scope of Services All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services Schoolwide OR Limited to Unduplicated Student Group(s)

2017-18

New Modified Unchanged

District staff will attend ongoing meetings at Orange County Department of Education (OCDE) to address cultural diversity and social justice issues, increase collective knowledge, share best practices, and problem solves to better support every student. Information will be shared with staff on how to work with a diverse parent population.

Coordinate services for homeless and foster students to ensure a continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning:

- ~ County Child Welfare Agency
 - ~ OCDE Homeless Liaison Network
 - ~ 211 Support
 - ~ OC Partnership
 - ~ HOPES Collaborative
 - ~ First International Doers Ministries
 - ~ Straight Talk
 - ~ Provide counseling outreach for eligible students and families
- (Priority: 8)

Amount	\$157,850
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Director of Special Education/Student Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Scope of Services

All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

2017-18

New **Modified** **Unchanged**

To align with the diverse community needs, review and annually update District student calendars to maximize student attendance and minimize cost. (Priority: 5)

2017-18

Amount

No anticipated cost

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities

Scope of Services

All Students Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

2017-18

New **Modified** **Unchanged**

Maintain high quality, clean and secure facilities in accordance with the Williams Act.
~ Review and adjust Classified staffing as appropriate
~ Review and plan for technology upgrades and improvements
(Priority: 1).

2017-18

Amount

No anticipated cost

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the SCHOOL PLAN in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to the type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who drop out by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SCHOOL PLAN as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; SCHOOL personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the SCHOOL to inform the SCHOOL PLAN goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SCHOOL PLAN prior to adoption as a result of written comments or other feedback received by the SCHOOL through any of the LEA's engagement processes?
- 5) What were specific actions taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and by groups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

SPSA Expenditure Summary

Total Expenditures by Funding Source	
Funding Source	2017-18
All Funding Sources	4,204,547.00
Centralized Service	4,204,547.00
Other	0.00
Site Discretionary	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type	
Object Type	2017-18
All Expenditure Types	4,204,547.00
1000-1999: Certificated Personnel Salaries	2,522,769.00
2000-2999: Classified Personnel Salaries	797,425.00
4000-4999: Books And Supplies	595,053.00
5000-5999: Services And Other Operating Expenditures	239,300.00
5700-5799: Transfers Of Direct Costs	0.00
5800: Professional/Consulting Services And Operating Expenditures	50,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2017-18
All Expenditure Types	All Funding Sources	4,204,547.00
1000-1999: Certificated Personnel Salaries	Centralized Service	2,522,769.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	0.00
2000-2999: Classified Personnel Salaries	Centralized Service	797,425.00
4000-4999: Books And Supplies	Centralized Service	595,053.00
4000-4999: Books And Supplies	Other	0.00
4000-4999: Books And Supplies	Site Discretionary	0.00
5000-5999: Services And Other Operating Expenditures	Centralized Service	239,300.00
5000-5999: Services And Other Operating Expenditures	Other	0.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	0.00
5700-5799: Transfers Of Direct Costs	Other	0.00
5700-5799: Transfers Of Direct Costs	Site Discretionary	0.00
5800: Professional/Consulting Services And Operating Expenditures	Centralized Service	50,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal	
Goal	2017-18
Goal 1	3,605,200.00
Goal 2	237,300.00
Goal 3	362,047.00
Goal 4	0.00
Goal 5	0.00

* Totals based on expenditure amounts in goal and annual update sections.



Vessels Elementary Parent Involvement Policy

Vessels Elementary School has developed a written parental involvement policy which is available electronically via the school website. Vessels Elementary School Parent Involvement Policy describes the means for carrying out parental involvement requirements.

Involvement of Parents in the School

1. Convenes an annual Back to School Meeting to inform parents of their right to be involved in their child's educational program.
2. Offers a flexible number of parent meetings/education opportunities to help parents partner in their child's educational experience. Opportunities include, but are not limited to Family Nights; parent training in the areas of English Language Arts and Math; information sessions on California State Standards, State Testing, 21st Century Learners, Standards Based Grading, and Positive Behavior Intervention Systems; and opportunities to volunteer in the classroom.
3. Involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its programs and the parental involvement policy. This occurs through School Site Council meetings, English Language Advisory Committee meetings, and PTA meetings.
4. Provides parents with timely information about school programs through newsletters, flyers, weekly emails, automated phone calls home, website links, and letters home.
5. Provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through parent meetings, literature, parent conferences, information sessions, and links on the school website.
6. Provides parents with opportunities to participate in decisions relating to the education of their children through parent meetings and conferences, communication logs, emails, and phone calls.

Building Capacity for Involvement

Vessels Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists in helping a parent to understand academic content standards, assessments, and how to monitor and improve the achievement of their children by providing parent training, sharing digital and hard copy resources, encouraging parent volunteerism, and conducting parent conferences.
2. Provides materials and training to help parents work with their children to improve their children's achievement by offering parent training, providing links to valuable curricular resources such as BrainPop and Education City, and sharing hard copies of resources to help equip parents to work with their children.
3. Educates staff on the value of parent contributions and how to work with parents as equal partners by providing training at staff meetings, hosting Family Nights, and sharing digital and hard copy resources with staff about parental involvement.
4. Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand by utilizing the district translator.
5. Solicits parent input at School Site Council meetings and PTA meetings about the types of parental involvement activities offered and use that input to planning future offerings.

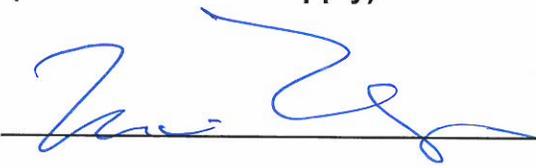
Accessibility

Vessels Elementary School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Recommendations and Assurances

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

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

English Learner Advisory Committee  Signature

Other committees established by the school or district (list) _____ Signature

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

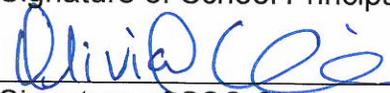
Attested:

HELEN LU
Typed name of School Principal


Signature of School Principal

4-25-17
Date

OLIVIA OSHIRO
Typed name of SSC Chairperson


Signature of SSC Chairperson

4-25-17
Date