School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Jefferson School | 39-68544-6041875 | 6/10/2019 | 6/18/2019 |

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The school wide program improves the entire educational program, which will result in improving

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

ABOUT THIS SCHOOL

Jefferson School's Mission is to take collective responsibility to empower all students to reach their fullest academic, physical, and social potential. Jefferson School's Vision is to have every child prepared for higher education (college, career, and civic responsibility) by eighth grade. To fulfill this vision, Jefferson is committed to educating students to be competent in algebraic thinking, able to write and present persuasive arguments, read and have a deep comprehension of grade level fiction and texts, complete qualitative and quantitative research, and understand their role in our democracy. We are a values-driven school and our five core values include the following:

1. Be Responsible
2. Do Your Best Each Day
3. Think Before You Speak
4. Put Others First
5. Avoid Conflict

Jefferson School was founded in 1878 as a one-room schoolhouse serving the farmers south of Tracy. It has survived moving three times, burning to the ground, and closing once due to low enrollment. From 1929 until 1993 Jefferson School served as the only K-8 school in this small rural farming community with an average enrollment of about 200 students. Teachers grew accustomed to students going to Jefferson from kindergarten to eighth grade and being able to use flexible groupings to help all children be successful. Parents also played a very active role in their children's

education. Daily, mothers volunteered in the classrooms and fathers came on weekends or during the downtime in farming to repaint the school or make repairs.

Starting in 1991 the District began to grow due to new housing construction. With it came tremendous growth and lack of continuity of the learning program. The school went from a tight knit community of 200 students to one of over 500 with both parents commuting to the Bay Area. The school was required to adapt and change to meet the students' needs. The School Site Council developed a series of after school interventions, Response to Intervention classes, and required each teacher to be CLAD certified. With this added support students at Jefferson School are beginning to close the achievement gap. The school continues to compete in Math Olympiad, Science Olympiad, TOPS Science, and other academic competitions. In addition, the school continues to send Tracy High School the majority of International Baccalaureate students. Jefferson School received the California Distinguished School award in 1989, 2009, and 2013. Our school programs also include a multi-tiered system of support (MTSS), DARE program for our 5th grade students, science camp for our 6th grade students, Artist in Residence, STEAM based electives, etc. This coming school year, we will focus on year two implementation of Positive Behavior Intervention Support (PBIS) in conjunction with restorative practices. These efforts will directly correlate to an increase in student engagement and decrease in disciplinary action.

While the school is known for its academic accomplishments, a strong emphasis is placed upon fostering well rounded students. Jefferson School offers students the opportunity to learn and compete in volleyball, basketball, and soccer. The Jefferson School advanced band has been performing for over sixty years and is an excellent public relations tool for our school. Annually they perform in at least three parades or competitions, including the Tracy High School Homecoming Parade, Ripon Almond Blossom, Alameda and Merced Band Reviews. In 2016 the band also attended a special trip to Disneyland and marched down Main Street of Disney's California Adventure Park. Over the past seven years two different associated student body (ASB) advisors have taken our leadership program from average to exemplary. Starting in 2004, the ASB leadership team began attending the California Association of Directors of Activities leadership camp. This camp provided the students and advisors with the foundation to improve student engagement on campus. The ASB regularly put on rallies, competitions, dances, spirit weeks, and fundraisers for charities. Recently, Jefferson School's ASB has joined forces and created a partnership with Tracy High Bulldog Project. The mission of the Bulldog Project is to promote anonymous reporting of bullying, revitalize school spirit, and teach others about social issues. With this partnership, we will all work collaboratively and in conjunction with Tracy Crime Stoppers. Our goals include raising awareness and providing students with resources and support to deal with emotional and social issues.

In November 2010 voters passed Measure J which allowed for a new Jefferson School and gymnasium. The school went under constructions and 5th - 8th grade students were housed off site. All students and staff returned to the newly built campus in January of 2016.

The Jefferson School staff is working on the implementation of the PLC process. We have finalized our school Mission, and will finalize our Vision and Collective Commitments during the 2017-2018 school year. Furthermore, we are focusing on individualized intervention and a tiered intervention program (MTSS). Through research, we are questioning grading strategies, implementing common formative assessments, reviewing data for re-teaching opportunities and working together to reach our mission. Our goal is to meet student needs on a by student, by standard basis; meaning we will intervene for each child and for each essential standard they need to reach. Interventions for EL, special population and GATE students will be differentiated in the classroom as well as with outside support. Our efforts are not only to intervene academically. We strive to meet behavioral needs as

well. Discipline is based on restorative practices and students have multiple opportunities and paths to learn from behaviors. Our on-site therapist provides students and families support for mental health needs, trauma, etc. Our PLC implementation and behavior processes are reviewed throughout the school year by small committees made of Jefferson staff and parents.

Currently, our school is composed of approximately 430 students, with demographics as follows: 40.5% Hispanic or Latino, 33.5% White, 10.7% Asian,4.7% Filipino, 4.4% African American, 1.2% Pacific Islander, and 5.1% Two or More Races.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Jefferson School Site Leadership and MTSS teams participate in the SWIFT FIA as a self-assessment to examine the current status of school-wide practices in the areas of administrative leadership, multi-tiered system of support, integrated education framework, family and community engagement, and inclusive policy structure and practice. The results allow us to identify and prioritize practices for transformation, make internal decisions about actions to install and implement those practices and follow up on the effects of action plans on practices. Our students, staff and families participate in the California Healthy Kids Survey each year which provides valid indicators to promote student engagement, safety, health, positive development, and overall well being.

## Classroom Observations

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

Classroom observations will be conducted throughout the school year by the site administrator. On top of the scheduled formal evaluations that include classroom observations, informal walkthroughs will be completed. School administration will dedicate school time during the week to visit classrooms to observe student engagement and instruction with the intent to be able to use captured information to support teachers in their instructional practice.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The results of state and district assessments are analyzed and subsequently used to adjust instruction to increase student achievement.  Furthermore, state assessments are used as a guide to adjust essential standards mapping and plans. The CAASPP state test results for ELA and Math in grades 4-7, as well as informal assessments, are used to determine students that require Tier 2 and Tier 3 interventions through a MTSS (Multi-Tiered System of Support/RTI (Response to Intervention) support system.  BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) Dibels assessments, along with progress monitoring, allow for fluid intervention groupings throughout the school year. The data allows school teams to understand the performance levels of the student.  Analyzing the data, along with discussions of pertinent information regarding the social-emotion elements of the student, allows the team to make accurate decisions regarding any necessary interventions.

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

On a regular basis, Jefferson teacher and staff use curriculum-embedded assessment data in a cycle of inquiry to examine and analyze student learning, the effectiveness of individual teaching practices and how the data can inform future decisions. Teams work in PLC's (Professional Learning Communities) to gather data, reflect upon it, refine teaching technique and strategies, and work as a team to acquire more knowledge to increase student engagement and learning. Weekly team meetings, coupled with district wide meetings, allows discussions to help influence the direction of staff growth and student achievement.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are considered "highly qualified," receive ongoing professional development, and newly hired staff receive support from designated teacher mentors and/or through Teacher Induction programs.

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

Jefferson School utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards, and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments identify student progress and individual student needs. Classroom instruction is differentiated to meet the needs of all students. The Jefferson district adopted and implemented new ELA curriculum K-8 in 2017-18. In 2018-19, the district piloted and then selected Social Studies Curriculum. In 2019-20, the district will be piloting and selecting NGSS science curriculum.

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

Teachers are provided staff development through minimum days, after-school courses, staff meetings, and professional development courses. The Coordinator of Curriculum and Instruction, in conjunction with the site principal and leadership team, develop course offerings aligned with new textbook adoptions and the individual needs of each site. Together, professional development is provided throughout the school year to improve standards-based instruction. Teachers attended the Professional Learning Community (PLC) conference. Several of these teachers are part of the Jefferson School Site Leadership Team and lead content area meetings on minimum days. Their goals are to create formative assessments, essential standards, use research to make decisions, and use the data to plan for intervention and enrichment programs.

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

All teachers have equitable access to support from the Instructional Coach, EL specialist, Intervention Specialist and to ongoing professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

In the 2015-2016 school year, the school days were adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction. Teacher teams refine practices through lesson studies and the PLC process.

## Teaching and Learning

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

English/Language Arts
1. Current ELA adoption, addresses prior concern of lack of ELD support.
2. Teachers are meeting weekly in PLC meetings to discuss best practices, create formative assessments, collect data, and shift teaching practices where necessary to ensure all students are learning.
3. Pacing guides need to be created, adopted, and reviewed at each grade level to ensure a consistent curriculum and provide staff with opportunities to collaborate around common assessment data (California Common Core Standard Based).
4. English Learners continue to make progress on the CELDT test. This is a direct result of students at CELDT level one and two receiving daily reading and writing intervention from the bilingual aide.
5. Teachers have defined essential standards based on CAASPP data and curriculum suggestions. Teams will vertically align essential standards.
6. Teachers are implementing standards based grading across ELA classes.

Math
1. Teachers continue to utilize adopted curriculum and implementing the technology portion of the curriculum.
2. Continue to develop a program (and/or utilize supplemental resources) for front-loading math concepts and standards to those students performing below grade level.
3. Teachers are developing weekly formative standards based quizzes for immediate data and feedback. Intervention grouping are created, differentiated instruction occurs, and reteaching of that specific standard takes place until all students have mastered the standard.
4. Seventh and eighth grade math teachers are meeting weekly to discuss best practices, create formative assessments, review data, and shift teaching practices to ensure all students are learning.
5. Teachers are implementing a standards based grading practice and students are aware of which standards they need to continue to master.

Extended Learning Opportunities
1. Students are enrolled in reading intervention, math intervention, academic intervention during school hours if they are in danger of failing and based on their areas of need.
2. Students can participate in choir or jazz band, which is offered twice a week before school.
3. Science Olympiad: Fifth through eighth grade students will participate in the SJCOE Science Olympiad this year. This enrichment program involves parents, teachers and science coaches.
4. Math Olympiad: Fifth through eighth grade students will participate in the SJCOE Math Olympiad this year.
5. Spelling Bee: Fifth through eighth grade students participate in a school spelling bee and then move on to the district spelling bee. This year, 1 student will participate in the county spelling bee at SJCOE.
6. Oral Interpretation Fair: Students in all grades will have an opportunity to compete through literature by memorizing and interpreting the piece in front of an audience.
7. Game Days take place every Friday in the library for all students.
8. Fifth through eighth grade students can participate in after school art classes.
9. All students are invited and encouraged to attend weekly ASB meetings to provide input and help make decisions for Jefferson School's student body.

Areas of need
1. Master schedule needs to be aligned to offer an enrichment and intervention course offering each period to ensure students are provided with support within their class schedule.
2. The school needs to continue to evaluate the math and reading intervention, as well as academic intervention and enrichment classes to ensure effectiveness.
3. The school needs to continue to collect data and evaluate the reading intervention curriculum being used to ensure that students exit the program at an appropriate time.
4. The school need to continue behavioral interventions through training and implementation of PBIS (Positive Behavior Intervention Support) and Restorative Practices.

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

Jefferson School runs on period attendance. Students receive approximately 45 minutes per period per day (with the exception of ELA which receives two blocks of time).

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Jefferson School runs on period attendance.  Students receive an elective course which allows for enrichment or intervention courses when needed.  Furthermore, students have one period per week that is dedicated to immediate standards based intervention on a by-student-by-standard basis.

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

All students have access to standards aligned materials including students in Special Education and English Language Learners. Ancillary materials are utilized along with the textbook adoption to assure that scaffolding occurs appropriately.

Jefferson School teachers are trained on the implementation of GLAD (Guided Language Acquisition Design) strategies. GLAD is designed to specifically target and promote language skills, academic achievement, and cross-cultural skills. The GLAD curriculum entourages project-based, student-centered learning that is inquiry driven. Elements of GLAD are used across curricular areas on a routine basis.

Supplementary materials appropriate to specific student groups are utilized to support classroom instruction.The Resource Specialist, Intervention Specialist and English Language Para collaborate with the general education teachers on a regular basis to ensure that our special education students and at-risk students are succeeding. They communicate accommodations, modifications and behavior needs in accordance with individual IEP, 504 and SST plans. Plans are reviewed on an annual and triennial basis.

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

Board Policy guides the text selection process in the district. The local board of the Jefferson School District certified, in November 2006, that each pupil in the district has equal access to textbooks or basic instructional materials in each of the following areas. Monthly meetings provide opportunity to share Williams Act concerns.

The board adoption years for each subject area are as follows:
Language Arts- 2017 (McGraw-Hill Wonders, Springboard)
Mathematics- 2014 (Houghton Mifflin Harcourt Go Math!)
History/Social Science- 2018
Science- 2007 (Currently in the adoption process)
Social and Emotional - 2018 (Second Step)

## Opportunity and Equal Educational Access

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

Jefferson School uses supplemental intervention curriculum to accelerate learning. The Accelerated Reader program is used as a motivator to help student gain individual practice reading. Language and READ 180 are used to increase fluency, build vocabulary, and increase comprehension. In the area of math, we are utilizing the core adopted curriculum is frontloaded to help students be prepared for the upcoming lesson as well as ALEKS and IXL.com to allow students to fill in the gaps in basic number sense foundation.

Students receiving level two intervention in fifth grade receive it during the RtI period that occurs daily before lunch. Students in sixth, seventh and eighth grade receive the same intervention provided during their elective period. In 2016 we changed the master schedule to allow sixth through eighth grades to have a more fluid intervention program. Our EL Specialist, Intervention Specialist, elective teacher(s) and academic intervention teacher are part of an Intervention PLC that meets regularly to review data and ensure students are receiving the appropriate support during their elective time. Currently our staff is working on a schedule to allow for tier three intervention during the school day. Currently, teachers are working with small groups during the school day and after school to intervene by-student-by-standard. Ideally we would want to use funding to support a multi-tiered program during the school day and for all students.

Students who are learning English are given primary instruction by the classroom teacher. At Jefferson School, all teachers except band hold a CLAD or equivalent credential. Jefferson has one bilingual paraprofessional, working 6 hours per day. She provides students that are level one or two on the CELDT with one period per day of additional instruction in reading and language arts. For students scoring three through five on the CELDT she provides classroom support to students and teachers.

The district contracts with Valley Community Counseling for two days per week of counseling services. The therapist works on a referral basis and consults with staff who have identified students with emotional needs that can interfere with learning in the classroom. The therapist contacts families and provides information about resources and services available outside of the school district. Students meet with the therapist individually or in small groups for a limited number of sessions. The therapist works closely with the Student Study Team to provide services for students when needed.

Evidence-based educational practices to raise student achievement

Teachers monitor student growth utilizing both formative and summative assessments. Such assessments are collaborated upon throughout the PLC (Professional Learning Communities) process within each grade level. Both site and district grade level teams continue to work collaboratively to ensure that all students are receiving high-quality instruction and are meeting identified core curricular essential standards.

Throughout the school year, students are assessed utilizing a variety of assessment tools, including but not limited to: DIBELS, adopted curriculum assessments, PLC created assessments, etc. All assessments align with Common Core Standards. The California Assessment of Student Performance and Progress (CAASPP) is given each year in the spring to students in third and fourth grade

GATE (Gifted and Talented Education Program) - Students are tested in the spring using the OLSAT testing tool. In addition, a portfolio process is used to assist with the identification of GATE students. To be considered for GATE, students must meet the criteria outlined in the district's comprehensive GATE plan. GATE program opportunities vary at Jefferson School. The program currently includes daily differentiated instruction in the classroom setting, along with clustered students at their respective grade level, in a designated classroom. As funding allows, additional resources are offered, such as field trips and after-school/during school enrichment programs. Teachers consistently differentiate with their students to ensure educational success.

## Parental Engagement

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

Jefferson School will continue efforts to improve academic achievement, attendance and discipline via the implementation of tiered intervention supports, progressive discipline, restorative practices, SART (Student Attendance Review Team) and SARB (Student Attendance Review Board) meetings. Student Study Team (SST) meetings are designed to support a student's academic, social, and emotional learning through communication between home and school, offering various interventions to support students.

Jefferson School has a number of opportunities for parents to be part of the school. The staff works to keep communication between the school, teacher, and parents open and accessible, having regular parent/teacher conferences, school newsletter, website, automated message, and email. Jefferson School maintains open and accessible communication among school staff, teachers and parents/guardians. The communication system, Aeries LOOP, is utilized to disseminate information via phone message, text message, and email. Our school maintains an open door policy, allowing parents/guardians to visit and/or volunteer on our site on an as-needed basis. Our school holds annual parent/guardian-teacher conferences, and produces a weekly staff/school newsletters sent via Aeries LOOP and posted online.

Students participate in Jump/Hoops for Heart, a fundraiser for the American Heart Association. During the holidays, students also take part in a food and hygiene drive to help gather supplies for Brighter Christmas.

During each school year there are a number of community nights. The most highly attended event is the annual Math/Science Night where students and parents come to explore math and science related topics. Jefferson also holds a College Week each year. Parents attend the Spring Musical, Winter Program, GATE field trips, and the PFA Carnival. In the Spring of 2017 Jefferson School hosted their first Oral Interpretation Fair and this tradition will continue every year. This is an opportunity for students to express themselves through literature. We also have incorporated several family nights: Science night (which is a joint effort with Monticello School) and movies nights which are held in our gymnasium.

Throughout the school year there are assemblies that involve community members and groups. Eighth grade parents are also asked to come in and participate in their student's exit interview. Awards assemblies are held throughout the school year to publicly recognize students for attendance, growth, citizenship and academics.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Jefferson School maintains an active School Site Council (SSC) consisting of the following council members:

- Principal
- Classroom Teachers
- Other School Staff
- Parent or Community Members

The SSC is involved in the planning, implementation and evaluation of the consolidated application programs on the Jefferson campus. The primary goal of Jefferson's School Site Council is to facilitate, implement, and make significant funding decisions with the intent of supporting the provision of high quality, well-balanced learning opportunities.

## Funding

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

Jefferson School does not currently receive categorical funding.

Fiscal support (EPC)

# Stakeholder Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

The School Site Council (SSC) shall develop the content of the School Plan for Student Achievement (SPSA) (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]).

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]).

Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]).

Jefferson School follows the above guidelines and meets regularly throughout the school year to review the SPSA.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **American Indian** | % | % | % | | | |
| **African American** | 5.2% | 3.3% | 4.42% | 21 | 14 | 19 |
| **Asian** | 10.5% | 10.8% | 10.70% | 43 | 46 | 46 |
| **Filipino** | 5.9% | 4.5% | 4.65% | 24 | 19 | 20 |
| **Hispanic/Latino** | 39.7% | 40.0% | 40.47% | 162 | 170 | 174 |
| **Pacific Islander** | 0.7% | 0.9% | 1.16% | 3 | 4 | 5 |
| **White** | 32.8% | 35.1% | 33.49% | 134 | 149 | 144 |
| **Multiple/No Response** | 5.2% | % | % | 21 | | |
| | | | **Total Enrollment** | 408 | 425 | 430 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 |
| **Grade 5** | 96 | 85 | 86 |
| **Grade 6** | 123 | 124 | 93 |
| **Grade 7** | 92 | 120 | 127 |
| **Grade 8** | 97 | 96 | 124 |
| **Total Enrollment** | 408 | 425 | 430 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **English Learners** | 50 | 45 | 51 | 12.3% | 10.6% | 11.9% |
| **Fluent English Proficient (FEP)** | 32 | 56 | 51 | 7.8% | 13.2% | 11.9% |
| **Reclassified Fluent English Proficient (RFEP)** | | 16 | 1 | 0.0% | 32.0% | 2.2% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 5** | 94 | 86 | 92 | 94 | 86 | 91 | 94 | 86 | 91 | 100 | 100 | 98.9 |
| **Grade 6** | 124 | 129 | 96 | 123 | 128 | 95 | 122 | 128 | 95 | 99.2 | 99.2 | 99 |
| **Grade 7** | 92 | 123 | 129 | 92 | 121 | 128 | 92 | 121 | 128 | 100 | 98.4 | 99.2 |
| **Grade 8** | 100 | 93 | 120 | 99 | 93 | 120 | 99 | 93 | 120 | 99 | 100 | 100 |
| **All Grades** | 410 | 431 | 437 | 408 | 428 | 434 | 407 | 428 | 434 | 99.5 | 99.3 | 99.3 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 5** | 2526.[illegible] | 2492.[illegible] | 2526.[illegible] | 22 | 15.12 | 27.47 | 41 | 29.07 | 36.26 | 22 | 27.91 | 21.98 | 14 | 27.91 | 14.29 |
| **Grade 6** | 2532.[illegible] | 2549.[illegible] | 2532.[illegible] | 16 | 20.31 | 12.63 | 35 | 39.84 | 40.00 | 34 | 28.91 | 32.63 | 16 | 10.94 | 14.74 |
| **Grade 7** | 2558.[illegible] | 2579.[illegible] | 2584.[illegible] | 20 | 21.49 | 24.22 | 36 | 45.45 | 45.31 | 23 | 20.66 | 20.31 | 22 | 12.40 | 10.16 |
| **Grade 8** | 2596.[illegible] | 2588.[illegible] | 2597.[illegible] | 30 | 17.20 | 27.50 | 36 | 41.94 | 38.33 | 18 | 27.96 | 21.67 | 15 | 12.90 | 12.50 |
| **All Grades** | N/A | N/A | N/A | 22 | 18.93 | 23.27 | 37 | 39.72 | 40.32 | 25 | 26.17 | 23.73 | 16 | 15.19 | 12.67 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 5** | 24 | 16.28 | 29.67 | 56 | 58.14 | 49.45 | 19 | 25.58 | 20.88 |
| **Grade 6** | 22 | 28.91 | 23.16 | 55 | 56.25 | 56.84 | 23 | 14.84 | 20.00 |
| **Grade 7** | 28 | 29.75 | 35.16 | 43 | 52.89 | 49.22 | 28 | 17.36 | 15.63 |
| **Grade 8** | 36 | 30.11 | 33.33 | 44 | 47.31 | 49.17 | 19 | 22.58 | 17.50 |
| **All Grades** | 28 | 26.87 | 30.88 | 50 | 53.74 | 50.92 | 22 | 19.39 | 18.20 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 5** | 38 | 24.42 | 39.56 | 46 | 54.65 | 50.55 | 16 | 20.93 | 9.89 |
| **Grade 6** | 20 | 28.13 | 20.00 | 59 | 53.91 | 50.53 | 20 | 17.97 | 29.47 |
| **Grade 7** | 30 | 34.71 | 41.41 | 52 | 51.24 | 43.75 | 17 | 14.05 | 14.84 |
| **Grade 8** | 36 | 38.71 | 44.17 | 44 | 48.39 | 39.17 | 19 | 12.90 | 16.67 |
| **All Grades** | 31 | 31.54 | 37.10 | 51 | 52.10 | 45.39 | 18 | 16.36 | 17.51 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Grade 5** | 21 | 15.12 | 18.68 | 70 | 63.95 | 70.33 | 9 | 20.93 | 10.99 |
| **Grade 6** | 15 | 21.09 | 11.58 | 79 | 67.19 | 75.79 | 7 | 11.72 | 12.63 |
| **Grade 7** | 15 | 16.53 | 21.88 | 66 | 71.90 | 69.53 | 18 | 11.57 | 8.59 |
| **Grade 8** | 23 | 17.20 | 24.17 | 69 | 69.89 | 60.83 | 8 | 12.90 | 15.00 |
| **All Grades** | 18 | 17.76 | 19.59 | 71 | 68.46 | 68.66 | 10 | 13.79 | 11.75 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Grade 5** | 39 | 16.28 | 28.57 | 52 | 54.65 | 52.75 | 9 | 29.07 | 18.68 |
| **Grade 6** | 20 | 29.69 | 26.32 | 70 | 56.25 | 61.05 | 11 | 14.06 | 12.63 |
| **Grade 7** | 30 | 35.54 | 39.06 | 47 | 48.76 | 53.13 | 23 | 15.70 | 7.81 |
| **Grade 8** | 34 | 38.71 | 39.17 | 52 | 46.24 | 46.67 | 14 | 15.05 | 14.17 |
| **All Grades** | 30 | 30.61 | 34.10 | 56 | 51.64 | 53.00 | 14 | 17.76 | 12.90 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 5** | 94 | 86 | 92 | 94 | 86 | 91 | 94 | 86 | 91 | 100 | 100 | 98.9 |
| **Grade 6** | 124 | 129 | 96 | 123 | 128 | 94 | 123 | 128 | 94 | 99.2 | 99.2 | 97.9 |
| **Grade 7** | 92 | 123 | 129 | 92 | 121 | 128 | 92 | 121 | 128 | 100 | 98.4 | 99.2 |
| **Grade 8** | 100 | 93 | 120 | 99 | 93 | 120 | 99 | 93 | 120 | 99 | 100 | 100 |
| **All Grades** | 410 | 431 | 437 | 408 | 428 | 433 | 408 | 428 | 433 | 99.5 | 99.3 | 99.1 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 5** | 2526.[illegible] | 2510.[illegible] | 2506.[illegible] | 23 | 16.28 | 16.48 | 23 | 23.26 | 20.88 | 36 | 40.70 | 38.46 | 17 | 19.77 | 24.18 |
| **Grade 6** | 2551.[illegible] | 2564.[illegible] | 2550.[illegible] | 25 | 32.03 | 21.28 | 28 | 28.13 | 27.66 | 33 | 25.78 | 39.36 | 15 | 14.06 | 11.70 |
| **Grade 7** | 2546.[illegible] | 2577.[illegible] | 2579.[illegible] | 15 | 28.93 | 30.47 | 29 | 27.27 | 25.78 | 30 | 25.62 | 27.34 | 25 | 18.18 | 16.41 |
| **Grade 8** | 2610.[illegible] | 2570.[illegible] | 2597.[illegible] | 37 | 24.73 | 37.50 | 26 | 26.88 | 21.67 | 18 | 18.28 | 17.50 | 18 | 30.11 | 23.33 |
| **All Grades** | N/A | N/A | N/A | 25 | 26.40 | 27.48 | 27 | 26.64 | 24.02 | 29 | 27.10 | 29.56 | 18 | 19.86 | 18.94 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 5** | 34 | 25.58 | 27.47 | 36 | 44.19 | 34.07 | 30 | 30.23 | 38.46 |
| **Grade 6** | 35 | 48.44 | 37.23 | 37 | 31.25 | 43.62 | 28 | 20.31 | 19.15 |
| **Grade 7** | 34 | 43.80 | 46.88 | 30 | 29.75 | 28.91 | 36 | 26.45 | 24.22 |
| **Grade 8** | 47 | 32.26 | 44.17 | 32 | 34.41 | 30.00 | 20 | 33.33 | 25.83 |
| **All Grades** | 38 | 39.02 | 39.95 | 34 | 34.11 | 33.49 | 28 | 26.87 | 26.56 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 5** | 24 | 17.44 | 19.78 | 48 | 51.16 | 50.55 | 28 | 31.40 | 29.67 |
| **Grade 6** | 20 | 27.34 | 24.47 | 57 | 51.56 | 55.32 | 24 | 21.09 | 20.21 |
| **Grade 7** | 13 | 32.23 | 26.56 | 53 | 46.28 | 60.16 | 34 | 21.49 | 13.28 |
| **Grade 8** | 31 | 25.81 | 35.00 | 59 | 46.24 | 43.33 | 10 | 27.96 | 21.67 |
| **All Grades** | 22 | 26.40 | 27.02 | 54 | 48.83 | 52.42 | 24 | 24.77 | 20.55 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Grade 5** | 21 | 13.95 | 15.38 | 50 | 54.65 | 61.54 | 29 | 31.40 | 23.08 |
| **Grade 6** | 24 | 27.34 | 19.15 | 56 | 53.91 | 60.64 | 20 | 18.75 | 20.21 |
| **Grade 7** | 25 | 30.58 | 31.25 | 60 | 52.07 | 53.91 | 15 | 17.36 | 14.84 |
| **Grade 8** | 39 | 25.81 | 39.17 | 54 | 49.46 | 40.00 | 7 | 24.73 | 20.83 |
| **All Grades** | 27 | 25.23 | 27.48 | 55 | 52.57 | 53.12 | 18 | 22.20 | 19.40 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| **Grade Level** | **Overall** | **Oral Language** | **Written Language** | **Number of Students Tested** |
| **Grade 5** | 1559.0 | 1546.0 | 1571.4 | 14 |
| **Grade 6** | 1534.9 | 1530.1 | 1539.5 | 17 |
| **Grade 7** | * | * | * | * |
| **Grade 8** | 1518.5 | 1476.8 | 1559.6 | 11 |
| **All Grades** | | | | 52 |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | **Level 3** | | **Level 2** | | **Level 1** | | **Total Number of Students** |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | |
| **Grade 5** | 11 | 78.57 | * | * | | | | | 14 |
| **Grade 6** | * | * | * | * | * | * | * | * | 17 |
| **Grade 7** | * | * | * | * | * | * | | | * |
| **Grade 8** | * | * | * | * | * | * | * | * | 11 |
| **All Grades** | 23 | 44.23 | 18 | 34.62 | * | * | * | * | 52 |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | **Level 3** | | **Level 2** | | **Level 1** | | **Total Number of Students** |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | |
| **Grade 5** | 12 | 85.71 | * | * | | | | | 14 |
| **Grade 6** | * | * | * | * | * | * | * | * | 17 |
| **Grade 7** | * | * | * | * | * | * | | | * |
| **Grade 8** | * | * | * | * | * | * | * | * | 11 |
| **All Grades** | 33 | 63.46 | * | * | * | * | * | * | 52 |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | **Level 3** | | **Level 2** | | **Level 1** | | **Total Number of Students** |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | |
| **Grade 5** | * | * | * | * | * | * | | | 14 |
| **Grade 6** | * | * | * | * | * | * | * | * | 17 |
| **Grade 7** | * | * | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | * | * | * | * | 11 |
| **All Grades** | 20 | 38.46 | 11 | 21.15 | 13 | 25.00 | * | * | 52 |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade 5** | 11 | 78.57 | * | * | | | 14 |
| **Grade 6** | * | * | * | * | * | * | 17 |
| **Grade 7** | * | * | * | * | | | * |
| **Grade 8** | * | * | * | * | * | * | 11 |
| **All Grades** | 27 | 51.92 | 22 | 42.31 | * | * | 52 |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade 5** | 14 | 100.00 | | | | | 14 |
| **Grade 6** | 13 | 76.47 | * | * | * | * | 17 |
| **Grade 7** | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | * | * | 11 |
| **All Grades** | 37 | 71.15 | * | * | * | * | 52 |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade 5** | * | * | * | * | | | 14 |
| **Grade 6** | * | * | * | * | * | * | 17 |
| **Grade 7** | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | * | * | 11 |
| **All Grades** | 18 | 34.62 | 19 | 36.54 | 15 | 28.85 | 52 |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade 5** | 11 | 78.57 | * | * | | | 14 |
| **Grade 6** | * | * | 12 | 70.59 | * | * | 17 |
| **Grade 7** | * | * | * | * | | | * |
| **Grade 8** | * | * | * | * | * | * | 11 |
| **All Grades** | 21 | 40.38 | 28 | 53.85 | * | * | 52 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **430** | **26.3%** | **11.9%** | **0.2%** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 51 | 11.9% |
| **Foster Youth** | 1 | 0.2% |
| **Socioeconomically Disadvantaged** | 113 | 26.3% |
| **Students with Disabilities** | 37 | 8.6% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 19 | 4.4% |
| **Asian** | 46 | 10.7% |
| **Filipino** | 20 | 4.7% |
| **Hispanic** | 174 | 40.5% |
| **Two or More Races** | 22 | 5.1% |
| **Pacific Islander** | 5 | 1.2% |
| **White** | 144 | 33.5% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students | | |
|---|---|---|
| **Academic Performance** | **Academic Engagement** | **Conditions & Climate** |
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Green | **Suspension Rate**<br>Green |
| **Mathematics**<br>Green | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 1 | 4 | 1 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Green | No Performance Color |
| 26.7 points above standard | 16 points above standard | 0 Students |
| Increased 9 points | Maintained 2 points | |
| 409 students | 75 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Green | Yellow |
| 0 Students | 12.3 points above standard | 61.5 points below standard |
| | Increased 4.7 points | Increased 5.3 points |
| | 103 students | 38 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 11.4 points below standard | 0 Students | 64 points above standard | 64.6 points above standard |
| Maintained -1.2 points | | Increased 5.6 points | Increased 4.1 points |
| 18 students | | 44 students | 16 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Green |
| 8.9 points above standard | 36.9 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 34.2 points above standard |
| Increased 17.6 points | Increased 9.4 points | 4 students | Increased 4.6 points |
| 165 students | 24 students | | 138 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 30.5 points below standard | 81.9 points above standard | 25.6 points above standard |
| Increased 12.1 points | Increased 9.7 points | Increased 8.3 points |
| 44 students | 31 students | 314 students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 0 | 1 | 3 | 1 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Green | No Performance Color |
| 4.7 points above standard | 11.1 points below standard | 0 Students |
| Maintained 2.2 points | Increased 4.2 points | |
| 409 students | 75 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | Red |
| 0 Students | 13.1 points below standard | 114.8 points below standard |
| | Declined -3.7 points | Maintained -2.9 points |
| | 103 students | 38 students |

| 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 47.4 points below standard | 0 Students | 62.9 points above standard | 20.4 points above standard |
| Declined -12.8 points | | Increased 14.5 points | Declined -31 points |
| 18 students | | 44 students | 16 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Green |
| 21.9 points below standard | 24 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 19.2 points above standard |
| Increased 15.8 points | Maintained 0.8 points | 4 students | Declined -7.5 points |
| 165 students | 24 students | | 138 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 67.8 points below standard | 69.4 points above standard | 5.2 points above standard |
| Increased 11.7 points | Increased 18.8 points | Maintained 0.6 points |
| 44 students | 31 students | 314 students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| **Number of Students** | **Level 4 Well Developed** | **Level 3 Moderately Developed** | **Level 2 Somewhat Developed** | **Level 1 Beginning Stage** |
| 52 | 44.2% | 34.6% | 11.5% | 9.6% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance | | |
|---|---|---|
| Class of 2016 | Class of 2017 | Class of 2018 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 2 | 3 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Yellow | No Performance Color |
| 3.8% chronically absent | 3.6% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained 0.3% | Increased 3.6% | 2 students |
| 452 students | 56 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Yellow |
| Less than 11 Students - Data Not Displayed for Privacy | 6.2% chronically absent | 6.7% chronically absent |
| 1 students | Increased 0.7% | Maintained 0.3% |
| | 130 students | 45 students |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Green | No Performance Color |
| 5% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 1.9% chronically absent | 0% chronically absent |
| Increased 5% | 0 students | Increased 1.9% | Maintained 0% |
| 20 students | | 52 students | 21 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Green |
| 5.5% chronically absent | 0% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 3.3% chronically absent |
| Declined 0.6% | Declined 4.3% | 5 students | Declined 0.5% |
| 181 students | 23 students | | 150 students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year | |
|---|---|
| 2017 | 2018 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | | | | | Highest Performance |
|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue |

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 1 | 3 | 2 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2018 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Green | No Performance Color |
| 2.8% suspended at least once | 1.6% suspended at least once | Less than 11 Students - Data Not |
| Declined -1.9% | Declined -2.4% | 3 students |
| 469 students | 62 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | Green |
| Less than 11 Students - Data Not | 6.5% suspended at least once | 2.1% suspended at least once |
| 1 students | Maintained 0.2% | Declined -4.7% |
| | 139 students | 47 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 18.2% suspended at least once | 0 Students | 0% suspended at least once | 0% suspended at least once |
| Increased 11.9% | | Declined -2.1% | Declined -5.3% |
| 22 students | | 54 students | 22 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Blue |
| 3.2% suspended at least once | 8.7% suspended at least once | Less than 11 Students - Data | 0.6% suspended at least once |
| Declined -2.7% | Increased 8.7% | 6 students | Declined -3.8% |
| 187 students | 23 students | | 155 students |

This section provides a view of the percentage of students who were suspended.

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 3% suspended at least once | 4.7% suspended at least once | 2.8% suspended at least once |

**Conclusions based on this data:**

**1.**

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1
Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.1: Ensure that the ELA/ELD CCSS instructional units are implemented using CCSS strategies.

AS 1.4: Implement GLAD strategies in all 3-5 grade classrooms.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.

# Goal 1

Increase Schoolwide ELA Proficiency

When analyzing the 2017/2018 CAASPP data, not all students and statistically significant sub-groups scored within the Standard Met or Standard Exceeded ranges. The school must continue to focus on ELA  proficiency in all grades and for all subgroups in order to meet future targets. CAASPP data is broken into four score ranges: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met.

GOAL OBJECTIVE: Increase the overall percentage of students meeting and exceeding the standard by 10% over the course of three years, as reported on the CAASPP in ELA.

STUDENT GROUPS PARTICIPATING IN THIS GOAL: Students in fifth through eighth grades currently identified as those not meeting or nearly meeting Common Core State Standards.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS Scores and projected scores (according to goal):

2017/2018 ELA Data: 63.59

Goals for 2019 CAASPP ELA Data: 67%

Goals for 2020 CAASPP ELA Data: 71%

Goals for 2021 CAASPP ELA Data: 74%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a PLC meeting. This data will also be used to identify Level 2 and 3 RtI participants and for teachers to structure their classroom objective to reach these goals.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. Summative Classroom Assessments and Checking for Understanding (CFU)
3. District Benchmark Assessments
4. CAASPP Practice Assessments
5. CELDT Results

## Identified Need

Student ELA scores are below expected value.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | 63.59 | 74.00 |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students in grades five through eight.

Strategy/Activity

Using Data to Drive Decisions: Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.
Tasks
1. Analyze State Summative Assessment Data from the previous school year (Principal)
2. Present Annual State Summative Assessment Data to Staff and Community (Principal)
3. Analyze District Formative Benchmark Assessments each Trimester (Grade Level Representatives and Teachers)
4. Analyze Curriculum Benchmark Assessments following each assessment cycle (Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide)
Measures
1. District Benchmark Assessments
2. Curriculum Assessments
7/1/2018 - 6/30/2021

RtI-Extended Learning Opportunities: Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State

Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before, during, or after school.
Tasks
1. Identify students who need Before and After School Academic Assistance (Principal, Grade Level Representatives, and Teachers)
2. Purchase instructional supplies, curriculum materials, and online content subscriptions (Principal, EL Teacher, Principal's Secretary)
3. Inform parents of the program (Principal, Principal's Secretary)
Measures
1. Student data reviewed and students identified by the second week of each trimester
2. Purchase instructional supplies, curriculum materials, and online content subscriptions by the fourth week of the school year
3. Parents informed a minimum of two weeks before the start of the intervention
7/1/2018 - 6/30/2021

Response to Intervention (RtI): Interventions at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier One, Two or Three interventions during the school day. Interventions will be based on their academic weakness and previously tiered intervention as it pertains to the Common Core State Standards for their grade level.
Tasks
1. Analyze all student assessment data within two weeks of the end of each trimester. (Principal)
2. Build master schedule in early Spring of 2018, test out new schedule, make changes, and implement for 2018/2019 school year. (Principal)
3. Determine teachers for intervention classes and intervention pull out programs by June 1. (Principal)
4. Assign students to the proper intervention program before the start of each trimester.(Principal, Grade Level Representatives and Teachers)
5. Parents and students need to be notified of their placement into intervention classes and intervention pull out programs. (Principal's Secretary)
6. Instructional materials and curriculum needs to be purchased for classes by August 1. (Principal's Secretary)
Measures
1. CAASPP/SBAC Data
2. District Benchmark Assessments
3. Curriculum Assessments
4. Classroom Formative Assessments/Data
7/01/2018 - 6/30/2021

Differentiation: Language Arts instruction will be differentiated to meet the needs of all students.
Tasks
1. GATE, RSP, SDC, ELD, students are clustered together for whole group instructions. (Principal)
2. GLAD/SDAIE Strategies for ELD students. (Teachers)
3. Direct Instruction. (Teachers)
4. Small group instruction. (Teachers)
5. Collaborative groups. (Teachers)
6. Individual instruction with an instructional aide for Special Education and ELD students. (Special Education Teacher and EL Aide)
7. Independent study. (Teachers)
Measures
1. Review class placements
2. Classroom observations at least once per week

3. IEP for all Special Education and ELD students
7/1/2018 - 6/30/2021

Learning Resources: Students will be provided access to a library with sufficient books, magazines, reference materials, and online resources.
Tasks
1. Provide for teacher classroom supplies. (Teachers and Principal)
2. Continue to purchase novels for the library. (Librarians and Principal)
3. Renew and acquire new magazine subscriptions. (Librarians and Principal)
5. Pilot or start a digital library. (Librarians and Principal)
Measures
1. Teachers have necessary supplies to teach
2. Book inventory
3. Magazine inventory
4. AR use logs and reports
6/30/2018 - 07/01/2021

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 200.00 | SIP<br><br>Oral Interpretation |
| 1000.00 | SIP<br><br>CAASPP Incentives |
| 2957.00 | SIP<br><br>ELA Support/Materials |
| 1000.00 | SIP<br><br>Library Resources |

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1
Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.4: Implement GLAD strategies in all 3-5 grade classrooms.

AS 1.5 - Provide two in-service days on meeting the needs of diverse learners.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.

# Goal 2

Increase Schoolwide Math Proficiency

When analyzing the 2017/2018 CAASPP data, not all students and statistically significant sub-groups met the targets or scoring within the Standard Met or Standard Exceeded ranges. The school must continue to focus on math proficiency in all grades, and for all subgroups in order to meet future targets. The CAASPP is broken into four ranges: Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded.

GOAL OBJECTIVE: Increase the overall percentage of students meeting and exceeding the standard by 15% over the course of three years, as reported on the CAASPP in Mathematics.

PERFORMANCE GAINS EXPECTED FOR STUDENTS:

2017/2018 Math Data: 51.5

Goal for 2019 CAASPP Math Data: 56.5%

Goal for 2020 CAASPP Math Data: 61.5%

Goal for 2021 CAASPP Math Data: 66.5%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL: At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Grade level teams will collect data and report progress toward goals in Professional Learning Community (PLC) meetings. This data will also be used to identify Level 2 and Level 3 RtI participants. Teachers will use PLC time to create formative assessments based on essential standards, look at collected data, reteach and refine practices on a weekly basis to help increase mastery of standards tested on the CAASPP.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS:
1. Go Math Assessments
2. CELDT

3. IAB Assessments/Data
4. Formative Assessments/Data

## Identified Need

Student Math CAASSP scores are under performing and need to drastically increase.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | 51.5 | 66.5 |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students in fifth through eighth grade.

Strategy/Activity

Using Data to Guide Decisions: Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.
Tasks
1. Analyze State Summative Assessment Data from the previous school year (Principal)
2. Present Annual State Summative Assessment Data to Staff and Community (Principal)
3. Analyze District Formative Benchmark Assessments Each Trimester (Grade Level Representatives and Teachers, Intervention Specialist, EL Aide, Principal)
4. Analyze Curriculum Assessments (Grade Level Teams, Intervention Specialist, EL Aide, Principal)

Rti-Extended Learning Opportunities: Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before, during and after school.
Tasks
1. Identify students who need before, during and after school academic assistance. (Principal, Teachers
2. Purchase instructional supplies, curriculum materials, and on-line content subscriptions. (Principal)
3. Inform parents of the program. (Principal)
4. Fully implement the program. (Principal, Teachers)
Measures

1. Student data reviewed and students identified by the second week of school as well as on a weekly basis for WIN enrichment.
7/1/2018 - 6/30/2021

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 1000.00 | SIP<br><br>CAASPP Incentives |
| 2957.00 | SIP<br><br>Math Support/Intervention |
| 1000.00 | Career Readiness<br><br>STEAM Materials |

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1
Pupil Outcomes: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.8 - Monitor and refine the Response to Intervention program district-wide including before, during, and after school.

AS 1.9 - Provide all students access to enrichment/advanced courses/activities that focus on real-word experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).

# Goal 3

Provide all students access to enrichment activities: Increase instruction focus to real-world experiences, performing arts, technology and STEAM.

## Identified Need

All students need access to enrichment activities.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| WIN Schedule | | All students receive enrichment on a weekly basis. |
| CAASPP Scores | | Increase in students meeting standard by Goal 1 / Goal 2 percentage expectations. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Student Enrichment : Students will be provided with enrichment opportunities to enhance the learning in our standards-based instructional program.
Tasks
1. Determine destination and coordinate transportation. (Grade Level Representative or SSC)
2. Send and receive permission slips. (Grade Level Representative or Teacher)
3. Take students on the educational opportunity and connect it to the standards. (Teachers)
Measures
1. Determine destination, check standards connections, reserve transportation/admission a minimum of one month prior
2. Invite students one month prior
3. Permission slips one month prior

7/1/2018 - 6/30/2021

Extended Learning Opportunities
Tasks: Provide extended learning opportunities at Jefferson that are aligned with the district LCAP goal. Students will receive support through drama, orchestra, STEAM, robotics, coding, musicals, and technology.  Increase incentives for proficiency on CAASPP assessment.
Measures
1. Students will be provided opportunities to have elective course in the above areas. (Principal and Teachers)
2. Master schedule will include courses. (Principal and Principal's Secretary)
3. Before, during and after school extended learning opportunities available to students.(Principal, Teachers)
4. Purchase instructional supplies, curriculum materials to support these courses.(Principal and Principal's Secretary)
5. Incentives during the week of CAASPP testing. (Principal)
6. Field trip for students that meet or exceed standards on CAASPP. (SSC)
7/1/2018 - 6/30/2021

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 2499.00 | Gate<br><br>Extension Activities |
| 1596.00 | Art Instruction - Services<br><br>AIR |
| 1500.00 | Art Instruction - Staff<br><br>Art/Drama Staff |

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

2.1 - Survey parents, students, and staff annually on school climate, engagement and safety.

2.2 - Enhance and expand school to home communication utilizing email, text, social media, and websites.

# Goal 4

Increase Communication Among School, Home, and Community

ISSUE STATEMENT
Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues and the community to develop partnerships.

GOAL OBJECTIVE
Increase community parnterships by encouraging community organizations, businesses, and families to support Jefferson School.

GROUPS PARTICIPATING IN THIS GOAL
MJPFA
Community Partners
Businesses
Parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS
1. Increase partnerships from one to three
2. Increase attendance on all committees including MJPFA, ELAC, and SSC
3. Increase attendance at award's assemblies, Back to School Night, Open House, parent conferences, Winter Program, parenting classes, and orientations
4. Provide school/grade level parent education and orientation nights

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL
1. Attendance at events/meetings
2. Feedback
3. Logs

DATA NEEDED TO MEASURE ACADEMIC GAINS:
1. Attendance at events/meetings
2. Feedback
3. Logs

## Identified Need

Non involved parents need opportunities to connect with the school.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Attendance Logs at Meetings | | Parents from each grade level at every meeting. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students in grades five through eight and their parents/guardians, community members, faculty.

Strategy/Activity

Using Data to Guide Decisions

Data will be analyzed in an effort to get more parents involved at Jefferson School.

Actions
Parent Involvement

Tasks
1. Hold parent informational meetings
2. Collect input/feedback from parent, students, teachers, and community members
3. Create a parental involvement plan from feedback
4. Purchase resources, develop programs to increase parental involvement based on the input
5. Implement resources/programs to educate, inform, and involve parents in Jefferson School
Measures
1. Hold parent meeting monthly (Principal, MJPFA)
2. Collect on-going input (Principal, MJPFA)
3. Create plan by June 1 (Principal, MJPFA)
4. Purchase by September 1 and based on student need (Principal)
5. Implementation is on-going (Principal)
7/01/2018 - 6/30/2021

Increase the number of site-level parent education opportunities regarding:
1. Graduation requirements (Back to School Night and Parent Teacher Conferences)
2. Grade-level requirements (Back to School Night and Parent Teacher Conferences)
3. Improving the achievement of their student
4. Common Core Curriculum and Strategies
5. Homework/Studying support
6. How to use Online Communication Tools and Gradebook
7. Bullying
8. Positive Behavior Intervention Support (PBIS)

7/01/2018 - 6/30/2021

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 798.00 | Character Education<br><br>CREED Incentives |
| 2500.00 | SIP<br><br>CREED/Attendance Incentives |
| 250.00 | SIP<br><br>Supplies/Materials |

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

2.3 - Provide a research based Character Education program that promotes social emotional wellness.

2.4 - Implement the PBIS model to reduce the number of discipline incidents in all school settings.

2.5 - Provide counseling and supports to students/families that are in need.

2.6- Provide training and support to all staff supervising students on the playground/cafeteria.

# Goal 5

Maintain a Safe School Environment

ISSUE STATEMENT

In 2017/2018, Jefferson School had 15 suspensions. Jefferson must provide a positive and effective learning environment. Jefferson must decrease incidents, so that suspension incidents will be below 8 by 2018/2019 School Year.

GOAL OBJECTIVE

To lower incidents of suspension to less than 8 by the year 2018/2019 and to use restorative practices for disciplinary action when appropriate.

GROUPS PARTICIPATING IN THIS GOAL
1. PBIS Committee
2. Staff
3. All students

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS 2017-2018 8 or fewer each year for the next three years.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL Weekly and monthly discipline reports.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Suspension Documents | 15 | 8 |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students in grades five through eight.

Strategy/Activity

Develop and Implement Safety Plan: Jefferson School's Safety Plan will be developed annually with input from all stakeholders. Implementation of the Safety Plan will be on-going daily, with revisions made when needed. Plan will be complete by November 1.

Develop and Implement Crisis Component: Jefferson School will develop crisis procedures with input from the school safety team and local law enforcement. These procedures will be practiced school wide, through a series of drills held monthly on campus.

Develop and Implement Discipline Component: Jefferson School will provide students with a safe and positive learning environment everyday. In order for this to happen, a strict code of discipline will be enforced daily. The code of discipline will be developed from input from teachers, staff, students, parents, and community members, and will be enforced by students, teachers, staff, administration, and law enforcement when needed. Per Ed. Code 49079, at the beginning of each every trimester or any time new students enroll, administration will provide teachers with a discipline report of any of their students who have been suspended or expelled for violation of Ed. Code 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Code of Discipline Contract
Tasks
1. Attend PBIS training (2-year program, starting in the 2019/2020 school year)
2. Create Behavioral Expectations
3. Send expectation home to parents and students.
4. Obtain signatures from parents students.
5. Post expectations around the school.
Measures
1. Send home by the end of the first week of school (Teachers and Office Staff)
2. Return by the end of the second week of school (Teacher, Students and Parents)
3. File all by the end of the first month of school (Office Staff)
7/1/2018 - 6/30/2021

Behavior Expectation Assemblies
Tasks

1. Calendar assemblies for the school year (Principal)
2. Inform teachers (Principal)
3. Hold assemblies (Principal and Staff)
Measures
1. Calendar by August 1
2. Inform teachers by the first day of school
3. Hold assemblies by the end of the first week of each trimester
7/1/2018 - 6/30/2021

Behavior Expectation Classes
Tasks
1. Identify class components (Teachers and Principal)
2. Develop process for student identification (Teachers and Principal)
3. Notify parents and students when required to take the course (Principal and Counselor)
4. Conduct the course (Principal, Counselor or Designee)
Measures
1. Identification is on-going
2. Seek input from teachers and parents
3. Send communication to parents
4. Implement when needed
07/01/2018 - 06/30/2021

Lunch Time Intramural Sports/Peaceful Playgrounds
Tasks
1. Develop an intramural lunch time schedule (Principal and Teachers)
2. Advertise, teach, and create teams (Principal and Teachers)
4. Hold games (Campus Aides, Teachers, Principal)
Measures
1. Review number of lunch time referrals
2. Number of students participating
07/01/2018 - 06/30/2021

Positive Behavior Intervention Support
Tasks
1. Develop a PBIS Team (Principal)
2. Attend PBIS Training (Principal and PBIS Team)
3. Enhance Jefferson CREED with positive reinforcement and student accountability program (PBIS Team)
4. Post Expectations in all settings (PBIS Team)
5. Provide parent information nights (Principal and PBIS Team)
Measures
1. Attend PBIS Training during the 2019-2020 school year (following steps take place post training)
2. Create positive reinforcement and student accountability program.
3. Post expectations
07/01/2018 - 06/30/2021

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| 3990.00 | School Safety and Violence Prevention Act<br><br>Safety Materials |
| 2500.00 | SIP<br><br>Materials/Support PBIS and Peaceful Playgrounds |

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $25,747.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| Art Instruction - Services | $1,596.00 |
| Art Instruction - Staff | $1,500.00 |
| Career Readiness | $1,000.00 |
| Character Education | $798.00 |
| Gate | $2,499.00 |
| School Safety and Violence Prevention Act | $3,990.00 |
| SIP | $14,364.00 |

Subtotal of state or local funds included for this school: $25,747.00

Total of federal, state, and/or local funds for this school: $25,747.00

# 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:

1 School Principal

2 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

| Name of Members | Role |
|---|---|
| Chris Potts | Parent or Community Member |
| Lori Scott | Classroom Teacher |
| Shawntai Robertson | Other School Staff |
| Alyssa Wooten | Principal |
| Angela Hewey | Parent or Community Member |
| Lauren Beith | Other School Staff |
| Brandy Jones-Hsia | Parent or Community Member |
| Andrea Jennings | Classroom Teacher |

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.

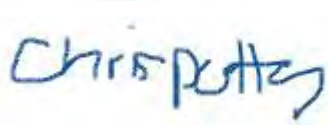
# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | Principal, Alyssa Wooten on 6/11/2019 |
|  | SSC Chairperson, Chris Potts on 6/11/2019 |

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.

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.

This SPSA was adopted by the SSC at a public meeting on 6/10/2019.

Attested:

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

# Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**


Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs


For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

# Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

# Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

# Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Tom Hawkins Elementary School | 39-68544-6117618 | March 13, 2019 | June 12, 2019 |

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

ABOUT THIS SCHOOL

District Mission Statement:

We take collective responsibility for ensuring all students achieve at high levels.

Mission Statement:

Tom Hawkins Elementary School is composed of a dedicated staff committed to providing the highest standards of education, developing the whole child, school safety, and continuously striving for improvement. The staff and parent community value programs of instruction in art, music, physical education and character and know that all students have individual paths to success. Tom

Hawkins students are leaders in and outside of school and leave the halls of the school prepared for high school and success in the 21st century.

History:

The school opened in August, 2000, as a K-3 neighborhood walking school, serving approximately 200 students. The student population was projected to increase due to the area's population growth. During the 2001-2002 school year, Hawkins added 7 portables and served K-5 grades with 326 students. The permanent school was completed in June 2002, and opened with 519 K-6 students in August 2002. Due to growth a portable campus was reopened for the 2003-2004 school year. In August 2005, our 6th-8th grade students moved into a brand new middle school wing. The school currently has approximately 730 students in grades TK-8, including a special day class for 3rd - 5th grades. The school is named after Mr. Tom Hawkins. For over 30 years, Mr. Hawkins served as teacher, principal, and superintendent for Jefferson School District. He was an integral part of the Tracy education community, involved in many Tracy service clubs, community programs, and Tom Hawkins School. Mr. Hawkins' core values help shape the culture of Tom Hawkins Elementary School and is regarded as a role model for staff and students. Mr. Hawkins family is still involved in school activities which help to perpetuate his legacy and example for the staff and students. The school colors are royal blue, gray, and white and the mascot is the Huskies.

Technology:

Technology is a fundamental instructional tool utilized by students and all staff. One-to-one Chromebook sets are utilized in all 1st-8th grade classrooms. Transitional Kindergarten and Kindergarten classrooms have Chromebooks at a 2:1 ratio. It is a core belief at Tom Hawkins that every student has a right to technology enhanced instruction. All classrooms are equipped with LCD projectors, document cameras, and wireless routers. All 5th-8th grade classrooms are equipped with SMART projectors. The school has purchased a mobile set of 20 iPads. The District and Hawkins site personnel maintain the district website at jeffersonschooldistrict.com with a link to Hawkins Elementary School.

School Wide Programs:

The staff of Tom Hawkins provides a variety of programs to address the strengths of all learners. A robust athletic program offers students the opportunity to play volleyball, basketball, and soccer. The Hawkins community continues to value music and art instruction. TK-4th grade students receive weekly music instruction and 5th - 8th grades may choose to participate in the band program which provides daily music instruction. For the past several years, School Site Council and the Hawkins Parent Faculty Club have elected to fund the Artist in Residence program in order to provide visual and performing arts instruction to all students. An organized Response to Intervention Program in grades K-6 provides additional support for students in need of language arts and math intervention. Study skills classes are available to 7th and 8th grade students. The school has a strong focus on Social Emotional Learning. The school successfully implemented Second Step curriculum weekly as a component of their Multi-Tiered Systems of Support.

Pillars of Character:
The school recognizes and promotes ten essential pillars of character. Each month the school focuses on a specific trait and character role model. The 10 traits are Safety, Respect, Compassion, Sportsmanship, Cooperation, Perseverance, Trustworthiness, Creativity, Leadership, and Excellence. Students receive instructions on these pillars through weekly Unity Assemblies, daily announcements, BARKing Pass recognition awards, and Husky Bucks to spend in the PBIS store.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Tom Hawkins Elementary School participates in the California Healthy Kids Survey. Students in grades 5 and 7 participate along with parents and the staff.
The key finding from this survey are as follows:

| | |
|---|---|
| School Engagement and Supports | |
| School Connectedness | 5th (74%), 7th (74%) |
| Academic Motivation | 5th (88%), 7th (74%) |
| Caring adults in school | 5th (80%), 7th (72%) |
| High expectations-adults in school | 5th (87%), 7th (87%) |
| Meaningful participation | 5th (37%), 7th (32%) |
| Facilities upkeep | 5th (73%), 7th (45%) |
| Parent involvement in schooling | 5th (85%), 7th (63%) |
| School Safety | |
| Feel Safe at school | 5th (81%), 7th (73%) |
| Substance Use and Mental Health | |
| Marijuana use | 5th (0%), 7th (0%) |
| Cigarette use | 5th (0%), 7th (0%) |
| E-cigarette use | 5th (0%), 7th (0%) |
| Experienced sadness | 5th (19%), 7th (32%) |

In addition to the CHKS and Staff Survey, the Instructional Leadership team also participated in the SWIFT-FIA survey. They analyzed multiple aspects of the implementation of the MTSS to determine which stage of implementation the school is currently in.

## Classroom Observations

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

Both school administrators prioritize classroom observations. This is done through designated coaching days each week. These days are dedicated to classroom observation and instructional feedback to teachers. These walkthroughs were conducted regularly (5-6 per teacher). In addition, teachers on evaluation cycles had two formal evaluations and two additional walkthroughs.

Summary of Findings:

- Teachers were actively implementing instructional norms and engagement strategies
- Teachers were conducting weekly Social Emotional Learning Lessons
- Teachers were implementing a differentiated rotational model of intervention at several grade levels.
- Students were utilizing technology on a frequent basis.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The School Site Council Reviewed CAASPP data thoroughly and found that the greatest area of need is in math instruction and interventions. Overall 42.43% of the 3rd-8th grade students are meeting or exceeding the standard in math. The team determined that insufficient intervention time was provided to this subject area as the focus of the bulk of Tier 2 and Tier 3 interventions were focused on Language Arts.

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

Teachers monitor student progress with curriculum-embedded assessments on a weekly basis. The team then meet to analyze the data and determine necessary instructional changes and interventions to be put into place.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers at Tom Hawkins meet the requirements for highly qualified staff (ESEA).

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

100% of teaching staff is sufficiently credentialed.

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

Staff receives professional development on district wide staff development days, at monthly staff meetings, through after school professional development opportunities and book studies, at conferences, from instructional coaching cycles, lesson study, and outside consulting services.

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

Tom Hawkins Elementary School provides ongoing coaching and release time in order to provide instructional assistance and support for all teachers. Three release 1/2 days per year are offered to each grade level for collaboration, data analysis, and planning. All staff participates in Professional Learning Community meetings on a weekly basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every teacher at Tom Hawkins participates in weekly collaboration with Professional Learning Community (PLC) teams. For TK-6th grade, PLC teams meet as site groups with 3 district wide meetings per year. Singletons and middle school teachers meet as district wide teams 3 times per month and site based teams weekly.

## Teaching and Learning

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

All grade levels utilized district adopted curriculum and materials to teach the content and performance standards for all subject areas. Each grade level and content area Professional Learning Community has identified essential standards at each grade level.

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

All teachers adhere to the recommended number of instructional minutes for reading/language arts and mathematics in Kindergarten-8th grade.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Kindergarten-8th grade master schedule is flexible enough to allow for Tier 2 and Tier 3 intervention courses to take place daily.

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

All students have access to standards-based instructional materials appropriate to their grade level.

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

Tom Hawkins Elementary School Utilizes SBE-adopted, standards-aligned instructional materials.

Language Arts:
K-5th Grades: Houghton Mifflin Wonders
6th-8th Grades: Collegeboard Springboard
Both of these curricula include embedded interventions as well as intervention resources for struggling readers. They included standards aligned leveled text. English Learners are given language acquisition support through the use of the Imagine Learning English program as well as GLAD strategies.

Mathematics:
K-8th Grades: Go Math!
Teachers continue to utilize all components of the Go Math! curriculum in addition to its many online resources and assessments. In addition, teachers are able to provide intervention in math through the IXL program.

History/Social Studies:
K-5th Grades: TCI
6th-8th Grades: National Geographic

Science:
K-6th Grades: Scott Foresman
7th-8th Grades: Glencoe

Supplemental/Intervention Materials:
GLAD Units, Sonday System, Amplify, IXL Math

## Opportunity and Equal Educational Access

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

Tom Hawkins is in the initial phase of implementing a Multi-Tiered System of Support to assist underperforming students in meeting standards.
Tier 1, 2, 3 three interventions occur daily in grades K-8. On site there are 2 intervention specialist, 1 educational specialist, 1 English Learner paraprofessional, 1 Speech and Language Pathologist, 1 school psychologist, 2 counselors, and 1 therapist to support staff and students in meeting the needs of all learners.

Evidence-based educational practices to raise student achievement

Teachers at Tom Hawkins employ several evidence-based practices to improve student achievement including:

Sonday System is utilized to support struggling readers and students with the hallmarks of dyslexia.

DIBELS assessments and lessons are used as a universal screener as well as a progress monitoring tool to track students' reading progress throughout the year. The staff is also able to tap into targeted lessons in order to address specific skill deficits in RTI.

Amplify is our data collection and analysis tool for the DIBELS assessments. PLC teams utilize data on this platform to help inform choices about intervention group placement. Amplify is also used as a tool for parent communication of their progress.

IXL Math is an online math tool that provides diagnostic information and longitudinal data on students' math skills. The program is computer adaptive and highly engaging.

GLAD Strategies are being implemented at Tom Hawkins Elementary school. These instructional strategies, while research-based and supportive of language acquisition are also extremely engaging and motivational to students.

Imagine Learning English is an online language instructional platform utilized by our beginning/newcomer English Learners to help jump-start their language acquisition skills.

## Parental Engagement

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

The school district allocates funds annually to provide remediation services to under-achieving students. These funds are primarily used to provide after school intervention to students in need of assistance.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The ConApp is prepared annually . The Local Control Accountability Plan is evaluated and modified annually with input from parents, community members, staff, and student leadership.

Funding

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

Tom Hawkins Elementary School is currently not eligible to receive categorical funds.

Fiscal support (EPC)

# Stakeholder Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

Each year the Tom Hawkins Elementary School Site Council reviews progress towards existing goals and evaluates and sets priorities and spending.  The School Site Council is comprised of parents, staff, and administrators.  It is critical to seek input from these varied stakeholders in order to determine school goals and priorities.  The team analyzes school wide data in order to drive decision making.  The School Site Council meets once a month.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **American Indian** | 0.4% | 0.6% | 0.55% | 3 | 4 | 4 |
| **African American** | 4.8% | 4.0% | 5.38% | 36 | 29 | 39 |
| **Asian** | 11.1% | 11.7% | 11.72% | 83 | 85 | 85 |
| **Filipino** | 3.2% | 2.6% | 2.48% | 24 | 19 | 18 |
| **Hispanic/Latino** | 33.7% | 33.8% | 35.03% | 252 | 246 | 254 |
| **Pacific Islander** | 0.7% | 0.7% | 0.83% | 5 | 5 | 6 |
| **White** | 41.2% | 42.0% | 39.45% | 308 | 305 | 286 |
| **Multiple/No Response** | 4.6% | 0.6% | 0.41% | 34 | 4 | 3 |
| | | | **Total Enrollment** | 747 | 727 | 725 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 |
| **Kindergarten** | 72 | 79 | 78 |
| **Grade 1** | 65 | 70 | 69 |
| **Grade 2** | 67 | 67 | 75 |
| **Grade3** | 70 | 71 | 72 |
| **Grade 4** | 82 | 82 | 76 |
| **Grade 5** | 106 | 86 | 86 |
| **Grade 6** | 94 | 89 | 88 |
| **Grade 7** | 93 | 92 | 91 |
| **Grade 8** | 98 | 91 | 90 |
| **Total Enrollment** | 747 | 727 | 725 |

**Conclusions based on this data:**

1. Enrollment has declined over the last three years.
2. The student population is becoming increasingly diverse.
3. 4th through 8th grade class sizes have declined over the past three years.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **English Learners** | 110 | 120 | 111 | 14.7% | 16.5% | 15.3% |
| **Fluent English Proficient (FEP)** | 25 | 13 | 39 | 3.3% | 1.8% | 5.4% |
| **Reclassified Fluent English Proficient (RFEP)** | | | 23 | 0.0% | 0.0% | 19.2% |

**Conclusions based on this data:**

1. A large number of English Learners were reclassified in the 2017-18 based on new district reclassification criteria including CAASPP scores.
2. Additional resources may need to be allocated in order to support ELPAC testing of the growing English Learner population.
3. Analysis should begin on how classroom teachers and supplemental supports can be leveraged to support the large number of English Learners along with the one part time English Learner Aide.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 69 | 70 | 71 | 69 | 70 | 71 | 69 | 70 | 71 | 100 | 100 | 100 |
| **Grade 4** | 85 | 86 | 77 | 84 | 86 | 75 | 84 | 86 | 75 | 98.8 | 100 | 97.4 |
| **Grade 5** | 104 | 86 | 84 | 103 | 86 | 84 | 103 | 86 | 84 | 99 | 100 | 100 |
| **Grade 6** | 94 | 86 | 93 | 94 | 86 | 93 | 94 | 86 | 93 | 100 | 100 | 100 |
| **Grade 7** | 94 | 90 | 90 | 92 | 90 | 88 | 92 | 90 | 88 | 97.9 | 100 | 97.8 |
| **Grade 8** | 98 | 92 | 91 | 97 | 90 | 91 | 97 | 90 | 91 | 99 | 97.8 | 100 |
| **All Grades** | 544 | 510 | 506 | 539 | 508 | 502 | 539 | 508 | 502 | 99.1 | 99.6 | 99.2 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 2442.[illegible] | 2432.[illegible] | 2410.[illegible] | 33 | 31.43 | 14.08 | 25 | 25.71 | 29.58 | 22 | 20.00 | 26.76 | 20 | 22.86 | 29.58 |
| **Grade 4** | 2470.[illegible] | 2473.[illegible] | 2493.[illegible] | 25 | 30.23 | 34.67 | 32 | 26.74 | 29.33 | 18 | 18.60 | 21.33 | 25 | 24.42 | 14.67 |
| **Grade 5** | 2483.[illegible] | 2492.[illegible] | 2511.[illegible] | 19 | 17.44 | 22.62 | 24 | 30.23 | 36.90 | 28 | 25.58 | 19.05 | 28 | 26.74 | 21.43 |
| **Grade 6** | 2526.[illegible] | 2536.[illegible] | 2530.[illegible] | 10 | 15.12 | 11.83 | 40 | 44.19 | 37.63 | 31 | 22.09 | 34.41 | 19 | 18.60 | 16.13 |
| **Grade 7** | 2570.[illegible] | 2566.[illegible] | 2552.[illegible] | 16 | 13.33 | 11.36 | 46 | 45.56 | 44.32 | 24 | 27.78 | 23.86 | 14 | 13.33 | 20.45 |
| **Grade 8** | 2568.[illegible] | 2595.[illegible] | 2606.[illegible] | 13 | 23.33 | 18.68 | 35 | 40.00 | 56.04 | 38 | 23.33 | 18.68 | 13 | 13.33 | 6.59 |
| **All Grades** | N/A | N/A | N/A | 19 | 21.46 | 18.53 | 34 | 35.83 | 39.64 | 27 | 23.03 | 24.10 | 20 | 19.69 | 17.73 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 33 | 37.14 | 23.94 | 41 | 32.86 | 50.70 | 26 | 30.00 | 25.35 |
| **Grade 4** | 25 | 23.26 | 32.00 | 50 | 50.00 | 53.33 | 25 | 26.74 | 14.67 |
| **Grade 5** | 18 | 24.42 | 23.81 | 46 | 45.35 | 57.14 | 36 | 30.23 | 19.05 |
| **Grade 6** | 14 | 19.77 | 23.66 | 62 | 60.47 | 52.69 | 24 | 19.77 | 23.66 |
| **Grade 7** | 21 | 22.22 | 20.45 | 61 | 56.67 | 54.55 | 18 | 21.11 | 25.00 |
| **Grade 8** | 23 | 30.00 | 31.87 | 44 | 46.67 | 57.14 | 33 | 23.33 | 10.99 |
| **All Grades** | 22 | 25.79 | 25.90 | 51 | 49.21 | 54.38 | 28 | 25.00 | 19.72 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 28 | 25.71 | 9.86 | 52 | 50.00 | 59.15 | 20 | 24.29 | 30.99 |
| **Grade 4** | 26 | 31.40 | 24.00 | 52 | 41.86 | 60.00 | 21 | 26.74 | 16.00 |
| **Grade 5** | 26 | 30.23 | 27.38 | 48 | 45.35 | 48.81 | 26 | 24.42 | 23.81 |
| **Grade 6** | 14 | 24.42 | 12.90 | 61 | 53.49 | 61.29 | 26 | 22.09 | 25.81 |
| **Grade 7** | 23 | 25.56 | 29.55 | 63 | 57.78 | 47.73 | 14 | 16.67 | 22.73 |
| **Grade 8** | 25 | 45.56 | 35.16 | 63 | 41.11 | 54.95 | 12 | 13.33 | 9.89 |
| **All Grades** | 23 | 30.71 | 23.51 | 57 | 48.23 | 55.18 | 20 | 21.06 | 21.31 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 30 | 31.43 | 15.49 | 59 | 52.86 | 66.20 | 10 | 15.71 | 18.31 |
| **Grade 4** | 18 | 15.12 | 22.67 | 70 | 58.14 | 66.67 | 12 | 26.74 | 10.67 |
| **Grade 5** | 10 | 13.95 | 13.10 | 68 | 60.47 | 72.62 | 23 | 25.58 | 14.29 |
| **Grade 6** | 14 | 16.28 | 17.20 | 78 | 72.09 | 76.34 | 9 | 11.63 | 6.45 |
| **Grade 7** | 17 | 14.44 | 7.95 | 65 | 75.56 | 77.27 | 17 | 10.00 | 14.77 |
| **Grade 8** | 10 | 18.89 | 20.88 | 79 | 70.00 | 70.33 | 10 | 11.11 | 8.79 |
| **All Grades** | 16 | 17.91 | 16.14 | 70 | 65.35 | 71.91 | 14 | 16.73 | 11.95 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 35 | 30.00 | 11.27 | 43 | 42.86 | 47.89 | 22 | 27.14 | 40.85 |
| **Grade 4** | 18 | 41.86 | 34.67 | 60 | 41.86 | 52.00 | 23 | 16.28 | 13.33 |
| **Grade 5** | 21 | 24.42 | 33.33 | 57 | 39.53 | 41.67 | 21 | 36.05 | 25.00 |
| **Grade 6** | 26 | 20.93 | 31.18 | 63 | 61.63 | 56.99 | 12 | 17.44 | 11.83 |
| **Grade 7** | 36 | 38.89 | 30.68 | 55 | 47.78 | 52.27 | 9 | 13.33 | 17.05 |
| **Grade 8** | 19 | 38.89 | 48.35 | 63 | 47.78 | 40.66 | 19 | 13.33 | 10.99 |
| **All Grades** | 25 | 32.68 | 32.27 | 58 | 47.05 | 48.61 | 17 | 20.28 | 19.12 |

**Conclusions based on this data:**

1. The mean scale score in 4th, 5th, and 8th grades have steadily increased over the past 3 years.
2. An area of strength for all grades is Research/Inquiry, Investigating, Analyzing, and presenting information. The great area for improvement is in Listening. Professional development should be provided in all of the ELA sub standards.
3. Overall, the percentage of students meeting and exceeding the standards had increased each year. In 15-16 it was 53%. In 16-17 it was 57.29%. In 17-18 it was 58.17%.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 69 | 70 | 71 | 69 | 70 | 71 | 69 | 70 | 71 | 100 | 100 | 100 |
| **Grade 4** | 85 | 86 | 77 | 84 | 86 | 75 | 84 | 86 | 75 | 98.8 | 100 | 97.4 |
| **Grade 5** | 104 | 86 | 84 | 103 | 86 | 84 | 102 | 86 | 84 | 99 | 100 | 100 |
| **Grade 6** | 94 | 86 | 93 | 94 | 86 | 93 | 94 | 86 | 93 | 100 | 100 | 100 |
| **Grade 7** | 94 | 90 | 90 | 92 | 90 | 88 | 92 | 90 | 88 | 97.9 | 100 | 97.8 |
| **Grade 8** | 98 | 92 | 91 | 97 | 90 | 91 | 97 | 90 | 91 | 99 | 97.8 | 100 |
| **All Grades** | 544 | 510 | 506 | 539 | 508 | 502 | 538 | 508 | 502 | 99.1 | 99.6 | 99.2 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 2457.[illegible] | 2446.[illegible] | 2411.[illegible] | 25 | 27.14 | 8.45 | 51 | 34.29 | 30.99 | 9 | 21.43 | 28.17 | 16 | 17.14 | 32.39 |
| **Grade 4** | 2480.[illegible] | 2485.[illegible] | 2490.[illegible] | 15 | 18.60 | 22.67 | 35 | 39.53 | 21.33 | 38 | 23.26 | 48.00 | 12 | 18.60 | 8.00 |
| **Grade 5** | 2465.[illegible] | 2489.[illegible] | 2476.[illegible] | 5 | 10.47 | 5.95 | 13 | 19.77 | 15.48 | 41 | 37.21 | 45.24 | 41 | 32.56 | 33.33 |
| **Grade 6** | 2529.[illegible] | 2537.[illegible] | 2538.[illegible] | 17 | 19.77 | 16.13 | 26 | 22.09 | 31.18 | 36 | 41.86 | 35.48 | 21 | 16.28 | 17.20 |
| **Grade 7** | 2553.[illegible] | 2543.[illegible] | 2552.[illegible] | 14 | 15.56 | 20.45 | 25 | 27.78 | 30.68 | 47 | 31.11 | 25.00 | 14 | 25.56 | 23.86 |
| **Grade 8** | 2564.[illegible] | 2549.[illegible] | 2569.[illegible] | 12 | 11.11 | 17.58 | 31 | 23.33 | 31.87 | 30 | 31.11 | 25.27 | 27 | 34.44 | 25.27 |
| **All Grades** | N/A | N/A | N/A | 14 | 16.73 | 15.34 | 29 | 27.56 | 27.09 | 35 | 31.30 | 34.26 | 23 | 24.41 | 23.31 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 52 | 51.43 | 18.31 | 33 | 27.14 | 43.66 | 14 | 21.43 | 38.03 |
| **Grade 4** | 24 | 40.70 | 38.67 | 50 | 34.88 | 44.00 | 26 | 24.42 | 17.33 |
| **Grade 5** | 11 | 12.79 | 8.33 | 31 | 39.53 | 30.95 | 58 | 47.67 | 60.71 |
| **Grade 6** | 22 | 26.74 | 30.11 | 47 | 44.19 | 45.16 | 31 | 29.07 | 24.73 |
| **Grade 7** | 22 | 24.44 | 31.82 | 52 | 36.67 | 31.82 | 26 | 38.89 | 36.36 |
| **Grade 8** | 21 | 21.11 | 21.98 | 51 | 42.22 | 47.25 | 29 | 36.67 | 30.77 |
| **All Grades** | 24 | 28.74 | 24.90 | 44 | 37.80 | 40.44 | 32 | 33.46 | 34.66 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 39 | 30.00 | 23.94 | 45 | 47.14 | 43.66 | 16 | 22.86 | 32.39 |
| **Grade 4** | 17 | 23.26 | 18.67 | 56 | 54.65 | 58.67 | 27 | 22.09 | 22.67 |
| **Grade 5** | 7 | 15.12 | 9.52 | 40 | 47.67 | 50.00 | 53 | 37.21 | 40.48 |
| **Grade 6** | 11 | 18.60 | 18.28 | 61 | 54.65 | 55.91 | 29 | 26.74 | 25.81 |
| **Grade 7** | 18 | 17.78 | 23.86 | 58 | 57.78 | 51.14 | 24 | 24.44 | 25.00 |
| **Grade 8** | 19 | 20.00 | 21.98 | 59 | 41.11 | 59.34 | 23 | 38.89 | 18.68 |
| **All Grades** | 17 | 20.47 | 19.32 | 53 | 50.59 | 53.39 | 30 | 28.94 | 27.29 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 36 | 31.43 | 15.49 | 49 | 42.86 | 53.52 | 14 | 25.71 | 30.99 |
| **Grade 4** | 25 | 27.91 | 33.33 | 58 | 45.35 | 50.67 | 17 | 26.74 | 16.00 |
| **Grade 5** | 7 | 13.95 | 8.33 | 45 | 54.65 | 54.76 | 48 | 31.40 | 36.90 |
| **Grade 6** | 20 | 22.09 | 20.43 | 62 | 51.16 | 53.76 | 18 | 26.74 | 25.81 |
| **Grade 7** | 18 | 21.11 | 21.59 | 68 | 62.22 | 57.95 | 13 | 16.67 | 20.45 |
| **Grade 8** | 15 | 15.56 | 25.27 | 71 | 56.67 | 51.65 | 13 | 27.78 | 23.08 |
| **All Grades** | 19 | 21.65 | 20.72 | 59 | 52.56 | 53.78 | 21 | 25.79 | 25.50 |

**Conclusions based on this data:**

1. The mean scale scores in mathematics have remained fairly stagnate over the past 3 years.
2. There were sharp declines in 3rd and 5th grade scores. Areas of growth include grades 4, and 8.
3. Additional resources and programs which support increasing achievement in mathematics should be explored.

# School and Student Performance Data

## ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| **Grade Level** | **Overall** | **Oral Language** | **Written Language** | **Number of Students Tested** |
| **Grade K** | 1434.4 | 1442.5 | 1415.8 | 15 |
| **Grade 1** | 1504.8 | 1472.7 | 1536.5 | 13 |
| **Grade 2** | 1479.7 | 1479.2 | 1479.9 | 18 |
| **Grade 3** | * | * | * | * |
| **Grade 4** | * | * | * | * |
| **Grade 5** | 1520.1 | 1512.4 | 1527.5 | 11 |
| **Grade 6** | 1550.5 | 1533.5 | 1567.2 | 11 |
| **Grade 7** | * | * | * | * |
| **Grade 8** | * | * | * | * |
| **All Grades** | | | | 101 |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | **Level 3** | | **Level 2** | | **Level 1** | | **Total Number of Students** |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | |
| **Grade K** | * | * | * | * | | | * | * | 15 |
| **Grade 1** | 11 | 84.62 | * | * | | | | | 13 |
| **Grade 2** | * | * | * | * | * | * | | | 18 |
| **Grade 3** | * | * | * | * | * | * | * | * | * |
| **Grade 4** | * | * | * | * | * | * | | | * |
| **Grade 5** | * | * | * | * | | | | | 11 |
| **Grade 6** | * | * | * | * | * | * | | | 11 |
| **Grade 7** | * | * | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | * | * | | | * |
| **All Grades** | 41 | 40.59 | 45 | 44.55 | 11 | 10.89 | * | * | 101 |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| **Grade K** | * | * | * | * | * | * | * | * | 15 |
| **Grade 1** | 12 | 92.31 | * | * | | | | | 13 |
| **Grade 2** | * | * | * | * | | | | | 18 |
| **Grade 3** | * | * | * | * | * | * | | | * |
| **Grade 4** | * | * | * | * | * | * | | | * |
| **Grade 5** | * | * | * | * | | | | | 11 |
| **Grade 6** | * | * | * | * | | | | | 11 |
| **Grade 7** | * | * | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | | | | | * |
| **All Grades** | 55 | 54.46 | 39 | 38.61 | * | * | * | * | 101 |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| **Grade K** | * | * | * | * | * | * | * | * | 15 |
| **Grade 1** | * | * | * | * | | | | | 13 |
| **Grade 2** | * | * | * | * | * | * | * | * | 18 |
| **Grade 3** | * | * | * | * | * | * | * | * | * |
| **Grade 4** | | | * | * | * | * | | | * |
| **Grade 5** | | | * | * | * | * | | | 11 |
| **Grade 6** | * | * | * | * | * | * | * | * | 11 |
| **Grade 7** | * | * | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | | | * | * | * |
| **All Grades** | 30 | 29.70 | 43 | 42.57 | 18 | 17.82 | * | * | 101 |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | 12 | 80.00 | * | * | | | 15 |
| **Grade 1** | 13 | 100.00 | | | | | 13 |
| **Grade 2** | 12 | 66.67 | * | * | | | 18 |
| **Grade 3** | * | * | * | * | | | * |
| **Grade 4** | * | * | * | * | * | * | * |
| **Grade 5** | * | * | * | * | | | 11 |
| **Grade 6** | * | * | * | * | | | 11 |
| **Grade 7** | * | * | * | * | | | * |
| **Grade 8** | * | * | * | * | | | * |
| **All Grades** | 64 | 63.37 | 36 | 35.64 | * | * | 101 |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | * | * | * | * | * | * | 15 |
| **Grade 1** | * | * | * | * | | | 13 |
| **Grade 2** | * | * | * | * | | | 18 |
| **Grade 3** | * | * | * | * | | | * |
| **Grade 4** | * | * | * | * | | | * |
| **Grade 5** | * | * | * | * | | | 11 |
| **Grade 6** | * | * | * | * | | | 11 |
| **Grade 7** | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | | | * |
| **All Grades** | 50 | 49.50 | 49 | 48.51 | * | * | 101 |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | * | * | * | * | * | * | 15 |
| **Grade 1** | 13 | 100.00 | | | | | 13 |
| **Grade 2** | * | * | * | * | * | * | 18 |
| **Grade 3** | * | * | * | * | * | * | * |
| **Grade 4** | * | * | * | * | | | * |
| **Grade 5** | * | * | * | * | | | 11 |
| **Grade 6** | * | * | * | * | * | * | 11 |
| **Grade 7** | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | * | * | * |
| **All Grades** | 33 | 32.67 | 53 | 52.48 | 15 | 14.85 | 101 |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | * | * | * | * | * | * | 15 |
| **Grade 1** | * | * | * | * | | | 13 |
| **Grade 2** | * | * | 11 | 61.11 | * | * | 18 |
| **Grade 3** | * | * | * | * | * | * | * |
| **Grade 4** | * | * | * | * | * | * | * |
| **Grade 5** | * | * | * | * | | | 11 |
| **Grade 6** | * | * | * | * | | | 11 |
| **Grade 7** | * | * | * | * | | | * |
| **Grade 8** | * | * | * | * | | | * |
| **All Grades** | 42 | 41.58 | 51 | 50.50 | * | * | 101 |

**Conclusions based on this data:**

1. The vast majority of the English Learner populations are at a proficiency level where classroom supports may be adequate.
2. Additional professional development and resources should support classroom teachers utilizing research based practices that support English Learners in everyday instruction.
3. The greatest area of need for English Learners is writing. Additional strategies should be researched and supported that could help improve writing skills for English Learners.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|---|---|---|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 725 | 30.8% | 15.3% | 0.6% |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| Student Group | Total | Percentage |
| **English Learners** | 111 | 15.3% |
| **Foster Youth** | 4 | 0.6% |
| **Socioeconomically Disadvantaged** | 223 | 30.8% |
| **Students with Disabilities** | 54 | 7.4% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| Student Group | Total | Percentage |
| **African American** | 39 | 5.4% |
| **American Indian** | 4 | 0.6% |
| **Asian** | 85 | 11.7% |
| **Filipino** | 18 | 2.5% |
| **Hispanic** | 254 | 35.0% |
| **Two or More Races** | 30 | 4.1% |
| **Pacific Islander** | 6 | 0.8% |
| **White** | 286 | 39.4% |

**Conclusions based on this data:**

1. The demographics of the school are changing. There are the highest number of SED students in the school's history.
2. Resources should be explored to help support the Foster Youth population.
3. Students with disabilities has decreased to 7.4%. This may be due to the streamlining of the SST and intervention process prior to recommendation for Special Education assessment. Many students, when provided with the full benefits of Tier 2 and Tier 3 interventions, are able to close the achievement gap.

# School and Student Performance Data

## Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students | | |
|---|---|---|
| **Academic Performance** | **Academic Engagement** | **Conditions & Climate** |
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Yellow | **Suspension Rate**<br>Green |
| **Mathematics**<br>Yellow | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

1. Improvement is needed in the academic areas of Language Arts and Mathematics.
2. The suspension rate continues to improve over time due to the implementation of Peaceful Playgrounds, PBIS, and the Second Step program.
3. Chronic Absenteeism continues to be a struggle, especially in the primary grades.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 3 | 2 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Yellow | No Performance Color |
| 9.5 points above standard | 9.8 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained 1 points | Increased 15.5 points | 2 students |
| 486 students | 92 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | Orange |
| 0 Students | 12.2 points below standard | 72.9 points below standard |
| | Increased 3.7 points | Increased 16.8 points |
| | 141 students | 45 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Green | No Performance Color |
| 18.9 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 20 points above standard | 4.8 points below standard |
| Increased 12.9 points | 3 students | Increased 8.3 points | Declined -12.2 points |
| 25 students | | 59 students | 11 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | Green |
| 5.7 points below standard | 19.2 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 18.9 points above standard |
| Increased 4 points | Increased 17.4 points | 5 students | Declined -3.6 points |
| 166 students | 22 students | | 193 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 52.6 points below standard | 48.4 points above standard | 13 points above standard |
| Maintained -0.9 points | Increased 18 points | Maintained -1.2 points |
| 53 students | 39 students | 387 students |

**Conclusions based on this data:**

1. RFEP students made large gains in the area of Language Arts. This is logical since a proficient score is required in order for a student to be reclassified.
2. Although the number of students was not statistically significant, large increase were seen in the African American and Two or More Races subgroups.
3. The overall performance on the Dashboard remained stagnate for Language Arts and maintained in the yellow zone.

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 3 | 2 | 1 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Orange | No Performance Color |
| 18.8 points below standard | 35.3 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained -2.3 points | Maintained 2.4 points | 2 students |
| 486 students | 92 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Yellow |
| 0 Students | 39.6 points below standard | 80.4 points below standard |
| | Maintained 0.6 points | Increased |
| | 141 students | 23.3 points<br>45 students |

| 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Green | No Performance Color |
| 46.8 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 8.8 points above standard | 18.6 points below standard |
| Declined -13.6 points | 3 students | Increased 3.2 points | Increased 16.5 points |
| 25 students | | 59 students | 11 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | No Performance Color | No Performance Color | Yellow |
| 33.5 points below standard | 3.8 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 12.3 points below standard |
| Maintained -1.7 points | Increased 23.5 points | 5 students | Declined -4.6 points |
| 166 students | 22 students | | 193 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 68.7 points below standard | 10.3 points above standard | 16.2 points below standard |
| Declined -7.9 points | Maintained -1.1 points | Declined -3.5 points |
| 53 students | 39 students | 387 students |

**Conclusions based on this data:**

1. Many of the subgroups are in the orange performance range for Mathematics.
2. Mathematics is an area where improvement is needed and resources should be allocated and programs evaluated.
3. Although they were in the yellow range, students with disabilities increased their performance by 16.5 points.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| **Number of Students** | **Level 4 Well Developed** | **Level 3 Moderately Developed** | **Level 2 Somewhat Developed** | **Level 1 Beginning Stage** |
| 101 | 40.6% | 44.6% | 10.9% | 4% |

**Conclusions based on this data:**

1. Most of the English Learner populations is proficient enough to benefit from classroom strategies and interventions rather than intensive pull out structures.
2. Resources should be provided to support our lowest Beginning Stage, English Learners who require the most intensive supports.
3. Professional development and resources should continue to support the implementation of Guided Language Acquisition Design (GLAD) instructional practices.

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance | | |
|---|---|---|
| Class of 2016 | Class of 2017 | Class of 2018 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

1. No college/career data is collected.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 6 | 0 | 1 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Orange | No Performance Color |
| 8.9% chronically absent | 7.8% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained 0.1% | Increased 3.7% | 4 students |
| 752 students | 116 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Red | Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 16.5% chronically absent | 15.5% chronically absent |
| 0 students | Increased 4.7% | Maintained 0.4% |
| | 243 students | 71 students |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Orange | No Performance Color | Orange | No Performance Color |
| 5.1% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 5.5% chronically absent | 11.1% chronically absent |
| Increased 1.8% | 4 students | Increased 1.9% | Declined 4.7% |
| 39 students | | 91 students | 18 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Orange | No Performance Color | Green |
| 10.9% chronically absent | 8.8% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 8.5% chronically absent |
| Increased 1.4% | Increased 2.9% | 6 students | Declined 2% |
| 265 students | 34 students | | 295 students |

**Conclusions based on this data:**

1. Chronic absenteeism continues to be an area needing improvement especially for our vulnerable populations and racial/ethnically minority students.
2. It is concluded that additional resources should be allocated to help improve attendance and decrease chronic absenteeism.
3. Revisions to SARB process and the Independent Study process should yield improvements in the area of chronic absenteeism.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year | |
|---|---|
| 2017 | 2018 |

**Conclusions based on this data:**

1. Since Jefferson is a TK-8th grade district, graduation rate data is not collected.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 2 | 4 | 2 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2018 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Green | No Performance Color |
| 1.8% suspended at least once | 1.6% suspended at least once | Less than 11 Students - Data Not |
| Declined -3.4% | Declined -1.6% | 5 students |
| 764 students | 123 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Green | Yellow |
| 0 Students | 1.6% suspended at least once | 5.6% suspended at least once |
| | Declined -4% | Declined -4% |
| | 251 students | 72 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Green | No Performance Color | Blue | No Performance Color |
| 2.5% suspended at least once | Less than 11 Students - Data 6 students | 0% suspended at least once | 11.1% suspended at least once |
| Declined -4.2% | | Declined -1.2% | Increased 5.8% |
| 40 students | | 93 students | 18 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Blue | Yellow | No Performance Color | Green |
| 0.7% suspended at least once | 5.9% suspended at least once | Less than 11 Students - Data 6 students | 2.3% suspended at least once |
| Declined -5.6% | Declined -8.8% | | Declined -1.7% |
| 268 students | 34 students | | 299 students |

This section provides a view of the percentage of students who were suspended.

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 4% suspended at least once | 5.2% suspended at least once | 1.8% suspended at least once |

**Conclusions based on this data:**

1. Nearly all subgroups have declining suspension rates.
2. Suspension rate has fallen below 2%.
3. Implementation of deterant and prevention systems such as Peaceful Playgrounds, PBIS, and Second Step may account for this decline.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Pupil Outcomes:
Ensure all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students develops citizenship, leadership, and innovative thinking.

AS 1.3: Provide training on Next Generation Science Standards.

AS 1.4: Implement GLAD strategies in all 3-5 grade classrooms.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.8: Monitor and refine the Response to Intervention program district-wide including before, during, and after school.

AS 1.9: Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).

# Goal 1

Increase student achievement in ELA and Math

By 2021, 64% of tested students will meet or exceed the standard on CAASPP ELA and 60% on CAASPP Math. In order to achieve this goal, the site will focus on three specific areas:

Area 1: Teacher teams will need time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels.

Area 2: All students will need access to enrichment activities that focus on real-world experiences, performing arts, and technology in addition to academic supports.

Area 3: Educators will need to provide differentiated instruction, remediation, and intervention to improve student achievement.

## Identified Need

The analysis of CAASPP data concluded that there is a need for increased proficiency in ELA and Mathematics.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP Results | Baseline 2017-18 ELA: 58.17% met or exceeded standard<br>Baseline 2017-18 Mathematics: 42.43% met or exceeded standard | Expected Outcome ELA: 64%<br>Expected Outcome Math: 60% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students Served by the Strategy including at risk students, English Language Learners, Special Education Students, and GATE students.

Strategy/Activity

In order to effectively improve students achievement, teacher teams must engage in structured and facilitated meetings focused on analyzing student data, implementing interventions, monitoring progress and adjusting instruction on a regular basis.

GOAL OBJECTIVE:

By 2021, PLC, coaches, and administrators will meet throughout the school year to receive professional development, analyze student data and plan strategic interventions accordingly.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL:

Teachers will have 2 half days and 1 full day in order to meet with their Professional Learning Community (PLC) teams to set performance goals, analyze the results of formative assessments, fluidly move students in and out of interventions, and plan effective instructional strategies.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Progress towards this goal will be measured by:

1. Progress on PLC SMART goals
2. Results of Formative Classroom Assessments
3. District Benchmark Assessment Data - DIBELS
4. CAASPP Data
5. ELPAC Data

ACTIONS:

Structured and facilitated Data Team Meetings - 3 per year (1 full day, 2 half days)

TASKS:

Support will be provided to teachers through Grade Level Lead teachers, instructional coaching, observations, evaluations, and Professional Learning Opportunities.

MEASURES:

1. Hawkins Instructional Leadership Team members will meet twice a month.

2. Hawkins Instructional Leadership Team and administrators help facilitate PLC meetings.

3. Illuminate, Amplify and online curriculum tools will be utilized to review and analyze data by the teams.

PEOPLE ASSIGNED:

1. Instructional Leadership members, administrators, School Psychologist

2. Instructional Leadership members, administrators, teaching staff

3. District office staff, teachers, administrators

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 3,000.00 | SIP<br><br>Instructional support and release time for teachers |
| 8,000.00 | Remediation<br><br>Instructional support and release time for teachers |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students Served by the Strategy

Strategy/Activity

GOAL OBJECTIVE

Students at Tom Hawkins Elementary School will receive annual art instruction.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
Students will develop fine motor and observation skills and attention to detail.
Students will develop important soft skills such as perseverance, pride in workmanship, and confidence.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

All grade levels will receive multiple art lessons from an Artist in Residence.

ACTIONS:

Contract with Artist in Residence
Purchase materials needed for the program

TASKS:

Students will successfully be able to participate in visual arts projects throughout the school year.

MEASURES:

1. Students knowledge of Visual and Performing Arts standards will increase.

PEOPLE ASSIGNED:

1. Teacher, Administrator, Artist in Residence Professional

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 4,428.00 | Art/Dance/Theater<br><br>Visual and Performing Arts Program |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Students in grade 2-8 who are GATE identified

Strategy/Activity

GOAL OBJECTIVE

GATE Students will participate in at least one engaging activity beyond the typical curriculum offered.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
Students will be engaged and challenged through an interactive and enriching field trip experience.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

95% of GATE identified students will participate in the district wide GATE field trip.

ACTIONS:

Collaborate with other schools in district to coordinate a GATE field trip.
Communicate with parents about the field trip.

TASKS:

Students will successfully participate in at least one GATE field trip each year.

MEASURES:

1. Students will show positive outcomes after taking a GATE field trip feedback form.

PEOPLE ASSIGNED:

1. GATE Coordinator

2. Teachers

3. Administrators

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 612.00 | Gate<br><br>GATE Field Trips |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students in grades 5-8

Strategy/Activity

GOAL OBJECTIVE

Ensure students have access to a broad course of study.

TASKS:

Students will have access to a real world elective offerings including STEAM, Music, and Leadership.

MEASURES:

1. Courses designed to provide students with real world experiences will have adequate funding.

2. Course requests for real world electives will increase by 20% in the spring of 2021.

PEOPLE ASSIGNED:

1. Administrators, teachers

2. Students, Administrators, teachers

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 1,000.00 | Career Readiness<br><br>Supplies for College and Career Readiness Courses |

## Strategy/Activity 5

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students Served by this Strategy

Strategy/Activity

GOAL OBJECTIVE:

Provide differentiated instruction, remediation, and intervention to improve student achievement in mathematics.

ISSUE STATEMENT

When analyzing student data for the 2018 CAASPP test, 42.43% of 3rd through 8th grade students are meeting or exceeding the standard n mathematics. The school must strategically focus on improvement on math interventions.

GOAL OBJECTIVE

By 2021, 50% of students will meet or exceed standards on the math CAASPP test.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in grades 3-8 are participating in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students who Met/Exceeded Standard:

Current scores: 44.29%

2018/19: 50%
2019/20: 55%
2020-21: 60%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

School Site Council will evaluate achievement of this goal by analyzing CAASPP data results.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Ongoing progress towards goal objectives will be measured by:

1. Common Formative Assessment data
2. IAB Data

ACTIONS:

Purchase subscriptions to online math intervention software to be used during blended differentiation rotational instruction.

TASKS:

Improve intervention program focused on the acquisition of math skills.

MEASURES:

1. 3rd-8th Grade students will have access to timely math intervention.

2. Assessments scores

PEOPLE ASSIGNED:

1. Teachers

2. Teachers, Intervention Specialists, Administrators

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 3,680.00 | Remediation<br><br>IXL Math Program 18 month subscription |

## Strategy/Activity 6

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students are Served

Strategy/Activity

GOAL OBJECTIVE:
Increase exposure to Next Generation Science Standards

ISSUE STATEMENT:

In the transition of adopting new curriculum, it is concluded that teachers need supplemental materials aligned to the Next Generation Science Standards.

GOAL OBJECTIVE:

By 2021, all TK-4 and 5th-8th grade science classrooms will be utilizing Next Generation Science Standards daily.

STUDENT GROUPS PARTICIPATING IN THIS GOAL:

All Hawkins students will benefit from this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS:

Students in Grades 5 and 8 will increase their performance on the CAST assessment by 10% over the next 3 years.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL:

CAST Data will be analyzed annually.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Classroom science assessment data
2. CAST Data
3. Student grades in science courses

ACTIONS:

Students will gain access to informational text related to Next Generation Science Standards. Teachers will gain access to standards aligned resources to help improve instruction.

TASKS:

Teachers will implement close reading strategies using a variety of non-fiction and fiction text containing Next Generation Science Standards topics.

MEASURES:

1. Teachers will utilize non-fiction periodicals to teach close reading.
2. Teachers will adopt supplemental classroom literature aligned to Next Generation Science Standards.
3. Teachers will utilize appropriate selection criteria when selecting texts based on Lexile level, text complexity, and instructional tasks.

PEOPLE ASSIGNED:

1. Teachers
2. Teachers, Administrator

3. Teachers, Administrator

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 6,000.00 | SIP<br><br>Purchasing of supplemental NGSS materials and resources |

# Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teacher PLC teams are in the implementation stage. Teachers are meeting weekly to have valuable conversations about students. Additional oversight would be beneficial, not only to increase accountability but also to provide needed professional development and support to teachers needing additional resources. Most teams took the opportunity for release time collaboration. Those teams had higher functioning PLCs and their student achievement data show growth. Teachers implemented the IXL math intervention program last winter. Overall, the data is showing that the online program is helping students make growth in areas with which they struggle. In addition, teams are using small focus groups to provide direct instruction and practice.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although IXL was originally purchased as a screener and formative assessment, PLC teams rely on this important data to drive instruction and purchasing. School Site Council utilized nearly every available dollar that could be spent and planned each purchase strategically.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The team will review this goal over the next three years to ensure that progress is occurring and if any adjustments are required.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Engagement:
Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

AS 2.2: Survey parents, students and staff annually on school climate, engagement and safety.

AS 2.3: Provide a research based Character Education program that promotes social emotional wellness.

AS 2.4: Implement the PBIS model to reduce the number of discipline incidents in all school settings.

AS 2.6: Provide training and support to all staff supervising students on the playground/cafeteria.

# Goal 2

Implementation of MTSS model including PBIS and RTI

By 2021, the suspension rate will decrease to 1% or less for TK-8th grades. In order to achieve this goal, the site will focus on three specific areas:

Area 1: Teachers will implement a token economy and PBIS store in order to reinforce positive behavior choices.

Area 2: School will continue implementation and expansion of the Peaceful Playground program.

Area 3: Campus aides and administrators will meet regularly for collaboration and training.

## Identified Need

Upon analysis, the overall suspension rate in 2017 was 5.2% of students had been suspended at least once. At that point, it was concluded that the school site would benefit from reinvestment in the PBIS program. The school had initially implemented some PBIS practice approximately 8 years prior and they were not being consistently applied.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| California Dashboard | 2017: 5.2% suspended at least once<br>2018: 1.8% suspended at least once | 2021: >1% suspended at least once |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students are Served by the Strategy

Strategy/Activity

Continued implementation of token economy and PBIS Store

GOAL OBJECTIVE:

By 2021, PBIS team will be fully formed and trained by outside consultant and will meet to analyzie data and refine schoolwide PBIS incentive program and store.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Progress towards this goal will be measured by:

1. California Healthy Kids Survey results
2. Office referral and bench pass data
3. Suspension data
4. Husky Bucks and PBIS Store accounting

ACTIONS:

PBIS team will monitor and implement Husky Bucks Program and PBIS Store

TASKS:

Training on restorative practices will be provided to staff.
Students explicitly instructed on character traits and behavior expectations.
Reinforcement of positive behaviors with Husky Buck.
Students shop at the Husky Store each month with the Husky Bucks they have earned.

MEASURES:

1. Staff and students will work collaboratively to identify character pillars that will serve as behavior exemplars.
2. Character pillars will be promoted around campus through assemblies, instruction, daily announcements and signage.
3. Discipline data will be tracked and reviewed by staff monthly.
4. Husky Bucks economy will be tracked and reviewed by PBIS team monthly.

PEOPLE ASSIGNED:

1. Hawkins Instructional Leadership Team, Hawkins ASB, PBIS Team
2. Hawkins Instructional Leadership Team, Teachers, Administrators
3. Teachers, Administrators
4. PBIS team, Clerical staff, Administrators

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 1,464.00 | Character Education<br><br>PBIS |
| 1,500.00 | SIP<br><br>PBIS Store |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students are Served by the Strategy

Strategy/Activity

Continued implementation and expansion of the Peaceful Playground Program

GOAL OBJECTIVE:

By 2021, there will be 100% implementation of the Peaceful Playgrounds Program in grades TK-8 resulting in a school wide suspension rate below 1% for all subgroups.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Progress towards this goal will be measured by:

1. California Healthy Kids Survey results
2. Office referral and bench pass data
3. Suspension data

ACTIONS:

TK-Kindergarten staff will be trained and begin implementing Peaceful Playgrounds
The 1st-8th Grade staff will receive additional training on Peaceful Playgrounds.
Additional game choices will be created on the play yards.
Additional recess equipment will be purchased.

TASKS:

Students and staff know all playground rules and games.
Adequate activities are available for students.
Train staff on restorative practices as alternatives to bench passes.

MEASURES:

1. Discipline data will be tracked and reviewed by staff monthly.

PEOPLE ASSIGNED:

1. Administrators, teachers, clerical staff

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 3,000.00 | SIP<br><br>Peaceful Playgrounds |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students are Served by this Strategy

Strategy/Activity

Campus aides and administrators will meet regularly for collaboration and training

GOAL OBJECTIVES:

100% of active campus aides will be fully trained in Peaceful Playgrounds, school safety procedures and strategic supervision.

ACTIONS:

Creation of a Campus Aide Training Manual
Scheduling of bi-monthly campus aide meetings

TASKS:

The quality of campus aide training will improve and increase in frequency.

MEASURES:

1. There will be fewer conflicts between campus aides and students.
2. Decrease in lunch time conflicts and injuries.

PEOPLE ASSIGNED

1. Administrators, campus aide staff

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 2,690.00 | School Safety<br><br>Campus aide meetings and training |

# Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All stakeholders have responded positively to the implementation of the Peaceful Playgrounds program in 2017. The results are evident in the continued decline of suspendable offenses and recess conflicts. Students are demonstrating an increased ability to solve conflicts. Staff and students are demonstrating an improved and consistent understanding of recess games. The campus aides are a critical component of conflict free recess time and their training should be prioritized.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Both the PBIS economy system and the Peaceful Playgrounds program need to be continuously funded as it the supplies require replenishing and the equipment gets worn out.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Both PBIS and Peaceful Playground programs have been adequately funded with the resources provided in the SPSA and it is recommended that funding for these initiatives continue.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Conditions of Learning:
Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

AS 3.2: Utilize instructional coaching, additional work days, conferences, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction.

AS 3.3: Continue the life cycle repair/replacement for all technology devices, network equipment, servers, teacher laptops, projectors, document cameras and support staff computers.

# Goal 3

Increased access and instruction utilizing technology

By 2021, the school library will provide a wide variety of instructional opportunities for students during recesses, enrichment, and after school. In order to achieve this goal, the site will focus on one specific area:

Area 1: Librarians will be offering learning opportunities to students throughout the day.

## Identified Need

Based on observation, the library currently provides weekly instruction to students in TK-4th grades. Students in the upper grades utilize the library to check out books, but they do not participate in activities as a class. The librarians have diverse skill backgrounds and those talents should be utilized to provide a broad variety of offerings to students including the use of technology.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 5th-8th Grade Course Offerings in Library | 2018-19: 1 course offering | 2020-21: 5 course offerings |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Students in grades 5-8

Strategy/Activity

The Tom Hawkins Library will house a full set of Chromebooks so that students have access to technology and technology based enrichment activities.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
Students will become more effective word processors and typist.
Students will learn how to conduct research from credible sources.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Tracking of student participation and attendance at enrichment classes.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Ongoing progress towards goal objectives will be measured by:

1. Rates of students attending Library offerings
2. CAASPP scores

ACTIONS:

Purchase additional Chromebooks for library cart.
Fully train library staff on the use of the Chromebooks along with digital literacy skills.

TASKS:

Students will be able to leverage technological resources on their CAASPP ELA test.

MEASURES:

1. Students access to instructional technology will increase.

2. Students utilizing the additional technological resources will improve performance on CAASPP assessments.

3. Library staff technology skills and comfort will increase.

PEOPLE ASSIGNED:

1. Teacher, Administrator, Librarians

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 5,000.00 | SIP<br><br>Complete the Chromebook set in the library |

# Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies described above are in the implementation stage. The librarians were surveyed to decipher specific skill sets and background knowledge. The administrators will continue to work collaboratively with the librarians to create course descriptions and a calendar of offerings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It was determined that this will be a 4 year implementation process. In the 2017-18 school year, half of the Chromebooks were purchased. The remainder of the set was purchased in the 2018-19 school year. The library now has a complete set of Chromebooks and a charging cart.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on participation in specific course offerings, it may be necessary to adjust them. It may also be necessary to provide additional training to the librarians so that they are able to provide high quality instruction to the students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

# Goal 4

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

# Goal 5

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $122 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $40,374.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| Art/Dance/Theater | $4,428.00 |
| Career Readiness | $1,000.00 |
| Character Education | $1,464.00 |
| Gate | $612.00 |
| Remediation | $11,680.00 |
| School Safety | $2,690.00 |
| SIP | $18,500.00 |

Subtotal of state or local funds included for this school: $40,374.00

Total of federal, state, and/or local funds for this school: $40,374.00

# 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:

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

| Name of Members | Role |
|---|---|
| Christina Orsi | Principal |
| Stefani Payne | Parent or Community Member |
| Deanna Kitchuck | Classroom Teacher |
| Fiona Bessette | Other School Staff |
| Perla Gomez Ibanez | Parent or Community Member |
| Teresa Soto | Parent or Community Member |
| Christine Ward | Parent or Community Member |

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|---|
| | Principal, Christina Orsi on 6/10/19 |
| | SSC Chairperson, Deanna Kitchuck on 6/10/19 |

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.

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.

This SPSA was adopted by the SSC at a public meeting on 3/13/19.

Attested:

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

# Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**


Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs


For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

# Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

# Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

# Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Monticello Elementary School | 39-68544-6110373 | June 7, 2019 | |

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The primary purpose of this Schoolwide plan is to improve academic achievement throughout

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

ABOUT THIS SCHOOL

Monticello Elementary School is one of four schools in the Jefferson School District in Tracy, California. Our district is located at the southern boundaries of Tracy and continues into the foothills. Jefferson was once a one school district, housing Kindergarten through eighth grades, from 1898-1991. It is steeped in tradition with many area farming families and those who have bought or built in the area because of the school district's outstanding reputation.

Monticello Elementary School opened its doors in January of 1991 with a mid-year transfer of all Kindergarten through third grade students from the original Jefferson campus. In subsequent years, Monticello Elementary School has housed students ranging from Kindergarten to fifth grade, with the grade level configurations changing from year to year to meet growth of the district. Monticello Elementary School will continue to house students from the nearby neighborhoods and rural areas, currently serving students in grades Transitional Kindergarten through fourth grade.

The library building was completed during the 1998-1999 school year. This building consists of a computer lab, library, and nine general education classrooms, along with a Special Education and English Learner classroom. Monticello's construction was finalized during the 1999-2000 school year with the completion of the multi-purpose room.

We are fortunate to have a very active and supportive Parent Faculty Club. Their contributions of time, creativity, and fundraising continue to enhance our educational programs and learning opportunities for students.

Monticello Elementary School is proud of the many contributions it makes to our local community throughout the year, supporting various non-profit organizations such as Pennies for Patients, Brighter Christmas, Caps for Kids, Jump Rope for Heart (American Heart Association), and our local Animal Shelter.

The goal of Monticello Elementary School's School Site Council is to facilitate, implement, and make significant funding decisions with the intent of supporting the provision of high quality, well-balanced learning opportunities. Monticello staff has the goal of increasing individual student learning with the implementation of Common Core strategies, thus promoting the cultivation of critical, collaborative, argumentative, and evident based thinking. Our Response to Intervention (RTI) and Intensive Intervention programs provide additional ELA support, focusing on our English language learner and socio-economically disadvantaged student population, as well as our low performing students.

The current vision of Monticello Elementary is to continually improve our ability to deliver a quality, well-rounded education to each student that is reflective in the implementation of Common Core thinking skills and the CAASPP (California Assessment of Student Performance Progress). The CAASPP assessment has been implemented district wide in grades third through eighth.

Mission Statement:

"Our educational community shares responsibility for all students reaching high levels of learning."

All Monticello Elementary School students are given the research based DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment at the beginning, middle and end of the school year, with progress monitoring assessments being given to those students exhibiting a particular need. Assessment results help to drive intervention implementation by addressing the individual needs of each student. Monticello Elementary School prides itself on creating a safe, positive, and well maintained school environment. This past year, the district implemented the use of a comprehensive social and emotional curriculum called Second Step in all grades. Student actively participate on social skills lessons on a weekly basis, and the tools and strategies being taught are reinforced throughout the school.

Monticello Elementary School is in the initial stages of implementing a PBIS (Positive Behavior Interventions and Supports) program. PBIS focuses on the utilization of positives behavior reinforcements and restorative justice, as opposed to punitive punishments, as a means of behavior modification and improvement. We are in the process of altering our progressive discipline protocols to match these ideals.

PLCs (Professional Learning Communities) have been successfully implemented both school and district wide. Our grade level teams collect data and monitor student progress on a continual basis. The teams’ decisions and progression center around four essential questions of learning. What do we want students to learn? How will we know if they have learned? What will we do if they didn’t learn? What will we do if they already know it?

Our progress indicators consist of:

- CAASPP (California Assessment of Student Performance Progress) - given one time per year.

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - a reading fluency test for kindergarten through fourth grade.
- DAZE (DIBELS test for comprehension) – a reading comprehension test for grades first through third.
- General Education Progress Reports
- English Learner Progress Reports
- Trimester report cards

Monticello Elementary School places a strong emphasis on the academic achievement of its students. Various programs are offered on our campus to foster the academic success of all students. Programs offered at Monticello include: Rigorous academic curriculum, a strong special education program, after school academic support classes (as funding allows), ELAC (English Learner Advisory Committee), a growing GATE (Gifted and Talented Education) program, Science Olympiad, 1:1 technology integration, an Associated Student Body and student council, RTI (Response To Intervention), and Intensive Intervention. Monticello supports a strong English Learner Program, a remediation program with an intervention specialist, a resource classroom, one SDC (Special Day Class), and two county SDC classes. Our students are also exposed to a general education music program, as well as a physical education program taught by a credentialed physical education teacher beginning in the fourth grade.

Literacy is an important goal at Monticello Elementary School. With the recent adoption of the McGraw-Hill Wonders curriculum, Monticello students are receiving a more rigorous and comprehensive ELA curriculum than ever before. Monticello staff implement numerous engagement strategies on a continual basis, consistent amongst classrooms and across grade levels. Certificated staff focus on the use of common formative assessments, the calibration of assignments, and grading alignment.

Monticello Elementary School utilizes Houghton Mifflin Harcourt Go Math! curriculum. Go Math! is taught in grades kindergarten through eighth, district wide. The Go Math! curriculum utilizes engaging and interactive lesson design, offered in a variety of mediums, encouraging students to think critically about their results and understand the rationale behind the Math concepts being taught. Go Math! employs numerous interactive technology components that differentiate for each grade level. Teachers also have access to the online math intervention program, IXL. This is an individualized math remediation program that adjust to the needs of the student.

The provision of a balanced curriculum is of the utmost importance to the Monticello Elementary School staff. Physical Education is taught at all grade levels for an average of 200 minutes every two weeks. Music appreciation is taught to Transitional Kindergarten through fourth grade students. Additional visual and performing art classes are taught at all grade levels, providing students with a wide variety of learning opportunities. Students are encouraged to hone their listening and speaking skills within each subject matter. A great emphasis is placed on the use of critical, collaborative, and evidence based thinking skills on a daily basis within the classroom setting. The expectation is that every child is provided the opportunity to succeed at a high level.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Monticello Elementary School Site Leadership and MTSS teams participate in the SWIFT FIA as a self-assessment to examine the current status of school-wide practices in the areas of administrative leadership, multi-tiered system of support, integrated education framework, family and community engagement, and inclusive policy structure and practice. The results allow us to identify and prioritize practices for transformation, make internal decisions about actions to install and implement those practices and follow up on the effects of action plans on practices.

## Classroom Observations

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

Classroom observations will be conducted throughout the school year by the site administrator. On top of the scheduled formal evaluations that include classroom observations, informal walkthroughs will be completed. Site administration will dedicate time each week to visit classrooms. Observations will focus on student engagement and instruction in an effort to provide teacher with feedback and ongoing support in the areas of classroom management, and the implementation and use of instructional and engagement strategies.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The results of state and district assessments are analyzed and subsequently used to reflect upon and improve classroom instruction in an effort to increase student achievement. Furthermore, state assessments are used as a guide to adjust essential standards mapping and plans. The CAASPP state test results for ELA and Math in third and fourth, as well as formative and summative assessments and DIBELS data for Kindergarten through fourth grade, are used to determine students that require Tier 2 and Tier 3 interventions through a MTSS (Multi-Tiered System of Support/RTI (Response to Intervention) support system. BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) DIBELS assessments, along with progress monitoring, allow for fluid intervention groupings throughout the school year. The data allows grade level teams to assess and reflect upon the performance levels of each individual student. Analyzing the data, along with discussions of pertaining to the social-emotional status of the student, allows the grade level teams to make accurate decisions regarding necessary interventions.

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

On a regular basis, Monticello teachers and staff use curriculum-specific assessment data in a continuous cycle of inquiry to examine and analyze student learning, assess student mastery of essential standards, reflect upon the effectiveness of individual teaching practices, and implement data informed practices. Grade level teams work as PLC's (Professional Learning Communities) to gather data, reflect upon it, refine teaching practices and strategies, and collaborate to increase student engagement and high levels of learning and mastery. Weekly team meetings, coupled with district wide grade level meetings, fosters collaborative staff growth and overall student achievement.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are considered "highly qualified," receive ongoing professional development, and continued instructional support. Newly hired staff receive additional support from designated teacher mentors and/or through a vetted Teacher Induction program.

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

Monticello Elementary School utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards, and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments are used to monitor student progress, assess individual student needs, and support student mastery of essential standards. Classroom instruction is differentiated to meet the needs of all students. The Jefferson Elementary School District adopted and implemented new ELA curriculum K-8 in 2017- 2018, and Social Studies curriculum in 2018 - 2019. In 2019 - 2020, the district will be piloting and selecting NGSS Science curriculum.

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

Teachers are provided staff development through minimum days, after-school courses offerings, staff meetings, and professional development courses. The Coordinator of Curriculum and Instruction, in conjunction with the site principal and leadership team, develop course offerings aligned with new textbook adoptions and the individual needs of each school site. Professional development is provided throughout the school year to improve standards-based instruction. Ninety percent of the Monticello teaching staff have attended the Professional Learning Community (PLC) conference. All of our site leadership team members are PLC trained and lead content area meetings on minimum day Mondays. The primary goal of the weekly PLC meetings is to create formative assessments, identify content area essential standards, use data to make informed instructional decisions, and collaborate in the planning of intervention and enrichment programs.

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

All teachers are afforded equitable access to support from an Instructional Coach, EL Specialist, Intervention Specialist and ongoing professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Beginning in the 2015 - 2016 school year, the daily and hourly school schedule was adjusted to accommodate a 1:30pm dismissal every Monday to ensure teachers receive protected grade level collaboration time in the form of PLCs. This PLC team time is dedicated to improving academic results through the development of summative and formative assessments, providing data that can be used to improve classroom instruction. Grade level teams work through a continuous process of inquiry and reflection, focusing on the refinement of instructional practices through lesson studies, observations, book studies, and the PLC process.

## Teaching and Learning

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

The Monticello Elementary School instructional process is designed to ensure that all students show progress and develop the skills necessary to become contributing members of society. A collaborative partnership among staff, students, parents/guardians, and our community assist in each student's educational success. PLC (Professional Learning Communities) assists with the provision of a cohesive curriculum throughout each grade level classroom.

ENGLISH/LANGUAGE ARTS
McGraw-Hill Wonders is utilized in Kindergarten through fourth grade. This district adopted series provides universal access to all students. Student progress is measured via summative and theme based skills assessments, formative assessments, classroom assignments, and DIBELS fluency results.

Students receiving special education services work in small clusters or one-on-one for their designated amount of time as defined within student IEP's. The resource teacher and support staff work on specific goals that have been created to meet the individual learning needs of each student. Monticello Elementary School uses a combined pull-out and push-in Response to Intervention (RTI) and English Lerner intervention model. Students identified as at-risk receive services four to five times per week.

MATH
The district adopted Go Math! curriculum is utilized in Kindergarten through fourth grade at Monticello Elementary School. This program, aligned with the Common Core Standards, assists in achieving success through teacher differentiated instruction and technology integration. Supplemental Math materials might include Daily Math Review and/or various online videos, and the use of IXL, an online math remediation program. After school Math intervention will occur, as funding allows.

HISTORY/SOCIAL SCIENCES
The History/Social Science curriculum utilized at Monticello Elementary School is TCI. This program is aligned with state framework and addresses social skills in grades kindergarten through third grade. Students study social skills as they pertain to school, neighborhood, community, and region. The program exposes students to exploratory activities related to geography, economics, and local history. Fourth grade students study California state history. Within this Social Sciences program, current events are addressed, as well as cultural activities and character traits. Monticello recognizes patriotic days, reflects on Project Wisdom's Words of Wisdom quotes, participates in multi-cultural activities, organizes community service projects, and celebrates our diverse student population. Each year, our fourth grade students participate in Walk Through California; an interactive on-site field trip that takes our students through California's rich history. Our third grade students participate in a simulation of Pioneer life, culminating with a field trip to a one room school house dating back to the 1800s.

SCIENCE
Monticello Elementary School currently utilizes the Scott Foresman Science curriculum; however, we are in the adoption process. Students are encouraged to participate in a hands-on learning approach. Monticello Elementary School utilizes the Great Valley Museum to supplement lessons in physical, earth, and life Sciences. Grade level teams utilize GLAD curriculum to supplement current NGSS based Science lessons. The strategic implementation of NGSS (Next Generation Science Standards) continues, with teachers implementing amazing lessons within their classrooms. Monticello Elementary School staff is receives condescend NGSS professional development sessions throughout the school year during site staff meetings.

TECHNOLOGY
Monticello Elementary School continues to integrate technology throughout all curriculum areas. Students in first through fourth grade have one to one Chromebook access within the classroom, while Transitional Kindergarten and Kindergarten classrooms are provided with ten Chromebooks a piece. All classrooms are equipped with document cameras, as well as projectors. Certificated staff members are provided with a personal lap top computer.

FINE ARTS
In 2007 the district hired a certificated music teacher to provide music instruction one day per week to all students in Transitional Kindergarten through fourth grade at Monticello Elementary. Students participate in many activities, including a school wide sing along, a winter program presentation and various musicals throughout the school year. An Artist in Residence program has been a part of our school curriculum for over twenty years. This program is wildly popular with staff and students alike. The Artist in Residence program occurs, as funding allows, in the areas art and/or dance.

PHYSICAL EDUCATION
Fourth grade students are provided a comprehensive physical education program, taught by a credentialed physical education teacher, five days per week for a forty-five minute period each day. Students in Kindergarten through fourth grade adhere to the standards and guidelines, providing students with a minimum of 200 minutes of instruction every ten

school days.  Student goals also include fitness concepts that align with state testing which begins in the fifth grade.

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

All teachers are required to turn in weekly lesson plans reflecting their daily schedule and time allocated for all subjects, specifically ELA and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Monticello Elementary has implemented a RTI program (Response to Intervention) that occurs four to five days a week (depending on grade level) in 45 minute sessions to assist all students in meeting, as well as exceeding, the essential ELA standards.  During these sessions, students are grouped by both ability and area of need. RTI services are provided primarily via push-in services by our site intervention specialist, our English Learner instructional aide, classroom instructional aides, and our credentialed classroom teachers.  Student groups are fluid and flexible, reviewed on a regular basis, and based upon the progress of each individual student.  In addition to push-in RTI services, students demonstrating exceptional need receive pull-out Intensive Intervention services.  Intensive Intervention occurs four to five times a week in 45 minute sessions in a small group setting.  Every effort is made to keep grade level groups at a size of four to six students to one intervention aide.  Intensive Intervention focuses on the recouping of skills necessary to fully access grade level ELA curriculum.

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

All students have access to standards aligned materials including students in Special Education and English Language Learners. Ancillary materials are utilized along with the textbook adoption to assure that scaffolding occurs appropriately.

Monticello Elementary School teachers are trained on the implementation of GLAD (Guided Language Acquisition Design) strategies. GLAD is designed to specifically target and promote language skills, academic achievement, and cross-cultural skills.  The GLAD curriculum encourages project-based, student-centered learning that is inquiry driven. Elements of GLAD are used across curricular areas on a routine basis.

Supplementary materials appropriate to specific student groups are utilized to support classroom instruction. The Resource Specialist, Intervention Specialist and English Language Para collaborate with the general education teachers on a regular basis to ensure that our special education students and at-risk students are succeeding. They communicate accommodations, modifications and behavior needs in accordance with individual IEP, 504 and SST plans. Plans are reviewed on an annual and triennial basis.

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

Board Policy guides the text selection process in the district.  The local board of the Jefferson School District certified, in November 2006, that each pupil in the district has equal access to textbooks or basic instructional materials in each of the following areas.  Monthly meetings provide opportunity to share Williams Act concerns.

The board adoption years for each subject area are as follows:
Language Arts- 2017 (McGraw-Hill Wonders)
Mathematics- 2014  (Houghton Mifflin Harcourt Go Math!)
History/Social Science- 2018
Science- 2007 (Currently in the adoption process)
Social and Emotional - 2018 (Second Step)

## Opportunity and Equal Educational Access

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

All students at Monticello Elementary have the opportunity of equal access to all instructional materials appropriate to student groups. Our student population currently includes a 13.7% (approximately 54 students) English Learner population. We utilize all available resources in an effort to ensure that our students are provided an optimal learning environment. All students are given equal access to curriculum taught at their grade level. Teachers utilize thematic skills based tests, chapter assessments, and curriculum provided benchmark assessments to monitor student progress.

Monticello Elementary provides services to our special education population in a variety of ways. We currently have one resource teacher, providing both push-in and pull-out services in accordance with IEP specifications. She is assisted by one instructional aide. In addition, Monticello Elementary houses a Mild/Moderate Special Day Class (SDC), providing services for the district's Kindergarten through second grade students. Students within our SDC program participate in general education mainstreaming activities with their peers, as permitted/identified per their IEP.

Monticello Elementary has one full-time Speech and Language pathologist on site. Services are provided to students in Transitional Kindergarten through fourth grade per their IEP specifications. Additional speech services are provided, via an RTI (Response to Intervention) model, to those students identified through the SST process as needing additional general education speech support. In addition, Monticello Elementary currently houses an on-site pre-school speech program, serving a portion of our district’s special education students not yet enrolled in compulsory education. We currently house two County Special Education classrooms serving students in Kindergarten through fourth grade. Students are mainstreamed with their grade level peers as appropriate. School based counseling services are provided at Monticello Elementary two days per week for 6.0 hours each day, supporting students with special issues that may deter them from being successful within the general education school setting.

Monticello Elementary has one bilingual instructional paraprofessional who assists our EL (English Learner) student population for 5.75 hours per day. Our students requiring EL services are identified via the Home Language Survey information provided upon a student’s initial enrollment in school. Students are assessed in English through oral, written, and reading skills using the ELPAC (English Language Proficiency Assessments for California) assessment. Those students identified as limited in their English language development receive additional English language instruction, as well as instruction in the core curriculum, within a regular classroom setting from the classroom teacher. The classroom teacher is supported by the English Learner Instructional aide.

Evidence-based educational practices to raise student achievement

Teachers monitor student growth utilizing both formative and summative assessments. Such assessments are collaborated upon throughout the PLC (Professional Learning Communities) process within each grade level. Both site and district grade level teams continue to work collaboratively to ensure that all students are receiving high quality instruction and are meeting identified core curricular essential standards.

Throughout the school year, students are assessed utilizing a variety of assessment tools, including but not limited to: DIBELS, DAZE, McGraw-Hill Wonders, and Houghton Mifflin Harcourt Go Math!. All assessments align with Common Core Standards. The California Assessment of Student Performance and Progress (CAASPP) is given each year in the spring to students in third and fourth grade.

GATE (Gifted and Talented Education Program) - Children in third and fourth grade are tested in the fall and spring of each school year, and all second grade students are tested in the spring using the OLSAT testing tool. In addition, a portfolio process is used in second through fourth grade, to assist with the identification of GATE students. To be considered for GATE, students must meet the criteria outlined in the district's comprehensive GATE plan. GATE program opportunities vary at Monticello Elementary School, dependent on the number of identified students. The program currently includes daily differentiated instruction in the classroom setting, along with clustered students at their respective grade level, in a designated classroom. As funding allows, additional resources are offered, such as field trips and after school enrichment programs. Teachers consistently differentiate with their students to ensure educational success.

## Parental Engagement

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

Monticello Elementary School will continue efforts to improve academic achievement, attendance and discipline via the implementation of tiered intervention supports, progressive discipline, restorative practices, SART (Student Attendance Review Team) and SARB (Student Attendance Review Board) meetings. Student Study Team (SST) meetings are designed to support a student's academic, social, and emotional learning through communication between home and school, offering various interventions to support students.

Monticello Elementary maintains open and accessible communication among school staff, teachers and parents/guardians. The communication system, Aeries LOOP, is utilized to disseminate information en masse via phone message, text message, and email. Our school maintains an open door policy, allowing parents/guardians to visit and/or volunteer on our site on an as-needed basis. Our school holds annual parent/guardian-teacher conferences, and produces a weekly staff/school newsletters sent via Aeries LOOP and posted online. Staff members communicate by phone, text, and email on a consistent basis with the parents/guardians of their respective students.

Classroom teachers invite community members to speak in their classrooms, presenting various materials such as career related information and various available community programs and activities.

Throughout the school year, Monticello sponsors fundraisers in support of various charities to raise awareness within our school community. Examples of such charities include: Food Drives, Brighter Christmas, and Pennies for Patients.

Monticello Elementary participates in an annual Jump Rope for Heart fundraiser, supporting the American Heart Association whilst promoting student outdoor activity and exercise.

The Monticello Elementary community assists with and participates in a variety of activities throughout the school year. Those activities may include: The Winter Program, Jump Rope for Heart, Holiday Gift Shop, Book Fair, classroom plays, Monticello/Jefferson Carnival, Spring Sing, PFA (Parent Faculty Association) Movie Nights, and our Parent Volunteer Program.

Some barriers to student success include limited involvement from the parents of at-risk students, and students who are English Language Learners and/or new to the country. We continue to support our at-risk students, providing both push-in and pull-out intensive intervention services (Tier II and Tier III), English language acquisition services, differentiated instruction, the use of Guided Language Acquisition and Development (GLAD) strategies, and the provision of school-based counseling services.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Monticello Elementary School maintains an active School Site Council (SSC) consisting of the following council members:

- The Principal
- Site Teacher representatives
- Parents
- Classified Staff representation

The SSC is involved in the planning, implementation and evaluation of the consolidated application programs on the Monticello campus. The primary goal of Monticello's School Site Council is to facilitate, implement, and make significant funding decisions with the intent of supporting the provision of high quality, well-balanced learning opportunities.

Funding

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

Monticello Elementary School does not currently receive categorical funding.

Fiscal support (EPC)

Funds allocated to Monticello Elementary School are used to support teacher collaboration to ensure that all students are receiving standards-based instruction.  In addition, teacher release time is used to align curriculum, develop interventions, and ensure that all students are receiving appropriate support in the general education learning environment.

# Stakeholder Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

The School Site Council (SSC) shall develop the content of the School Plan for Student Achievement (SPSA) (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]).

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]).

Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]).

Monticello Elementary School follows the above guidelines and meets regularly throughout the school year to review the SPSA.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **American Indian** | 0.5% | 0.5% | 0.48% | 2 | 2 | 2 |
| **African American** | 2.2% | 2.2% | 3.36% | 9 | 9 | 14 |
| **Asian** | 6.6% | 7.5% | 8.63% | 27 | 31 | 36 |
| **Filipino** | 4.4% | 3.4% | 4.08% | 18 | 14 | 17 |
| **Hispanic/Latino** | 42.4% | 43.7% | 41.49% | 173 | 181 | 173 |
| **Pacific Islander** | 0.3% | 0.2% | 0.48% | 1 | 1 | 2 |
| **White** | 36.3% | 35.3% | 34.05% | 148 | 146 | 142 |
| **Multiple/No Response** | 7.4% | % | % | 30 | | |
| | | | **Total Enrollment** | 408 | 414 | 417 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 |
| **Kindergarten** | 90 | 94 | 89 |
| **Grade 1** | 81 | 75 | 72 |
| **Grade 2** | 74 | 89 | 87 |
| **Grade3** | 83 | 70 | 92 |
| **Grade 4** | 80 | 86 | 76 |
| **Grade 5** | | | 1 |
| **Total Enrollment** | 408 | 414 | 417 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **English Learners** | 77 | 70 | 57 | 18.9% | 16.9% | 13.7% |
| **Fluent English Proficient (FEP)** | 5 | 17 | 18 | 1.2% | 4.1% | 4.3% |
| **Reclassified Fluent English Proficient (RFEP)** | | 16 | 9 | 0.0% | 20.8% | 12.9% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 88 | 69 | 96 | 87 | 67 | 95 | 87 | 67 | 95 | 98.9 | 97.1 | 99 |
| **Grade 4** | 83 | 88 | 80 | 83 | 87 | 78 | 83 | 87 | 78 | 100 | 98.9 | 97.5 |
| **All Grades** | 171 | 157 | 176 | 170 | 154 | 173 | 170 | 154 | 173 | 99.4 | 98.1 | 98.3 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 2427.[illegible] | 2443.[illegible] | 2455.[illegible] | 21 | 29.85 | 34.74 | 29 | 31.34 | 31.58 | 31 | 23.88 | 18.95 | 20 | 14.93 | 14.74 |
| **Grade 4** | 2442.[illegible] | 2459.[illegible] | 2463.[illegible] | 12 | 22.99 | 23.08 | 27 | 18.39 | 24.36 | 27 | 21.84 | 24.36 | 35 | 36.78 | 28.21 |
| **All Grades** | N/A | N/A | N/A | 16 | 25.97 | 29.48 | 28 | 24.03 | 28.32 | 29 | 22.73 | 21.39 | 27 | 27.27 | 20.81 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 18 | 29.85 | 40.00 | 60 | 50.75 | 41.05 | 22 | 19.40 | 18.95 |
| **Grade 4** | 11 | 22.99 | 16.67 | 54 | 47.13 | 61.54 | 35 | 29.89 | 21.79 |
| **All Grades** | 15 | 25.97 | 29.48 | 57 | 48.70 | 50.29 | 28 | 25.32 | 20.23 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 26 | 38.81 | 36.84 | 47 | 46.27 | 46.32 | 26 | 14.93 | 16.84 |
| **Grade 4** | 12 | 26.44 | 20.51 | 55 | 42.53 | 53.85 | 33 | 31.03 | 25.64 |
| **All Grades** | 19 | 31.82 | 29.48 | 51 | 44.16 | 49.71 | 29 | 24.03 | 20.81 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 25 | 25.37 | 26.32 | 61 | 58.21 | 65.26 | 14 | 16.42 | 8.42 |
| **Grade 4** | 5 | 11.49 | 17.95 | 80 | 73.56 | 67.95 | 16 | 14.94 | 14.10 |
| **All Grades** | 15 | 17.53 | 22.54 | 70 | 66.88 | 66.47 | 15 | 15.58 | 10.98 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Grade 3** | 22 | 14.93 | 27.37 | 51 | 70.15 | 55.79 | 28 | 14.93 | 16.84 |
| **Grade 4** | 11 | 21.84 | 23.08 | 63 | 45.98 | 51.28 | 27 | 32.18 | 25.64 |
| **All Grades** | 16 | 18.83 | 25.43 | 56 | 56.49 | 53.76 | 27 | 24.68 | 20.81 |

**Conclusions based on this data:**

1. With the provision of Chromebooks at a one to one ratio, students receive ample practice taking digital assessments throughout the school year. Teachers and staff will continue to work with students and practice test-taking skills and typing in preparation for state assessments.
2. A greater emphasis will be placed on the importance of writing in both third and fourth grade, as well as the primary grades, in an effort to improve their writing proficiency, stamina, structure.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 89 | 69 | 96 | 89 | 67 | 95 | 89 | 67 | 95 | 100 | 97.1 | 99 |
| **Grade 4** | 83 | 88 | 79 | 83 | 87 | 77 | 83 | 87 | 77 | 100 | 98.9 | 97.5 |
| **All Grades** | 172 | 157 | 175 | 172 | 154 | 172 | 172 | 154 | 172 | 100 | 98.1 | 98.3 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 2460. | 2472. | 2458. | 19 | 31.34 | 24.21 | 54 | 41.79 | 41.05 | 20 | 19.40 | 25.26 | 7 | 7.46 | 9.47 |
| **Grade 4** | 2475. | 2484. | 2466. | 10 | 17.24 | 11.69 | 34 | 33.33 | 32.47 | 46 | 39.08 | 32.47 | 11 | 10.34 | 23.38 |
| **All Grades** | N/A | N/A | N/A | 15 | 23.38 | 18.60 | 44 | 37.01 | 37.21 | 33 | 30.52 | 28.49 | 9 | 9.09 | 15.70 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 44 | 55.22 | 44.21 | 49 | 37.31 | 41.05 | 7 | 7.46 | 14.74 |
| **Grade 4** | 24 | 33.33 | 27.27 | 47 | 39.08 | 37.66 | 29 | 27.59 | 35.06 |
| **All Grades** | 34 | 42.86 | 36.63 | 48 | 38.31 | 39.53 | 17 | 18.83 | 23.84 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 26 | 31.34 | 27.37 | 60 | 55.22 | 55.79 | 15 | 13.43 | 16.84 |
| **Grade 4** | 14 | 24.14 | 12.99 | 63 | 54.02 | 49.35 | 23 | 21.84 | 37.66 |
| **All Grades** | 20 | 27.27 | 20.93 | 61 | 54.55 | 52.91 | 19 | 18.18 | 26.16 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 33 | 41.79 | 36.84 | 60 | 49.25 | 53.68 | 8 | 8.96 | 9.47 |
| **Grade 4** | 17 | 20.69 | 19.48 | 60 | 59.77 | 53.25 | 23 | 19.54 | 27.27 |
| **All Grades** | 25 | 29.87 | 29.07 | 60 | 55.19 | 53.49 | 15 | 14.94 | 17.44 |

**Conclusions based on this data:**

1. The Monticello Elementary School community (families, staff, and students) will use the results from the CAASPP assessment as a tool to intervene and ensure all students master essential math standards. We will continue to support our student population through the use of technology, the collaborative decisions made within grade level Professional Learning Community (PLC), and through additional Tier II and Tier III interventions as needed.

# School and Student Performance Data

## ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| **Grade Level** | **Overall** | **Oral Language** | **Written Language** | **Number of Students Tested** |
| **Grade K** | * | * | * | * |
| **Grade 1** | 1466.1 | 1450.4 | 1481.2 | 16 |
| **Grade 2** | 1491.5 | 1492.6 | 1489.9 | 11 |
| **Grade 3** | * | * | * | * |
| **Grade 4** | * | * | * | * |
| **All Grades** | | | | 50 |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | **Level 3** | | **Level 2** | | **Level 1** | | **Total Number of Students** |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | |
| **Grade K** | * | * | * | * | * | * | | | * |
| **Grade 1** | * | * | * | * | * | * | * | * | 16 |
| **Grade 2** | * | * | * | * | * | * | | | 11 |
| **Grade 3** | * | * | * | * | | | | | * |
| **Grade 4** | * | * | * | * | | | * | * | * |
| **All Grades** | 18 | 36.00 | 21 | 42.00 | * | * | * | * | 50 |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | **Level 3** | | **Level 2** | | **Level 1** | | **Total Number of Students** |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | |
| **Grade K** | * | * | * | * | | | | | * |
| **Grade 1** | * | * | * | * | * | * | * | * | 16 |
| **Grade 2** | * | * | * | * | * | * | | | 11 |
| **Grade 3** | * | * | * | * | * | * | | | * |
| **Grade 4** | * | * | * | * | | | * | * | * |
| **All Grades** | 21 | 42.00 | 20 | 40.00 | * | * | * | * | 50 |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| **Grade K** | * | * | * | * | * | * | * | * | * |
| **Grade 1** | * | * | * | * | * | * | * | * | 16 |
| **Grade 2** | * | * | * | * | * | * | * | * | 11 |
| **Grade 3** | * | * | * | * | * | * | | | * |
| **Grade 4** | * | * | * | * | * | * | * | * | * |
| **All Grades** | 15 | 30.00 | 18 | 36.00 | * | * | * | * | 50 |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| **Grade K** | * | * | * | * | | | * |
| **Grade 1** | * | * | * | * | * | * | 16 |
| **Grade 2** | * | * | * | * | | | 11 |
| **Grade 3** | * | * | * | * | | | * |
| **Grade 4** | * | * | * | * | * | * | * |
| **All Grades** | 30 | 60.00 | 17 | 34.00 | * | * | 50 |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| **Grade K** | * | * | * | * | | | * |
| **Grade 1** | * | * | * | * | * | * | 16 |
| **Grade 2** | * | * | * | * | | | 11 |
| **Grade 3** | * | * | * | * | * | * | * |
| **Grade 4** | * | * | * | * | * | * | * |
| **All Grades** | 21 | 42.00 | 24 | 48.00 | * | * | 50 |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
| **Grade K** | * | * | * | * | | | * |
| **Grade 1** | * | * | * | * | * | * | 16 |
| **Grade 2** | * | * | * | * | * | * | 11 |
| **Grade 3** | * | * | * | * | | | * |
| **Grade 4** | * | * | * | * | * | * | * |
| **All Grades** | 19 | 38.00 | 25 | 50.00 | * | * | 50 |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | * | * | * | * | * | * | * |
| **Grade 1** | * | * | * | * | * | * | 16 |
| **Grade 2** | * | * | * | * | * | * | 11 |
| **Grade 3** | * | * | * | * | | | * |
| **Grade 4** | * | * | * | * | * | * | * |
| **All Grades** | 19 | 38.00 | 25 | 50.00 | * | * | 50 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **417** | **29.7%** | **13.7%** | **0.7%** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 57 | 13.7% |
| **Foster Youth** | 3 | 0.7% |
| **Socioeconomically Disadvantaged** | 124 | 29.7% |
| **Students with Disabilities** | 49 | 11.8% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 14 | 3.4% |
| **American Indian** | 2 | 0.5% |
| **Asian** | 36 | 8.6% |
| **Filipino** | 17 | 4.1% |
| **Hispanic** | 173 | 41.5% |
| **Two or More Races** | 31 | 7.4% |
| **Pacific Islander** | 2 | 0.5% |
| **White** | 142 | 34.1% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students | | |
|---|---|---|
| **Academic Performance** | **Academic Engagement** | **Conditions & Climate** |
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Green | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Green | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 3 | 1 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Blue | No Performance Color |
| 12.4 points above standard | 23.5 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 13.9 points | Increased 35.6 points | 1 students |
| 162 students | 31 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Green | No Performance Color |
| 0 Students | 1 points above standard | 59.1 points below standard |
| | Increased 30 points | Increased 36.5 points |
| | 41 students | 20 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 33.4 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| 2 students | 2 students | Increased 22 points | 6 students |
| | | 16 students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Green |
| 0.9 points below standard | 73.5 points above standard | 0 Students | 13.3 points above standard |
| Increased 12.2 points | 11 students | | Increased 14.2 points |
| 67 students | | | 58 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 3.6 points below standard | 45.9 points above standard | 8.6 points above standard |
| Increased 50.5 points | Increased 7.9 points | Increased 8.5 points |
| 14 students | 17 students | 129 students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 1 | 3 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Green | No Performance Color |
| 8.1 points above standard | 8.8 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -8.8 points | Maintained 0.7 points | 1 students |
| 161 students | 31 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Green | No Performance Color |
| 0 Students | 4.7 points below standard | 33.4 points below standard |
| | Increased 3.3 points | Increased |
| | 41 students | 21.4 points<br>20 students |

| 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 30.1 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| 2 students | 2 students | Increased 4.4 points | 6 students |
| | | 16 students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | Green |
| 11.1 points below standard | 58.4 points above standard | 0 Students | 18 points above standard |
| Declined -11.6 points | 11 students | | Declined -6.6 points |
| 67 students | | | 57 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 15.1 points below standard | 28.5 points above standard | 7.3 points above standard |
| Increased 8 points | Declined -16.7 points | Declined -12.1 points |
| 14 students | 17 students | 128 students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| **Number of Students** | **Level 4 Well Developed** | **Level 3 Moderately Developed** | **Level 2 Somewhat Developed** | **Level 1 Beginning Stage** |
| 50 | 36% | 42% | 16% | 6% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance | | |
|---|---|---|
| Class of 2016 | Class of 2017 | Class of 2018 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 2 | 1 | 4 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Orange | No Performance Color |
| 6.5% chronically absent | 9.7% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Declined 1.7% | Increased 2.9% | 4 students |
| 448 students | 62 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Green |
| Less than 11 Students - Data Not Displayed for Privacy | 10.2% chronically absent | 9% chronically absent |
| 0 students | Maintained 0% | Declined 7.2% |
| | 147 students | 67 students |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Green | No Performance Color |
| 12.5% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 2.6% chronically absent | 11.1% chronically absent |
| 16 students | 2 students | Declined 3.7% | Increased 11.1% |
| | | 39 students | 18 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | Yellow | No Performance Color | Green |
| 7.5% chronically absent | 11.4% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 4% chronically absent |
| Declined 2.2% | Declined 5.2% | 2 students | Declined 0.8% |
| 186 students | 35 students | | 150 students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year | |
|---|---|
| 2017 | 2018 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | | | | | Highest Performance |
|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue |

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 3 | 1 | 0 | 2 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2018 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | Orange | No Performance Color |
| 1.9% suspended at least once | 1.5% suspended at least once | Less than 11 Students - Data Not |
| Increased 0.5% | Increased 1.5% | 6 students |
| 473 students | 67 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Red |
| 0 Students | 2.5% suspended at least once | 7.2% suspended at least once |
| | Increased 0.9% | Increased 4% |
| | 159 students | 69 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 0% suspended at least once | Less than 11 Students - Data 2 students | 0% suspended at least once | 0% suspended at least once |
| Maintained 0%<br>16 students | | Maintained 0%<br>40 students | Maintained 0%<br>18 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Blue | No Performance Color | Yellow |
| 2.5% suspended at least once | 0% suspended at least once | Less than 11 Students - Data 3 students | 2.5% suspended at least once |
| Increased 2.5%<br>198 students | Declined -5.6%<br>39 students | | Maintained -0.1%<br>157 students |

This section provides a view of the percentage of students who were suspended.

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 2.3% suspended at least once | 1.4% suspended at least once | 1.9% suspended at least once |

**Conclusions based on this data:**

**1.**

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1
Pupil Outcomes: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.1: Ensure that the ELA/ELD CCSS instructional units are implemented using CCSS strategies.

AS 1.4: Implement GLAD strategies in all 3-5 grade classrooms.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.

# Goal 1

Goal: Increase School-wide ELA Proficiency

In analyzing the 2017-2018 ELA CAASPP data, 57.8 percent of our third and fourth grade students scored within the Standard Met or Standard Exceeded range. CAASPP data is broken into four areas as defined by scaled score ranges: Standard Exceeded, Standard Met, Standard Nearly Met and Standard Not Met. Monticello Elementary must continue to focus on ELA proficiency at all grade levels in order to meet future goals.

Over the course of the next three years, we will see an increase in the overall percentage of students meeting and exceeding the standard by 5% or more each year, as reported on the CAASPP in ELA.  Students in Kindergarten through second grade will demonstrate an increase of 10% or more students at meeting or above benchmark as measured by the DIBELS Composite Score.

Students in third and fourth grades will participate in this CAASPP goal. All students at Monticello Elementary, including Kindergarten through second grade, who will be identified by individual levels using DIBELS, summative, formative assessments, and classroom work.

Monticello Elementary will utilize several sources of data available to evaluate progress toward these goals. There will be Professional Learning Communities (PLC), to collect and share student data and information regarding student progress. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) fluency scores, as well as DIBELS Next scores will be recorded and evaluated. ELPAC test scores will be used to note progress among our English Learner population. CAASPP test score results are used to note progress and deficits in third and fourth grade.

Ongoing progress toward goal objectives will be measured by:

1. Formative and Summative Classroom Assessments
2. DIBELS and DIBELS Next scores
3. CAASPP Practice Assessments
4. ELPAC Results

All components of the newly adopted McGraw-Hill Wonders ELA curriculum assist in addressing the needs of our socio-economically disadvantaged students, EL students, GATE students, intervention students and the general education student population of Monticello Elementary.

## Identified Need

Student performance on the ELA portion of CAASPP does not yet meet desired proficiency standards.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP - Percentage of students meeting and exceeding the standard | 57.8% | 62.8% (2018 - 2019)<br>67.8% (2019 - 2020)<br>72.8% (2020 - 2021) |
| DIBELS Composite Score (Kindergarten) | 56% | 66%v(2018 - 2019)<br>76% (2019 - 2020)<br>86% (2020 - 2021) |
| DIBELS Composite Score (First Grade) | 63% | 73% (2018 - 2019)<br>83% (2019 - 2020)<br>93% (2020 - 2021) |
| DIBELS Composite Score (Second Grade) | 68% | 78% (2018 - 2019)<br>88% (2019 - 2020)<br>98% (2020 - 2021) |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students in grades Kindergarten through fourth grade.

Strategy/Activity

Monticello Elementary will monitor the implementation of the recently adopted ELA curriculum, McGraw-Hill Wonders. Data will be analyzed at all areas (Administrative, Grade Level, and Teachers) in an effort to improve the quality of instruction and increase overall student achievement.

Students will receive support, as needed, via the RTI (Response to Intervention) program, the classroom teacher, the Intervention Specialist, and/or EL instructional aide through the implementation and utilization of adopted curricular materials in an effort to assist all students, especially our English Learner and socioeconomically disadvantaged population.

Ongoing progress toward goal objectives will be measured by:

1. DIBELS Composite Score
2. Curriculum Assessments
3. ELPAC scores
4. Formative and Summative Assessments
5. CAASPP Interim Assessments (IABs)

The following personnel will be responsible for progress monitoring, data collection, and implementation.

1. Principal
2. Grade Level Representatives and Teachers
3. Intervention Specialist
4. English Learner Instructional Aide

Start Date - End Date

7/1/2018 - 6/30/2021

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 255.00 | Gate<br><br>Enrichment Opportunities |
| 1257.00 | SIP<br><br>Technology - Applications |
| 1000.00 | SIP<br><br>Intervention Program |

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1:
Pupil Outcomes: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.9: Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).

# Goal 2

Goal: Increase School-wide Math Proficiency

In analyzing the 2017-2018 CAASPP data, approximately 55.8 percent of our third and fourth grade students scored within the Standard Met or Standard Exceeded range. CAASPP data is broken into four areas as defined by scaled score ranges: Standard Exceeded, Standard Met, Standard Nearly Met and Standard Not Met. Monticello Elementary must continue to focus on Math proficiency at all grade levels in order to meet future goals.

Over the course of the next three years, we will see an increase in the overall percentage of students meeting and exceeding the standard by 5% or more each year, as reported on the CAASPP in Math.

Students in third and fourth grade will participate in this goal equally, with the focal point being our socioeconomically disadvantaged and English Learner student population. Monticello Elementary School will use formative and summative assessments to guide instruction and identify students in need. It is expected that teachers will be teaching differentiated lessons within their classrooms to assist all students in understanding the various essential Math standards. An after school intervention program has been proposed, as funding allows.

Students will be expected to achieve an increase in scale score by fifteen points, as reported by the CAASPP. Students demonstrating exceptional need will receive assistance from our EL Instructional aide, site intervention aides, resource teacher, instructional aide and classroom teacher to assist in an effort to address student Math deficiencies.

Monticello Elementary School will utilize several sources of data available to evaluate progress toward these goals. Professional Learning Communities (PLC) collect and share student data and information regarding student progress. These meetings will assist teachers in advancing students into the next level of their Mathematics ability. ELPAC test scores will be used to note progress among our English Learner population. CAASPP test score results are used to note progress and deficits in third and fourth grade. Teachers will utilize differentiated instruction within the classroom setting.

Ongoing progress toward goal objectives will be measured by:

1. Formative and Summative Classroom Assessments

2. DIBELS and DIBELS Next scores
3. CAASPP Practice Assessments
4. ELPAC Results
5. Chapter and Unit Assessments

## Identified Need

Student performance on the Math portion of CAASPP does not yet meet desired proficiency standards.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP - Percentage of students meeting and exceeding the standard | 55.8% | 60.8% (2018 - 2019)<br>65.8% (2019 - 2020)<br>70.8% (2020 - 2021) |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students in third and fourth grade.

Strategy/Activity

Supporting Student Needs

Monticello Elementary School will support the district adopted Mathematics curriculum, Go Math!, taught daily in each classroom. Monticello Elementary will continue to emphasize the nurturing of critical, collaborative, evidentiary and argumentative thinking skills with students, as defined by Common Core State Standards. Students will have access to IXL, an online math tutorial/remediation program, as needed.

Ongoing progress towards goal objectives will be measured by:

1. Curriculum Assessments
2. ELPAC scores
3. Formative and Summative Assessments
4. CAASPP Interim Assessments

The following personnel will be responsible for progress monitoring, data collection, and implementation.

1. Principal
2. Grade Level Representatives and Teachers

Start Date - End Date

7/1/2018 - 6/30/2021

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| 2,000.00 | SIP<br><br>Math Support for Intervention |

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2:
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

State Priority:
Priority 6 - School Climate (Engagement)

# Goal 3

Goal: Attendance

Students must be present in school to benefit from the daily instruction in the classroom. Monticello Elementary School must increase their daily attendance rate so that quality instruction is able to be received by all students each day. Monticello's current attendance rate is 96.57%. Our goal is to increase our daily attendance rate by a minimum of 1% each year over the course of three years, utilizing both individual and class based incentives, increased parent communication pertaining to the importance of attendance, and improved and consistant monitoring of individual student attendance. coordinated by the attendance clerk, School Site Council, Parent Faculty Association and site principal.

All students in grades Transitional Kindergarten through fourth grade will participate in this goal.

Office staff and/or site administration maintain communication with parents/guardians, keeping them informed of current attendance and tardy rates in an effort to educate parents as tot he importance of regular school attendance, and to encourage them to arrive at school on time. Student attendance notices are sent to the parents of students with excessive absences, unexcused absences, and/or excessive tardies. . Attendance review meetings and SARB hearings are held as necessary.

Goal progress will be routinely monitored through the collection of various forms of data. Monthly and yearly attendance summary reports generated via our Aeries attendance reporting system. PBIS incentives will be issued to students as positive rewards for meeting attendance requirements, and are logged as given. Perfect attendance awards are presented to those students with perfect attendance on a trimester basis, annual basis, and at various other times throughout the school year.

## Identified Need

Student attendance rates do not currently meet expectations.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Annual attendance rate as reported by Aries | 96.57% | 97.57% (2018 - 2019)<br>98.57% (2019 - 2020) |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | 99.57% (2020 - 2021) |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student in Transitional Kindergarten through fourth grade, as well as site staff members, will participate in this goal.

Strategy/Activity

Attendance will be monitored by the school attendance clerk and site administrator. Students will be honored with individual rewards presented at the trimester awards assemblies. PBIS incentives are given to classes each time they reach ten days with perfect attendance. An annual drawing takes place at the final awards assembly including all students with perfect attendance for the entire year.

Parents are notified via phone call when students are absent. Letters are sent home to notify parents when students have excessive tardies, excessive absences, unexcused absences, and chronic absences. SART and SARB meetings are held at both the site and district level as needed.

Data is collected by both the site attendance clerk and site principal via AERIES attendance queries. Student attendance will be monitored on a daily basis, in addition to monthly attendance reports. The SARB (Student Attendance Review Board) process will be implemented as needed, based on unexcused absences and tardies in excess of thirty minutes. Those students with excellent attendance will be recognized.

Start Date - End Date

7/1/2018 - 6/30/2021

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 500.00 | Character Education<br><br>Incentives for students with excellent attendance |

| | |
|---|---|
| 1000.00 | SIP<br><br>Incentives for students with excellent attendance |
| 2000.00 | School Safety<br><br>Signage, supplies, supervision and training |

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2:
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning
environment.

AS 2.1: Survey parents, students, and staff annually on school climate, engagement and safety.

AS 2.3: Provide a research based Character Education program that promotes social emotional wellness.

AS 2.4: Implement the PBIS model to reduce the number of discipline incidents in all school settings.

AS 2.6: Provide training and support to all staff supervising students on the playground/cafeteria. (Campus Aides, Teachers, and Administrators)

# Goal 4

Goal: Safe School Environment

In 2017-2018, Monticello Elementary had nine suspensions. In order to meet our established goal of decreasing our annual suspension rate, it is imperative that Monticello Elementary School provides a positive and effective learning environment. Monticello Elementary School must decrease behavioral incidents in an effort to decrease the average suspension. Monticello Elementary School's goal is to lower suspensions of all students, specifically those that have more than one suspension, to six or less students suspended by the 2020-2021 school year. This is possible with the provision of school based counseling, positive behavior intervention support, and the continual use of restorative justice.

It will be imperative that all stakeholders have positive communication, have a thorough understanding of all rules and expectations, and are provided with the sport necessary to accomplish our goal.  The following groups will participate in the accomplishing of this goal: students, parents/guardians, all site staff members and site administration.

Bench passes, behavior referrals, and suspensions have shown a drastic decrease since implementing a positive behavior intervention system (PBIS). This will be expected as we continue to implement PBIS strategies in conjunction with our newly adopted social and emotional development curriculum, Second Step.  Parents/Guardians are informed, via a phone call, email or note home, each time their child receives any form of disciplinary action.

Site administration will be looking for a consistent decrease in bench passes, behavior referrals, and overall suspensions. All behavioral infractions are recorded in Aeries. Aeries behavior reports are generated to measure student behavior infractions and track student infractions and suspensions.

## Identified Need

Increased positive behavior supports are needed to decrease negative behavior and subsequent consequences.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Aeries Suspension Date | 9 Students Suspended | 8 Students Suspended (2018-2019)<br>7 Students Suspended (2019-2020)<br>6 Students Suspended (2020-2021) |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student in Transitional Kindergarten through fourth grade, and all site staff members and site administration.

Strategy/Activity

Monticello Elementary will continue to follow a progressive discipline model, insuring a safe, responsible, and respectful learning environment of all students. Administration will send positive notes home to students and make positive phone calls to families. Parents/guardians will receive information regarding student discipline issues, as well as notification from staff and administration regarding positive student behavior. Emails and phone calls will be made detailing the positive progress students are making at school, both academically and socially.

The following measure will be utilized to collect and analyze behavior data and the implementation of positive behavior interventions.
* Record all negative student behavioral issues in Aeries.
* Low level discipline infractions taking place in the classroom and on the play yard are tracked via a Google Survey/Doc.
* Record all students who have had zero behavioral issues.
* Reward students who have been making positive choices.
* Student behavior data.

Start Date - End Date

7/1/2018 - 6/30/2021

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| 374.00 | Character Education<br><br>Supplies and certificates |
| 2500.00 | SIP<br><br>Incentives for positive student behavior |
| 2370.00 | School Safety<br><br>Supplies |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student in Transitional Kindergarten through fourth grade, and all site staff members and site administration.

Strategy/Activity

Student will receive Jaguar Den tickets when making good choices, and given an opportunity to purchase items at the Jaguar Den store utilizing their incentive tickets. Both individual and social group counseling will be offered on site by Valley Community Counseling to those students demonstrating areas of need that are specifically impacting school success. Communication with parents is maintained throughout the year by both classroom teacher and site administration to ensure a collaborative approach to positive behavior outcomes.

Items will be purchased on a routine basis to keep the Jaguar Den stocked with various age appropriate incentives. On an annual basis Jaguar Den tickets and "Take Paws for Good Behavior" certificates are purchased,

Data is kept to track the number of Jaguar Den tickets distributed to students and the number of "Take Paws for Good Behavior" certificates issued on an annual basis.

Start Date - End Date

7/1/2018 - 6/30/2021

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| 1200.00 | SIP<br><br>Student incentives |

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2:
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning
environment.

AS 2.3: Provide a research based Character Education program that promotes social emotional wellness.

AS 2.4: Implement the PBIS model to reduce the number of discipline incidents in all school settings.

# Goal 5

Goal: Increase Positive Student Choices

Students will participate in the social and emotional character education program, Second Step. Second Step is a research-based, teacher-informed, and classroom-tested program that promotes social-emotional development, safety, and well-being of children from Transitional Kindergarten through Grade 8. We also focus on our anti-bullying policies throughout the school year. Monticello is in the implementation phase of a PBIS (Positive Behavior Intervention Support) program.

Site staff and administration strive to promote positive student behavior within the school community, with all students in all social settings. The intent is to see an overall decrease in the occurrence of low-level discipline referrals by ten percent each year over the course of three years.

Positive student behavior will be gained from the implementation of Second Step social and emotional curriculum, the use of Project Wisdom positive messaging each morning, and the implementation of a comprehensive PBIS program. As a result, we hope to see a noted decrease in suspensions and discipline incidents.

## Identified Need

A decrease in the negative behavior of students at school is needed to guide our students in making better choices in all facets of life.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Annual Bench Pass Discipline Log | 90 occurrences | 81 occurrences (2018/2019)<br>74 occurrences (2019/2020)<br>67 occurrences (2020/2021) |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student in Transitional Kindergarten through fourth grade, and all site staff members and site administration.

Strategy/Activity

Students will participate in a character education program that assists them in making sound, positive decisions, steering them toward a productive life both inside and outside of the school setting. Students will participate in the Second Step social and emotional education program. Students will be recognized for the positive choices they make. Our character education PBIS committee will continuously work on the development of new and innovative ways to provide character education to our students.

Students will participate in a school wide social and emotional education program to assist in making positive and productive choices. Lessons will be mapped out for the duration of the school year in an effort to align the content being covered in all grade levels. Concepts and strategies are practiced and reinforced throughout the campus on a regular basis. PBIS encourages our students to make good choices by being responsible, respectable and safe, and reinforces the importance of displaying positive character traits at all times.

Progress will be dictated by a decrease in suspensions and disciplinary issues per Aeries data and Google documentation.

Start Date - End Date

7/1/2018 - 6/30/2021

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 3,248.00 | Performing Arts<br><br>Support Character Education Program |
| 1,000.00 | SIP<br><br>Support Character Education Program |

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $18,704.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| Character Education | $874.00 |
| Gate | $255.00 |
| Performing Arts | $3,248.00 |
| School Safety | $4,370.00 |
| SIP | $9,957.00 |

Subtotal of state or local funds included for this school: $18,704.00

Total of federal, state, and/or local funds for this school: $18,704.00

# 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:

1 School Principal

2 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

| Name of Members | Role |
|---|---|
| Lindsey Cecilio | Parent or Community Member |
| Morgan Gama | Parent or Community Member |
| Jennifer Pereira | Parent or Community Member |
| Emily Stroup | Principal |
| Teresa Davidson | Classroom Teacher |
| Scott Huber | Classroom Teacher |
| Peggi Johnson | Other School Staff |
| Anna Crivello | Other School Staff |

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
| --- | --- |

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.

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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Emily Stroup on June 7, 2019

SSC Chairperson, Lindsey Cecilio on June 7, 2019

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Anthony C. Traina Elementary School | 39-68544-0105718 | 5-7-2019 | |

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

ABOUT THIS SCHOOL

Traina's mission was developed during the 2016-17 school year through a collaborative process led by the instructional leadership team and is as follows:

The Traina staff takes collective responsibility to guarantee all students learn at high levels.

Traina's vision was developed after the mission was adopted a was agreed to in May of 2017 and is as follows;

In order to achieve our mission, we envision a school in which the staff unite to achieve a common purpose by:

- Using data and assessment to drive instruction
- Working together – interdependently – in collaborative teams focused on student-centered learning
- Seeking out and implementing a variety of best practices to improve student achievement
- Addressing the specific needs and learning styles of all students
- Demonstrating a personal commitment to the whole child in order to achieve academic success

- Partnering with the school community to better enrich the lives of our students

School History

Anthony C. Traina Elementary School is the newest of four schools comprising the Jefferson School District located in Tracy, California. It bears the name of the now deceased, long time Tracy resident and Jefferson School District Trustee; Anthony C. Traina, a man that had championed the cause of education in this district for several years. Construction on Phase I of Traina School began in mid 2004, in response to the influx of residents moving into the master planned subdivision, Edgewood, in southern Tracy.

At that time staff, parents and students were surveyed to decide the school spirit colors and mascot. Since many of Traina School students and staff were transferred from the other three schools in the district, one color was selected representing each of the other three school sites as one of the two choices for spirit colors. The results of the survey determined that Traina students would be called “The Traina Tigers” and would show their school spirit by wearing the colors purple (Monticello), yellow (Jefferson), and gray (Hawkins).

The school opened in August 2004 as a K-8 neighborhood walking school, serving approximately 289 students in grades K-3. The campus consisted of 14 portable classrooms, 1 administration portable, 1 cafeteria portable, and 1 restroom portable.

Phase II completion of the permanent campus suffered setbacks due to poor weather conditions, trade union disputes, etc. In August 2005 to prepare for the transition into the permanent site, Traina 4th-6th grade students were identified and taught by Traina teachers in self-contained classrooms at the Monticello and Jefferson campuses. A vice principal was hired in the 05/06 school year to help meet the academic and discipline needs of a growing Traina School community both on and off campus. The move into the permanent site did not begin until the last week of May 2006. The new campus opened the following August serving students in Kindergarten through seventh grades. Eighth grade was added the following year.

The facility consists of 32 classrooms, a library, cafeteria, and administration offices. The portables from Phase I are available as enrollment fluctuates from year to year. The Physical Education department is currently housed in the Phase I portables.

In the late Spring of 2016, construction was completed in the new Traina Gym and band room. This new facility offers a large indoor space for athletics and school or community gatherings. It also has an attached music room which doubles as a large stage.

Who attends Anthony C. Traina School

The Traina community is a diverse one full of lively and enthusiastic students, who enjoy learning and extra-curricular activities. The population is officially made up of the following groups: African Americans 6.3%, American Indian 0.1%, Asian 18.0%, Filipino 6.9%, Hispanic/Latino 39.1%, Pacific Islander 1.5%, White 22.9%, 2 or more ethnicities 4.9%, Not reported 0.4%.

The state of California also tracks other subgroups on campuses. Traina has 16.2% English Language Learners and 38.7% socio-economically disadvantaged, which qualifies the school as a targeted Title I school.

Traina School is a special place to educate children. All of our staff members, certificated as well as classified, truly care and want what is best for each and every child. Several parent community members are active participants in our Parent Teacher Association and as classroom volunteers supporting the exceptional education our children receive. Traina School continues to maintain its academic excellence through a well-balanced curriculum. Our dedicated staff continues to seek out creative and innovative techniques to deliver the curriculum that is taught each day in the classroom. Traina School is an extraordinary place to learn and work. The values of our community play a significant role in all that we do. These values are encapsulated in our Tiger Truths which are:

Trustworthy

Inclusive

Grateful

Empathetic

Respectful

Thoughtful

Responsible

Unselfish

Truthful

Honorable

Self Control

The Anthony Traina School Site Council is comprised of members that represent the stakeholders of the school community as a whole which includes families, the administration, teachers, school support personnel and our future leaders. The Council's Mission is as follows:

- To facilitate, implement and make significant funding decisions affecting the quality of curriculum,instruction and programs offered at Traina Elementary School
- To enhance staff objectives and continually improve the school’s ability to deliver a quality education to each student
- To strive to create a learning atmosphere that nurtures a life long love of learning and a sense of pride in exemplary character in every Traina student

Technology:

The Jefferson School District and Traina Elementary place a high priority on technology. One-to-one Chromebook carts are utilized in all 1st-8th grade Chromebooks. The use of technology is an essential tool for 21st century learning, and the use of Chromebooks, document cameras, teacher laptops, wireless routers and projectors give the staff multiple tools to increase learning. In 2017-18,

interactive smartboards were added for grades 5-8 as a way to increase student engagement and learning.

School Wide Programs:

The Traina staff is focused on teaching the whole child, meaning it offers wide variety academic and extra-curricular activities as well as making sure the social and health needs of the children are also addressed. This is evident in that all 10 grade levels on campus receive instruction from a credentialed music teacher. The elective band program in grades 5-8 has 138 students. The school runs 5th-8th grade soccer, volleyball, girls basketball and boys basketball teams that include several hundred students. The school runs Science Olympiad and Math Olympiad teams. For the past several years, the School Site Council has elected to fund the Artist in Residence program in order to provide visual and performing arts to multiple grade levels of students. The school's RTI program serves students grades K-6 in small groups and grades 7-8 with one on one intervention and ELD support.

The majority of the staff has been trained in GLAD. The schools ASB program provides real-life learning activities for its team and fun school activities including rallies, dances and other events for all grades TK-8. The PBIS team worked with the staff to create a school-wide character education program that promotes positive behaviors, positive messaging in classes and opportunities for improve the overall school climate. Programs like DARE (fifth grade), Pioneer school (third grade) and science camp (sixth grade) and others allow students to learn in hands-on fashions. The school is also in our third year of full-day kindergarten.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Traina's leadership team, SSC and administration used the Healthy Kids Survey, Eighth Grade Exit Interviews, FIA, surveys conducted by PBIS, TILT, DILT and the DO to determine the needs, wants and concerns of the campus.

## Classroom Observations

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

Formal Classroom observations occur two times a year for non-tenured teachers, every other year for most tenured teachers and once every five years for teachers who have met the requirements for an alternative cycle of observations. Classroom walk-thrus are conducted periodically all year for all classrooms (with a pre-planned number for teachers on the evaluation cycle).

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Students in the third through eighth grades are assessed annually by the Smarter Balance Assessment Consortium. Students scoring “Standard Not Met” or “Standard Nearly Met” in ELA and/or math are identified for the purpose of targeted assistance programs. Students in this sub-group receive intervention services (ELA, math, and if applicable EL) by way of RTI and/or small group pull-out and differentiated instruction in the classroom. Additionally, teachers use classroom tests and quizzes as well as formative assessments developed by grade level teams to identify student needs and respond to them. DIBELS will be used to identify and progress monitor student performance. EL students are assessed annually on the CELDT. Special education students are evaluated annually and tri-annually based upon legal guidelines and progress made on I.E.P. goals. Fifth and Seventh grades participate in the California Physical Fitness Testing program.

The site administrative team with the instructional coach, district administrative team, instructional leadership team, PLC teams, school site council and PTA examined the results from the state testing and allocated monies and resources to work on areas of growth. The school purchased math intervention programs, provided after-school intervention in both math and ELA. We also used the Amplify program (DIBELS) as a universal screener. That data was utilized to help identify students who needed Tier III intervention. We used Sonday System as a tier III intervention with our intervention team, which is made up of one intervention specialist, an EL paraprofessional, an EL aide and three intervention instructional aides. We also utilized the ELPAC test results to identify students of need in our ELD program. We utilized Imagine Learning to work on improving the students language acquisition and work with teachers to see where their gaps in the curriculum lie. We also utilized IABs from the CAASPP website to help determine the students progression with the standards.

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

Our teachers used common formative assessments throughout the year to help modify instruction as we went. Classroom teachers utilized formative and summative assessments throughout the year to guide their instruction and assure student learning.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Traina’s teaching staff consists of 37 classroom teachers, two resource teachers, one special day teacher, one school psychologist, one part-time general music teacher, one full-time band/general music teacher and 2.5 physical education teachers. Traina also has the following personnel on staff: a principal, a vice-principal, school secretary, one full and one part-time office clerk, one part-time intervention specialists, three part-time intervention instructional aides, two part-time EL instructional aides, two part-time SDC instructional aides, three part-time Resource instructional aides, one speech therapist, three custodians, one full time and three part-time cafeteria workers, six part-time campus aides, and two part-time librarians. Additional district supported personnel include: one full-time instructional coach, one part-time school therapist and one part-time school counselor.

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

Traina Elementary utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments identify student progress and individual student needs. Classroom instruction is differentiated to meet the needs of all students. The Jefferson district adopted and implemented new ELA curriculum K-8 in 2017-18. In 2018-19, the district piloted and then selected Social Studies Curriculum. In 2019-20, the district will be piloting and selecting NGSS science curriculum.

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

A variety of staff development activities address professional needs. In the summer of 2016, the Traina Instructional Leadership Team (TILT) attended a Professional Learning Communities institute from Solution Tree. This institute provided inspiring and dynamic professional development which gave the members of the TILT tools, ideas and motivation to share with their grade-level and subject teams as the school community continues to grow into a more effective and vibrant Professional Learning Community. The TILT is preparing specifically targeted professional learning activities to present to the staff on Mondays during the “Site Collaboration” time. During the summer of 2017, Traina sent another 18 staff members to the PLC conference. In the summer of 2018, nine more teachers went, leaving just five teachers who hadn't attended prior to the 18-19 school year, plus both administrators also attended.
The majority of the teachers at Traina have been trained in the use of Guided Language Acquisition Design (GLAD). The district has begun the process of training the teachers at the other sites. In addition to those teachers, some of the new staff at Traina were trained in order to continue the plan of having a completely GLAD-trained staff. There are plans each year to continue the training and to give time to work on the instructional strategies.
New teachers participate in an induction program for two years.
Teachers very frequently pursue professional development opportunities outside of those provided by the school and district. The district and site pay for other professional development opportunities.

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

The district employs three Instructional coaches who work together to assist teachers in the classroom, with outside PD and mentor teachers. They deliver PD at staff meetings, after school and during staff development days. They also lead book studies and other learning opportunities. They have assisted with lesson studies as well. The district utilizes induction support providers to help new teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

In the 2015-2016 school year, the school days were adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction. Our K-6 grade levels had common prep time this year, where they were also able to collaborate as teams.

## Teaching and Learning

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

Traina Elementary utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments identify student progress and individual student needs. Classroom instruction is differentiated to meet the needs of all students.
In the 2015-2016 school year, the school days were adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction.
The Jefferson district adopted and implemented new ELA curriculum K-8 in 2017-18. In 2018-19, the district piloted and then selected Social Studies Curriculum. In 2019-20, the district will be piloting and selecting NGSS science curriculum.

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

Traina Elementary meets the required instructional minutes for reading/language arts and mathematics K-8.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule is designed in a way that allows us to have intervention support for Tier II intervention and Tier III intervention (pullout) for all students including designated ELD support.

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

In compliance with the Williams Act, all Traina Elementary students have equal access to standards-aligned instructional materials, safe and decent school facilities and highly qualified teachers. The Jefferson School District has adopted the following curricula for Kindergarten through 8th grades:
History/Social Sciences:
K-5 (Houghton Mifflin)
6-8 National Geographic (NatGeo)

Science:
K-5 California Sciences, (Scott Foresman)
6 California Earth Science, (Scott Foresman)
7 Focus on Life Science, (Glenco)
8 Focus on Physical Science, (Glenco)

Mathematics:
K-8 GoMath, (Houghton Mifflin)

Reading/Language Arts
K-5 Wonders
6-8 Collegeboard Springboard
K-8 Step-Up-to-Writing (Cambium Learning, Sopris West)
In addition to these texts, this is an adoption year, and the District is piloting materials in order to make a decision on new ELA curriculum.

Visual & Performing Arts/Music:
K-4 Spotlight On Music, (Macmillan/McGraw Hill)

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

Traina Elementary utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments identify student progress and individual student needs. Classroom instruction is differentiated to meet the needs of all students.
In the 2015-2016 school year, the school days were adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction.
The Jefferson district adopted and implemented new ELA curriculum K-8 in 2017-18, the district piloted and then selected Social Studies Curriculum. In 2019-20, the district will be piloting and selecting NGSS science curriculum.

## Opportunity and Equal Educational Access

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

- Classroom teachers use a wide variety of strategies and materials to provide differentiated instruction to all sub-groups in all subject areas. Multiple modality teaching strategies are utilized in an effort to reach all learning styles.
- Technology is incorporated whenever possible as it is a preferred mode of learning for many. There is a one to one Chromebook to student ratio in grades 1 – 8.
- The results of on-going progress monitoring tools (DIBELS) to place and tailor learning programs for all students. These assessments also allow the teaching staff to monitor progress and if necessary, begin the process of referring students for additional services.
- Participation in the Accelerated Reader and STAR Reader Program is highly emphasized. Students receive award certificates, books, public recognition, medals and earned reading celebration flex time. These programs are proven effective in increasing reading fluency.
- There are many award and incentive programs which motivate our students academically.
- Daily “Words of Wisdom” are presented to develop student character. Additionally, Tiger Truths are emphasized and students receive rewards for exemplifying the spirit of these truths.
- Students have access to a district provided counselor and therapist through Valley Community Counseling Services.
- Traina shares a school psychologist with another site.
- A full time speech pathologist provides services to those students who are identified as needing Speech Services
- There is a school Gifted And Talented Education (GATE) program for those students who qualify.

Evidence-based educational practices to raise student achievement

The following categorical funded positions and programs help under-performing students to meet standards (ESEA)

- A robust after school intervention program which is being instituted in phases. This program utilizes certificated staff (Teachers), classified staff (Intervention Specialists and EL Aides), Advanced Placement High School Students and the 7th and 8th grade Leadership Students. The program is offered four days a week for up to 2 hours after school, and provides targeted intervention in academics for students who are identified as needing extra support. Students are identified by multiple indicators including: Grade Point Average, test data, individual class grades, teacher recommendation, parent recommendation, and student request.
- Professional development in the latest and best practices for improving student achievement is sought, identified and funded using these funds.
- Supplementary instructional materials for use in interventions, both during the school day and after school, are funded using these materials.
- Professional Development materials for Certificated and Classified staff are funded using these materials.

Students in the third through eighth grades are assessed annually by the Smarter Balance Assessment Consortium. Students scoring “Standard Not Met” or “Standard Nearly Met” in ELA and/or math are identified for the purpose of targeted assistance programs. Students in this sub-group receive intervention services (ELA, math, and if applicable EL) by way of RTI and/or small group pull-out and differentiated instruction in the classroom. Additionally, teachers use classroom tests and quizzes as well as formative assessments developed by grade level teams to identify student needs and respond to them. DIBELS will be used to identify and progress monitor student performance. EL students are assessed annually on the CELDT. Special education students are evaluated annually and tri-annually based upon legal guidelines and progress made on I.E.P. goals. Fifth and Seventh grades participate in the California Physical Fitness Testing program.

## Parental Engagement

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

Parent volunteers in classrooms provide one-on-one or small group support for struggling students. Our Parent Teacher Association provides assemblies and activities to enhance our students' educational experiences. Family Literacy Night, Science Night, After School Remediation, Summer Bridge Camp, Math Night, Scholastic Book Fair, APEX fun run, Back to School Night, Open House and Science Camp are just a few of the programs and activities Traina students and their families participate in each year. At the end of the 2018-2019, Train

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

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

The following categorical funded positions and programs help under-performing students to meet standards (ESEA)

- A robust after school intervention program which is being instituted in phases. This program utilizes certificated staff (Teachers), classified staff (Intervention Specialists and EL Aides), Advanced Placement High School Students and the 7th and 8th grade Leadership Students. The program is offered four days a week for up to 2 hours after school, and provides targeted intervention in academics for students who are identified as needing extra support. Students are identified by multiple indicators including: Grade Point Average, test data, individual class grades, teacher recommendation, parent recommendation, and student request.
- Professional development in the latest and best practices for improving student achievement is sought, identified and funded using these funds.
- Supplementary instructional materials for use in interventions, both during the school day and after school, are funded using these materials.
- Professional Development materials for Certificated and Classified staff are funded using these materials.

Fiscal support (EPC)

# Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The school site council discussed and gave input on the Site Plan throughout the year and approved updates to goals, spending and the rest of the document in May. The staff received the entire plan, discussed progress at different points throughout the year and were offered the opportunity for input. The info in the Site Plan was also shared with the PTA.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **American Indian** | 0.1% | 0.1% | 0.13% | 1 | 1 | 1 |
| **African American** | 8.3% | 7.5% | 6.34% | 65 | 56 | 48 |
| **Asian** | 18.3% | 18.4% | 17.97% | 143 | 138 | 136 |
| **Filipino** | 7.2% | 7.6% | 6.87% | 56 | 57 | 52 |
| **Hispanic/Latino** | 36.4% | 36.8% | 39.10% | 285 | 276 | 296 |
| **Pacific Islander** | 1.7% | 1.7% | 1.45% | 13 | 13 | 11 |
| **White** | 23.6% | 22.8% | 22.85% | 185 | 171 | 173 |
| **Multiple/No Response** | 4.3% | 0.3% | 0.40% | 34 | 2 | 3 |
| | | | **Total Enrollment** | 783 | 751 | 757 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 |
| **Kindergarten** | 83 | 82 | 95 |
| **Grade 1** | 62 | 71 | 68 |
| **Grade 2** | 85 | 62 | 69 |
| **Grade3** | 87 | 85 | 67 |
| **Grade 4** | 82 | 85 | 88 |
| **Grade 5** | 96 | 82 | 91 |
| **Grade 6** | 96 | 92 | 92 |
| **Grade 7** | 95 | 97 | 92 |
| **Grade 8** | 97 | 95 | 95 |
| **Total Enrollment** | 783 | 751 | 757 |

**Conclusions based on this data:**

1. Our Hispanic population has risen.
2. Our African American has dropped.
3. Our Asian and Filipino populations have dropped as well.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| **English Learners** | 215 | 189 | 122 | 27.5% | 25.2% | 16.1% |
| **Fluent English Proficient (FEP)** | 32 | 46 | 93 | 4.1% | 6.1% | 12.3% |
| **Reclassified Fluent English Proficient (RFEP)** | | 15 | 60 | 0.0% | 7.0% | 31.7% |

**Conclusions based on this data:**

1. Our EL population is down as the result of a more thorough and consistent look at our reclassification process. Our Fluent English Proficient population is also up significantly.
2. We should continue to monitor how our reclassified (RFEP) students perform and then look closer at how to service the 16.1 percent of English Learners we have.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 91 | 92 | 70 | 87 | 90 | 68 | 87 | 90 | 68 | 95.6 | 97.8 | 97.1 |
| **Grade 4** | 87 | 87 | 87 | 86 | 86 | 85 | 86 | 86 | 85 | 98.9 | 98.9 | 97.7 |
| **Grade 5** | 96 | 85 | 91 | 94 | 85 | 91 | 94 | 85 | 91 | 97.9 | 100 | 100 |
| **Grade 6** | 96 | 90 | 93 | 95 | 90 | 92 | 95 | 90 | 92 | 99 | 100 | 98.9 |
| **Grade 7** | 94 | 96 | 90 | 90 | 96 | 90 | 90 | 96 | 90 | 95.7 | 100 | 100 |
| **Grade 8** | 99 | 96 | 90 | 97 | 95 | 90 | 97 | 95 | 90 | 98 | 99 | 100 |
| **All Grades** | 563 | 546 | 521 | 549 | 542 | 516 | 549 | 542 | 516 | 97.5 | 99.3 | 99 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 2417.[illegible] | 2412.[illegible] | 2452.[illegible] | 16 | 16.67 | 42.65 | 31 | 26.67 | 22.06 | 28 | 28.89 | 20.59 | 25 | 27.78 | 14.71 |
| **Grade 4** | 2442.[illegible] | 2450.[illegible] | 2462.[illegible] | 14 | 15.12 | 18.82 | 22 | 27.91 | 34.12 | 23 | 29.07 | 17.65 | 41 | 27.91 | 29.41 |
| **Grade 5** | 2532.[illegible] | 2496.[illegible] | 2491.[illegible] | 27 | 16.47 | 21.98 | 36 | 28.24 | 27.47 | 24 | 28.24 | 20.88 | 13 | 27.06 | 29.67 |
| **Grade 6** | 2533.[illegible] | 2555.[illegible] | 2520.[illegible] | 13 | 21.11 | 10.87 | 39 | 43.33 | 34.78 | 37 | 25.56 | 38.04 | 12 | 10.00 | 16.30 |
| **Grade 7** | 2557.[illegible] | 2550.[illegible] | 2563.[illegible] | 10 | 10.42 | 20.00 | 48 | 38.54 | 38.89 | 28 | 32.29 | 23.33 | 14 | 18.75 | 17.78 |
| **Grade 8** | 2585.[illegible] | 2568.[illegible] | 2571.[illegible] | 22 | 12.63 | 7.78 | 34 | 36.84 | 43.33 | 33 | 28.42 | 37.78 | 11 | 22.11 | 11.11 |
| **All Grades** | N/A | N/A | N/A | 17 | 15.31 | 19.38 | 35 | 33.76 | 33.91 | 29 | 28.78 | 26.74 | 19 | 22.14 | 19.96 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 18 | 23.33 | 39.71 | 54 | 44.44 | 42.65 | 28 | 32.22 | 17.65 |
| **Grade 4** | 17 | 16.28 | 18.82 | 47 | 62.79 | 57.65 | 36 | 20.93 | 23.53 |
| **Grade 5** | 30 | 24.71 | 20.88 | 49 | 45.88 | 57.14 | 21 | 29.41 | 21.98 |
| **Grade 6** | 14 | 30.00 | 17.39 | 69 | 57.78 | 55.43 | 17 | 12.22 | 27.17 |
| **Grade 7** | 24 | 25.00 | 24.44 | 49 | 48.96 | 51.11 | 27 | 26.04 | 24.44 |
| **Grade 8** | 31 | 23.16 | 27.78 | 51 | 51.58 | 50.00 | 19 | 25.26 | 22.22 |
| **All Grades** | 23 | 23.80 | 24.22 | 53 | 51.85 | 52.71 | 24 | 24.35 | 23.06 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 17 | 10.00 | 35.29 | 53 | 63.33 | 48.53 | 30 | 26.67 | 16.18 |
| **Grade 4** | 16 | 15.12 | 12.94 | 47 | 52.33 | 56.47 | 37 | 32.56 | 30.59 |
| **Grade 5** | 31 | 23.53 | 26.37 | 56 | 52.94 | 41.76 | 13 | 23.53 | 31.87 |
| **Grade 6** | 19 | 30.00 | 14.13 | 66 | 53.33 | 53.26 | 15 | 16.67 | 32.61 |
| **Grade 7** | 31 | 19.79 | 28.89 | 54 | 62.50 | 56.67 | 14 | 17.71 | 14.44 |
| **Grade 8** | 34 | 24.21 | 16.67 | 48 | 53.68 | 61.11 | 18 | 22.11 | 22.22 |
| **All Grades** | 25 | 20.48 | 21.90 | 54 | 56.46 | 53.10 | 21 | 23.06 | 25.00 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 15 | 14.44 | 32.35 | 69 | 65.56 | 58.82 | 16 | 20.00 | 8.82 |
| **Grade 4** | 10 | 10.47 | 18.82 | 73 | 67.44 | 68.24 | 16 | 22.09 | 12.94 |
| **Grade 5** | 28 | 14.12 | 10.99 | 65 | 72.94 | 63.74 | 7 | 12.94 | 25.27 |
| **Grade 6** | 19 | 17.78 | 13.04 | 73 | 75.56 | 77.17 | 8 | 6.67 | 9.78 |
| **Grade 7** | 16 | 10.42 | 10.00 | 71 | 78.13 | 67.78 | 13 | 11.46 | 22.22 |
| **Grade 8** | 23 | 20.00 | 7.78 | 69 | 63.16 | 83.33 | 8 | 16.84 | 8.89 |
| **All Grades** | 19 | 14.58 | 14.73 | 70 | 70.48 | 70.35 | 11 | 14.94 | 14.92 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 16 | 14.44 | 32.35 | 62 | 58.89 | 52.94 | 22 | 26.67 | 14.71 |
| **Grade 4** | 13 | 23.26 | 20.00 | 59 | 51.16 | 56.47 | 28 | 25.58 | 23.53 |
| **Grade 5** | 35 | 20.00 | 21.98 | 59 | 54.12 | 53.85 | 6 | 25.88 | 24.18 |
| **Grade 6** | 21 | 37.78 | 27.17 | 64 | 46.67 | 53.26 | 15 | 15.56 | 19.57 |
| **Grade 7** | 23 | 16.67 | 35.56 | 62 | 65.63 | 51.11 | 14 | 17.71 | 13.33 |
| **Grade 8** | 32 | 26.32 | 20.00 | 49 | 51.58 | 61.11 | 19 | 22.11 | 18.89 |
| **All Grades** | 24 | 23.06 | 25.97 | 59 | 54.80 | 54.84 | 17 | 22.14 | 19.19 |

**Conclusions based on this data:**

1. We saw growth in every grade but sixth grade in the percentage of students who met or exceeded standard in ELA. We did not meet our goals overall, but we did see significant growth. We decided as a team to re-adjust the goals over the next three years.
2. Third grade saw a significant growth jumping from 43.34 percent at or exceeding standard to 64.69 percent. Many of the practices in third grade were already adopted and shared by other grade levels this year.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 91 | 92 | 70 | 87 | 90 | 68 | 87 | 90 | 68 | 95.6 | 97.8 | 97.1 |
| **Grade 4** | 87 | 87 | 87 | 86 | 86 | 86 | 86 | 86 | 86 | 98.9 | 98.9 | 98.9 |
| **Grade 5** | 96 | 85 | 91 | 94 | 85 | 91 | 94 | 85 | 91 | 97.9 | 100 | 100 |
| **Grade 6** | 96 | 90 | 93 | 95 | 90 | 93 | 95 | 90 | 93 | 99 | 100 | 100 |
| **Grade 7** | 94 | 96 | 90 | 90 | 96 | 90 | 90 | 96 | 90 | 95.7 | 100 | 100 |
| **Grade 8** | 99 | 96 | 90 | 97 | 95 | 90 | 97 | 95 | 90 | 98 | 99 | 100 |
| **All Grades** | 563 | 546 | 521 | 549 | 542 | 518 | 549 | 542 | 518 | 97.5 | 99.3 | 99.4 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 2430.[illegible] | 2441.[illegible] | 2460.[illegible] | 8 | 14.44 | 26.47 | 37 | 41.11 | 41.18 | 38 | 25.56 | 20.59 | 17 | 18.89 | 11.76 |
| **Grade 4** | 2472.[illegible] | 2463.[illegible] | 2473.[illegible] | 13 | 8.14 | 16.28 | 30 | 29.07 | 31.40 | 41 | 39.53 | 30.23 | 16 | 23.26 | 22.09 |
| **Grade 5** | 2521.[illegible] | 2498.[illegible] | 2489.[illegible] | 27 | 14.12 | 17.58 | 21 | 23.53 | 17.58 | 31 | 37.65 | 32.97 | 21 | 24.71 | 31.87 |
| **Grade 6** | 2522.[illegible] | 2523.[illegible] | 2507.[illegible] | 13 | 10.00 | 7.53 | 17 | 27.78 | 29.03 | 52 | 38.89 | 31.18 | 19 | 23.33 | 32.26 |
| **Grade 7** | 2543.[illegible] | 2499.[illegible] | 2523.[illegible] | 11 | 7.29 | 13.33 | 29 | 12.50 | 21.11 | 42 | 40.63 | 33.33 | 18 | 39.58 | 32.22 |
| **Grade 8** | 2556.[illegible] | 2515.[illegible] | 2522.[illegible] | 16 | 7.37 | 12.22 | 13 | 20.00 | 8.89 | 35 | 24.21 | 34.44 | 35 | 48.42 | 44.44 |
| **All Grades** | N/A | N/A | N/A | 15 | 10.15 | 15.06 | 24 | 25.46 | 24.13 | 40 | 34.32 | 30.89 | 21 | 30.07 | 29.92 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 23 | 36.67 | 55.88 | 52 | 37.78 | 33.82 | 25 | 25.56 | 10.29 |
| **Grade 4** | 24 | 20.93 | 34.88 | 42 | 45.35 | 24.42 | 34 | 33.72 | 40.70 |
| **Grade 5** | 33 | 21.18 | 23.08 | 34 | 40.00 | 38.46 | 33 | 38.82 | 38.46 |
| **Grade 6** | 18 | 18.89 | 17.20 | 51 | 48.89 | 40.86 | 32 | 32.22 | 41.94 |
| **Grade 7** | 26 | 10.42 | 25.56 | 40 | 34.38 | 32.22 | 34 | 55.21 | 42.22 |
| **Grade 8** | 21 | 13.68 | 14.44 | 38 | 31.58 | 28.89 | 41 | 54.74 | 56.67 |
| **All Grades** | 24 | 20.11 | 27.22 | 43 | 39.48 | 33.20 | 33 | 40.41 | 39.58 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 23 | 21.11 | 35.29 | 46 | 55.56 | 45.59 | 31 | 23.33 | 19.12 |
| **Grade 4** | 9 | 11.63 | 20.93 | 59 | 55.81 | 41.86 | 31 | 32.56 | 37.21 |
| **Grade 5** | 26 | 15.29 | 15.38 | 46 | 54.12 | 51.65 | 29 | 30.59 | 32.97 |
| **Grade 6** | 13 | 11.11 | 9.68 | 48 | 57.78 | 55.91 | 39 | 31.11 | 34.41 |
| **Grade 7** | 12 | 8.33 | 18.89 | 64 | 50.00 | 51.11 | 23 | 41.67 | 30.00 |
| **Grade 8** | 14 | 9.47 | 11.11 | 63 | 41.05 | 60.00 | 23 | 49.47 | 28.89 |
| **All Grades** | 16 | 12.73 | 17.76 | 54 | 52.21 | 51.35 | 29 | 35.06 | 30.89 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| **Grade 3** | 18 | 23.33 | 36.76 | 62 | 56.67 | 44.12 | 20 | 20.00 | 19.12 |
| **Grade 4** | 21 | 13.95 | 22.09 | 53 | 55.81 | 51.16 | 26 | 30.23 | 26.74 |
| **Grade 5** | 22 | 10.59 | 13.19 | 56 | 56.47 | 49.45 | 21 | 32.94 | 37.36 |
| **Grade 6** | 14 | 15.56 | 12.90 | 65 | 57.78 | 51.61 | 21 | 26.67 | 35.48 |
| **Grade 7** | 19 | 10.42 | 16.67 | 66 | 58.33 | 60.00 | 16 | 31.25 | 23.33 |
| **Grade 8** | 21 | 9.47 | 11.11 | 56 | 49.47 | 50.00 | 24 | 41.05 | 38.89 |
| **All Grades** | 19 | 13.84 | 17.95 | 60 | 55.72 | 51.35 | 21 | 30.44 | 30.69 |

**Conclusions based on this data:**

1. As we did in ELA, we saw overall growth in mathematics as a school.
2. Our most significant growth was again at third grade, where we saw a 12 percent increase in the number of students meeting or exceeding the standard, and the increase was in the area of exceeding standard. Only 10.29 percent of the students were below standard, a drop of over 15 percent.
3. We saw a significant growth in our seventh grade math performance, but the numbers are still extremely low, and it is a focus for us as a school site.

# School and Student Performance Data

## ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| **Grade Level** | **Overall** | **Oral Language** | **Written Language** | **Number of Students Tested** |
| **Grade K** | 1426.0 | 1435.6 | 1403.4 | 14 |
| **Grade 1** | 1518.9 | 1488.6 | 1548.9 | 16 |
| **Grade 2** | 1540.1 | 1526.1 | 1553.7 | 18 |
| **Grade 3** | 1530.9 | 1522.1 | 1539.4 | 16 |
| **Grade 4** | 1515.3 | 1517.4 | 1512.9 | 14 |
| **Grade 5** | * | * | * | * |
| **Grade 6** | 1552.3 | 1538.5 | 1565.8 | 16 |
| **Grade 7** | * | * | * | * |
| **Grade 8** | * | * | * | * |
| **All Grades** | | | | 118 |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | **Level 3** | | **Level 2** | | **Level 1** | | **Total Number of Students** |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | |
| **Grade K** | * | * | * | * | * | * | * | * | 14 |
| **Grade 1** | 13 | 81.25 | * | * | * | * | | | 16 |
| **Grade 2** | 13 | 72.22 | * | * | | | | | 18 |
| **Grade 3** | * | * | * | * | * | * | | | 16 |
| **Grade 4** | * | * | * | * | * | * | * | * | 14 |
| **Grade 5** | * | * | * | * | | | | | * |
| **Grade 6** | * | * | * | * | * | * | * | * | 16 |
| **Grade 7** | * | * | * | * | | | * | * | * |
| **Grade 8** | * | * | * | * | * | * | | | * |
| **All Grades** | 66 | 55.93 | 36 | 30.51 | 12 | 10.17 | * | * | 118 |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| **Grade K** | * | * | * | * | * | * | | | 14 |
| **Grade 1** | 14 | 87.50 | | | * | * | | | 16 |
| **Grade 2** | 13 | 72.22 | * | * | | | * | * | 18 |
| **Grade 3** | * | * | * | * | * | * | | | 16 |
| **Grade 4** | * | * | * | * | * | * | * | * | 14 |
| **Grade 5** | * | * | * | * | | | | | * |
| **Grade 6** | * | * | * | * | | | * | * | 16 |
| **Grade 7** | * | * | | | * | * | | | * |
| **Grade 8** | * | * | * | * | * | * | | | * |
| **All Grades** | 78 | 66.10 | 25 | 21.19 | 12 | 10.17 | * | * | 118 |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| **Grade K** | * | * | * | * | * | * | * | * | 14 |
| **Grade 1** | 11 | 68.75 | * | * | * | * | | | 16 |
| **Grade 2** | 13 | 72.22 | * | * | * | * | | | 18 |
| **Grade 3** | * | * | * | * | * | * | * | * | 16 |
| **Grade 4** | * | * | * | * | * | * | * | * | 14 |
| **Grade 5** | * | * | * | * | * | * | | | * |
| **Grade 6** | * | * | * | * | * | * | * | * | 16 |
| **Grade 7** | * | * | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | * | * | | | * |
| **All Grades** | 54 | 45.76 | 32 | 27.12 | 21 | 17.80 | 11 | 9.32 | 118 |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | * | * | * | * | | | 14 |
| **Grade 1** | 14 | 87.50 | * | * | | | 16 |
| **Grade 2** | 15 | 83.33 | * | * | | | 18 |
| **Grade 3** | * | * | * | * | * | * | 16 |
| **Grade 4** | * | * | * | * | * | * | 14 |
| **Grade 5** | * | * | * | * | | | * |
| **Grade 6** | * | * | * | * | * | * | 16 |
| **Grade 7** | * | * | * | * | | | * |
| **Grade 8** | * | * | * | * | * | * | * |
| **All Grades** | 73 | 61.86 | 40 | 33.90 | * | * | 118 |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | * | * | * | * | * | * | 14 |
| **Grade 1** | * | * | * | * | * | * | 16 |
| **Grade 2** | 13 | 72.22 | * | * | * | * | 18 |
| **Grade 3** | 12 | 75.00 | * | * | * | * | 16 |
| **Grade 4** | * | * | * | * | * | * | 14 |
| **Grade 5** | * | * | | | | | * |
| **Grade 6** | 14 | 87.50 | * | * | * | * | 16 |
| **Grade 7** | * | * | * | * | | | * |
| **Grade 8** | * | * | * | * | | | * |
| **All Grades** | 83 | 70.34 | 28 | 23.73 | * | * | 118 |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | * | * | * | * | * | * | 14 |
| **Grade 1** | 14 | 87.50 | * | * | | | 16 |
| **Grade 2** | 15 | 83.33 | * | * | | | 18 |
| **Grade 3** | * | * | 11 | 68.75 | * | * | 16 |
| **Grade 4** | * | * | * | * | * | * | 14 |
| **Grade 5** | * | * | * | * | | | * |
| **Grade 6** | * | * | * | * | * | * | 16 |
| **Grade 7** | * | * | * | * | * | * | * |
| **Grade 8** | * | * | * | * | * | * | * |
| **All Grades** | 55 | 46.61 | 46 | 38.98 | 17 | 14.41 | 118 |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** |
| **Grade K** | * | * | * | * | * | * | 14 |
| **Grade 1** | 11 | 68.75 | * | * | | | 16 |
| **Grade 2** | 12 | 66.67 | * | * | | | 18 |
| **Grade 3** | * | * | * | * | | | 16 |
| **Grade 4** | * | * | * | * | * | * | 14 |
| **Grade 5** | * | * | * | * | | | * |
| **Grade 6** | * | * | 12 | 75.00 | * | * | 16 |
| **Grade 7** | * | * | * | * | | | * |
| **Grade 8** | * | * | * | * | | | * |
| **All Grades** | 61 | 51.69 | 49 | 41.53 | * | * | 118 |

**Conclusions based on this data:**

1. Because the ELPAC is a new test, there aren't comparative scores for us to deal with, however, we have increased our focus on Tier III intervention for our lowest scoring EL students. We intend on increasing the number of students serviced significantly next year.
2. We have utilized the imagine learning program, and we have seen growth through a series of formative and summative assessments.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2017-18 Student Population | | | |
|---|---|---|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 757 | 38.7% | 16.1% | 0.5% |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| Student Group | Total | Percentage |
| **English Learners** | 122 | 16.1% |
| **Foster Youth** | 4 | 0.5% |
| **Socioeconomically Disadvantaged** | 293 | 38.7% |
| **Students with Disabilities** | 61 | 8.1% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| Student Group | Total | Percentage |
| **African American** | 48 | 6.3% |
| **American Indian** | 1 | 0.1% |
| **Asian** | 136 | 18.0% |
| **Filipino** | 52 | 6.9% |
| **Hispanic** | 296 | 39.1% |
| **Two or More Races** | 37 | 4.9% |
| **Pacific Islander** | 11 | 1.5% |
| **White** | 173 | 22.9% |

**Conclusions based on this data:**

1. Our socio-economically disadvantaged number continues to grow, and our focus as a leadership team and a site is around making sure all students succeed. We are aware that some students need more assistance in reaching grade level standards.
2. We are also working on using our targeted Title I funds more efficiently and effectively to improve student learning.

# School and Student Performance Data

## Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students | | |
|---|---|---|
| **Academic Performance** | **Academic Engagement** | **Conditions & Climate** |
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Blue | **Suspension Rate**<br>Blue |
| **Mathematics**<br>Yellow | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

1. We were very effective in improving the school climate, lowering the chronic absenteeism rate significantly to earn a blue rating.
2. Work on restorative practices and a PBIS program has helped lower suspension rates every year, and this year's drop allowed us to reach blue standing in that category as well.
3. We are seeing growth in ELA and Math, but there is a need for an increased focus on math.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 2 | 2 | 2 | 1 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Yellow | No Performance Color |
| 1.8 points above standard | 4 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 3 points | Maintained -2.8 points | 3 students |
| 501 students | 144 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | Red |
| 0 Students | 14.3 points below standard | 97.4 points below standard |
| | Increased 8.6 points | Declined -6 points |
| | 200 students | 40 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Orange | No Performance Color | Green | Blue |
| 27.1 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 19.4 points above standard | 21.8 points above standard |
| Declined -4.1 points | 1 students | Increased 6.7 points | Increased 17.9 points |
| 36 students | | 97 students | 35 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | No Performance Color | No Performance Color | Green |
| 13.8 points below standard | 9.7 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 13 points above standard |
| Maintained -0.1 points | Declined -14.2 points | 8 students | Increased 3.9 points |
| 187 students | 25 students | | 111 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 35.8 points below standard | 37.7 points above standard | 2.5 points below standard |
| Declined -10.5 points | Declined -18.5 points | Maintained 1.2 points |
| 66 students | 78 students | 338 students |

**Conclusions based on this data:**

1. We still have work to do with our significant subgroups. Our biggest area of concern is within our special education population, where we saw a drop in scores and we were already low.
2. We saw an increase in the scores of our socio-economically disadvantaged, but we still have plenty of room for growth.
3. Our EL population, both current EL and reclassified saw a decrease in scores. Thus the need for the increased focus and services.

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 2 | 2 | 4 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Green | No Performance Color |
| 30.1 points below standard | 23.2 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 5.7 points | Increased 7.5 points | 3 students |
| 501 students | 144 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | Orange |
| 0 Students | 43.9 points below standard | 113.3 points below standard |
| | Increased 16.3 points | Increased 9.2 points |
| | 200 students | 40 students |

| 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Yellow | No Performance Color | Green | Green |
| 79.3 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 4.7 points below standard | 22.8 points below standard |
| Increased 3.5 points | 1 students | Increased 13.3 points | Increased 5.1 points |
| 36 students | | 97 students | 35 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | No Performance Color | No Performance Color | Green |
| 46.4 points below standard | 8.9 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 14.5 points below standard |
| Maintained -0.7 points | Declined -11.7 points | 8 students | Increased 12.1 points |
| 187 students | 25 students | | 111 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 55.5 points below standard | 4.2 points above standard | 36.8 points below standard |
| Maintained -2.6 points | Maintained 0.5 points | Maintained 0.6 points |
| 66 students | 78 students | 338 students |

**Conclusions based on this data:**

1. We saw growth across the board with EL, Socio-Economically Disadvantaged students and Students With Disabilities. The numbers are still low, but the progress in math is nice.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| **Number of Students** | **Level 4 Well Developed** | **Level 3 Moderately Developed** | **Level 2 Somewhat Developed** | **Level 1 Beginning Stage** |
| 118 | 55.9% | 30.5% | 10.2% | 3.4% |

**Conclusions based on this data:**

1. We are happy that 86.4% percent of our ELs are in the Level 3 and Level 4
2. We are working on increasing our EL Tier III services (which are generally used for Level I and Level II students)
3. We are also working on a process that will get our instructional coach and EL paraprofessionals working with classroom teachers discuss strategies being used in the classroom for all EL students.

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance | | |
|---|---|---|
| Class of 2016 | Class of 2017 | Class of 2018 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 3 | 6 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Blue | Blue | No Performance Color |
| 3.3% chronically absent | 1.9% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Declined 3.4% | Declined 4% | 7 students |
| 790 students | 156 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Blue | Green |
| Less than 11 Students - Data Not Displayed for Privacy | 2.8% chronically absent | 3.8% chronically absent |
| 0 students | Declined 10.2% | Declined 10.1% |
| | 320 students | 78 students |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Green | No Performance Color | Blue | Blue |
| 4% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | 1.4% chronically absent | 1.9% chronically absent |
| Declined 4.2% | 1 students | Declined 2.8% | Declined 1.5% |
| 50 students | | 145 students | 53 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Blue | Blue | No Performance Color | Green |
| 4.6% chronically absent | 0% chronically absent | 8.3% chronically absent | 3.4% chronically absent |
| Declined 3.9% | Declined 4.5% | Declined 20.2% | Declined 2.1% |
| 307 students | 43 students | 12 students | 179 students |

**Conclusions based on this data:**

1. Our chronic absenteeism was are greatest area of growth in 17-18. Following through on the SARB process, engaging our families and students led to a significant drop in the numbers earning blue almost across the board.
2. I am most proud of the growth with our socio-economically disadvantaged and our students with disabilities, who each decreased chronic absenteeism by over 10 percent.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year | |
|---|---|
| 2017 | 2018 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | | | | | Highest Performance |
|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue |

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 1 | 2 | 5 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2018 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Blue | Blue | No Performance Color |
| 0.7% suspended at least once | 0% suspended at least once | Less than 11 Students - Data Not |
| Declined -1% | Declined -0.5% | 7 students |
| 803 students | 158 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Green | Green |
| 0 Students | 1.5% suspended at least once | 1.3% suspended at least once |
| | Declined -1.8% | Declined -2.5% |
| | 325 students | 80 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Blue | No Performance Color | Yellow | Blue |
| 0% suspended at least once | Less than 11 Students - Data 1 students | 1.4% suspended at least once | 0% suspended at least once |
| Declined -4.8% | | Maintained 0% | Maintained 0% |
| 52 students | | 146 students | 54 students |

| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|---|---|---|---|
| Blue | Orange | No Performance Color | Blue |
| 0.6% suspended at least once | 2.3% suspended at least once | 0% suspended at least once | 0.6% suspended at least once |
| Declined -1.3% | Increased 2.3% | Maintained 0% | Declined -1% |
| 313 students | 44 students | 13 students | 180 students |

This section provides a view of the percentage of students who were suspended.

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 3.1% suspended at least once | 1.7% suspended at least once | 0.7% suspended at least once |

**Conclusions based on this data:**

1. This was another area of excited growth. The suspension rate dropped each of the last three years from three years and has dropped to just 0.7 percent.
2. Again our biggest drops were in the socio-economically disadvantaged and the students with disabilities, which implies that we are doing a better job of engaging those populations.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

1.0 Pupil Outcomes: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

# Goal 1

Goal 1.1 Provide teachers teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels. (implement new ELA and Science curriculum, grade level meetings to evaluate CFAs and design re-teach, observe other classrooms).

## Identified Need

ISSUE STATEMENT

The Traina team believes that through the PLC process, which includes reviewing data from formative and assumptive assessments, we can target intervention to help all students succeed at high levels. Creating those opportunities for collaboration and for staff development and analysis of those programs will result in improved student success.

GOAL OBJECTIVE

Using weekly collaboration, professional development opportunities, outside and inside trainings, new supplies and materials and common prep time, Anthony Traina will increase student learning across the board and identify students who need more time and provide targeted intervention within the class and through intervention models. To provide more time, materials and programs for improving all students learning.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students Transitional Kindergarten through eighth grade will be impacted by this goal with an extra focus on our identified at-risk students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students in ELA: Increase percentage that meet or exceed standard to 65 percent by 2020-21.

2017-18: Increase percentage that meet or exceed standard by 5% (New goal 54.07%)

2018-19: Increase 5% (New goal 59.07%) Updated May of 2019 to 5.78% to still meet the goal of 59.07

2019-20: Increase 3% (New goal 62.07%)

2020-21: Increase 2.93% (New goal 65.0%)

All Students in Math Increase percentage that meet or exceed standard to 51 percent by 2020-21.

2017-18: Increase by 6% (New goal 41.61%) (Actual: Improved by 3.58% to 39.19%)

2018-19: Increase by 5% (New goal 46.61%). (Updated May of 2019 to 4.81% increase and a 44.0% new goal)

2019-20: Increase by 4% (New goal 50.61%). (Updated May of 2019 to new goal of 48.0%)

2020-21: Increase by 3% (New goal 51.0%)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored by data collected from formative assessments and PLC work product. Grade level and content area teams will meet in collaborative groups to respond to data using the Professional Learning Community cycle of inquiry. The teacher teams will collaboratively make instructional decisions based on the data to ensure that the goal will be met.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CAASPP results

Formative and Summative classroom test data.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| See above | See above | See Above |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with some focus on our low-performing students.

Strategy/Activity

Utilize classroom teachers, intervention specialists, resource specialists as well as the site instructional coach to meet the needs of low performing students. Differentiate Instruction within the classroom using Project GLAD strategies as well as instructional norms to meet individual student needs. Progress monitor all students using DIBELS and SRI assessment components to ensure all students are learning. Use formative assessments and other forms of progress monitoring to make sure students placed correctly in the ELA intervention program and that we are focused on targeted areas of need. Implement a robust after school intervention program to target the needs of specific students in ELA and Mathematics.

Actions

Interventions

Tasks

* Provide professional development opportunities for staff

* Provide opportunities for teachers to observe other classrooms and work with the coach
* Provide time/opportunities for teachers to collaborate and work with PLC teams and to work on new ELA and Science curriculum

* Facilitate and create opportunities for staff to work together outside the normal work day

Measures

* TILT (Traina Instructional Leadership Team) will meet at least two times a month

* TILT and other members will meet above in beyond our normal time to create programs targeted at our at-risk populations

* Staff members will prep those activities and opportunities for students
* Formative and summative assessments
* CAASPP results

People Assigned

Principal

Vice Principal

Teachers

Intervention Specialists

Instructional Coach

Student and Community Liaison

Start Date - End Date

8/1/2017 - 5/24/2020

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 2,500.00 | SIP<br>5000-5999: Services And Other Operating Expenditures |

| | |
|---|---|
| | Professional Development that isn't necessarily targeting our at-risk group, but rather more site-wide |
| 1,000.00 | SIP<br>4000-4999: Books And Supplies<br>Meeting and Professional Development supplies |
| 8,000.00 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Extra hours for certificated staff to provide intervention after school |
| 7,000.00 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Professional Development and extra hours for teachers to work on plans to intervene with our lowest performing students. Pay for subs so teams can create targeted plans for lowest students. |
| 7,000.00 | Title I<br>4000-4999: Books And Supplies<br>Additional Books and Materials for ELD and at-risk students |
| 6,000.00 | Title I<br>2000-2999: Classified Personnel Salaries<br>Salary and Benefits for additional member of intervention team |
| 4,000.00 | Title I<br>4000-4999: Books And Supplies<br>Academic Library. Purchase of texts for an academic library that is targeted for improving student learning (with a focus on at-risk student populations and PLC work) |
| 2,033.00 | Title I<br>2000-2999: Classified Personnel Salaries<br>Salary and Benefits for ELD Intervention Paraprofessional |
| 45,000 | Title I<br>2000-2999: Classified Personnel Salaries<br>Student and Community Liaison who will engage at-risk students, work with families and community resources to assure student success. |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Goal: Goal 1.2 Provide students with dynamic instruction and top-notch technology and curriculum

ISSUE STATEMENT

We have 1-to-1 Chromebooks in grades 1-8, and during the 2017-18 school year, interactive smartboards were added to all 5th-8th grade classrooms. With new technology comes new learning opportunities, but in order to be effective, teachers will need training and resources for the new equipment. Likewise, with new ELA curriculum and new science standards, teachers are working hard to find the best modes of deliver to increase student learning.

GOAL OBJECTIVE

To increase the use and quality of technology instruction in the classroom and to effectively implement the new ELA curriculum and start to move toward the NGSS science standards.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored through informal and formal observations of the sites programs. Grade level and content area teams will meet in collaborative to make instructional decisions based on student outcomes and data.

Strategies

1.2 Provide Students with dynamic instruction and top-notch technology and curriculum

Using our instructional coach, professional development and new forms of instructional strategies and technology, we will provide students with dynamic instruction that will increase engagement and learning. We will also individualize instruction for those who need more time to reach grade level and for those who are excelling.

Actions

Intervention

Tasks

* Utilize coach to observe and work with teachers, veteran and new, on instructional strategies

* Provide staff development opportunities and research-based books to help teachers work with our at-risk population

* Create opportunities with new technology, updates of old technology and necessary curriculum
* Provide targeted curriculum for students who are one or more grade levels below
* Provide training on working with students in our subgroups

Measures

Check of curriculum and technology opportunities

CAASPP scores

Formative and summative assessments

People Assigned

Teachers

Administrators

Paraprofessionals

Instructional Coach

Start Date - End Date

8/1/2017 - 5/24/2020

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 5,000.00 | Remediation<br>1000-1999: Certificated Personnel Salaries<br>Additional Hours for certificated and classified Staff for after school intervention |
| 5,000.00 | SIP<br>1000-1999: Certificated Personnel Salaries<br>Money for subs for collaboration time or after-hours collaboration time (to build units of study for each grade level in the form of 1/2 day grade level times twice a year) |
| 2,000.00 | SIP<br>4000-4999: Books And Supplies<br>GLAD expenses (supplies, training, sub time) |
| 8,000.00 | Title I<br>5800: Professional/Consulting Services And Operating Expenditures |

| | |
|---|---|
| | Additional technology access and programs. (I.e.chromebook cart for the library, progress monitoring programs i.e. Lexia, prodigy, etc.) |
| 1,000.00 | Title I<br>4000-4999: Books And Supplies<br>Additional Materials for Math Instruction |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students (with an emphasis on our students below standard or approaching standard)

Strategy/Activity

Goal: Goal 1.3 Increase School Wide Proficiency in Language Arts and Mathematics

ISSUE STATEMENT

An analysis of data from multiple sources indicate that not all students at Anthony Traina Elementary School are meeting or exceeding their grade level Common Core State Standards as indicated on the California Assessment of Student Performance and Progress (also known as the Smarter Balanced Assessment Consortium) in Math. In order to ensure that all of our students have the skills they need to be successful it is imperative that we focus on improving learning in Mathematics.

GOAL OBJECTIVE

All Students in ELA: Increase percentage that meet or exceed standard by 13% over the next three years.

2017-18: Increase percentage that meet or exceed standard by 5% (New goal 54.07%)

2018-19: Increase 5% (New goal 59.07%)

2019-20: Increase 3% (New goal 62.07%)

All Students in Math Increase percentage that meet or exceed standard by 15% over the next three years. 2017-18: Increase by 6% (New goal 41.61%)

2018-19: Increase by 5% (New goal 46.61%)

2019-20: Increase by 4% (New goal 50.61%)

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students in all subgroups 3rd through 8th grade.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students in ELA: Increase percentage that meet or exceed standard by 13% over the next three years.

2017-18: Increase percentage that meet or exceed standard by 5% (New goal 54.07%)

2018-19: Increase 5% (New goal 59.07%)

2019-20: Increase 3% (New goal 62.07%)

All Students in Math Increase percentage that meet or exceed standard by 15% over the next three years. 2017-18: Increase by 6% (New goal 41.61%)

2018-19: Increase by 5% (New goal 46.61%)

2019-20: Increase by 4% (New goal 50.61%)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored by data collected from formative assessments and PLC work product. Grade level and content area teams will meet in collaborative groups to respond to data using the Professional Learning Community cycle of inquiry. The teacher teams will collaboratively make instructional decisions based on the data to ensure that the goal will be met.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

2017-18 CAASPP results

Formative and Summative classroom assessment data.

Strategies

Increase School Wide Proficiency in Language Arts and Mathematics

Utilize classroom teachers, intervention specialists, resource specialists as well as the site instructional coach to meet the needs of low performing students. Differentiate Instruction within the classroom using Project GLAD strategies as well as instructional norms to meet individual student needs. Progress monitor all students using DIBELS and SRI assessment components to ensure all students are learning. Use formative assessments and other forms of progress monitoring to make sure students placed correctly in the ELA intervention program and that we are focused on targeted areas of need. Implement a robust after school intervention program to target the needs of specific students in ELA and Mathematics.

Actions

Academic supports

Tasks

- Continue to implement writing strategies and Instructional Norms TK-8.
- Continue to support Accelerated Reader.
- Continue to support development of the whole child which includes the arts.

- Continue to support home/school communication via planners, communication folders, web sites, Google Classroom, and AERIES.

- Continue to support Kindergarten Bridge Camp activities, community outreach and curriculum purchases.
- Continue to support targeted after school intervention programs.
- Purchase literature books, leveled readers and other support materials to enhance the ELA program.
- Continue to support academically relevant field trips.
- Continue to purchase supplementary books and magazines.
- As appropriate professional development opportunities and materials, instructional materials, intervention programs and supplies are identified, they will be funded to the best extent possible.

Measures

SBAC scores

DIBELS/SRI

SRA benchmark scores

Grades

Teacher input

Reading Lions-progress monitoring

ELA benchmarks

People Assigned

Principal

Vice Principal

Teachers

Intervention Specialists

Instructional Coach

Start Date - End Date

8/1/2017 - 5/24/2018

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| 7,000.00 | Remediation<br>1000-1999: Certificated Personnel Salaries<br>Supplies, programs, software and people for after school rememdiation |
| 1,000.00 | SIP<br>4000-4999: Books And Supplies<br>Meeting and professional development supplies |
| 20,000.00 | Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br>Improve classroom supplies for mathematics (supplemental materials, programs, manipulatives) |
| 10,000.00 | Title I<br>1000-1999: Certificated Personnel Salaries<br>After School Intervention |
| 6,000 | Title I<br>5000-5999: Services And Other Operating Expenditures<br>Math professional development for teachers to reach at-risk populations |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Goal 1.3 Increase School Wide Proficiency in Language Arts and Mathematics

Actions

EL Support

Tasks

Increase EL Aide time to 3.5 hours from 2.75 hours.

Evaluate research proven CDE adopted ELD programs and implement them to fidelity.

As needs for training, instructional materials, and supplies are identified, they will be funded to the best extent possible.

Measures

CELDT

DIEBLS

Reading Lions

Classroom assessments

SBAC

People Assigned

EL Specialist

Principal

Vice-Principal

Teachers

Instructional Coach

Start Date - End Date

- 

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 7,000.00 | Title I<br>4000-4999: Books And Supplies<br>Purchase additional reading books for low readers |
| 4,000.00 | Title I<br>5000-5999: Services And Other Operating Expenditures<br>Purchase additional technology, software and supplies for use in intervention |
| 3,000.00 | Title I<br>2000-2999: Classified Personnel Salaries<br>EL Aide time |

# Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of the plan was executed. The student and community liaison position goes to the board this June. For the last two months of the school year, we hired people to work in those roles to begin the process of what things will be needed in the position. There was some good early success with that. Overall, we have seen growth in our academic results and improvement over the last few years in attendance and discipline outcomes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It took longer than expected to get the student and community liaison position started.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals for the CAASPP test scores were adjusted by the team for 18-19 and 19-20. They are listed in the earlier information.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: Pupil Outcomes: Ensure all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

# Goal 2

Goal 2.1 Provide Academic Enrichment Experiences and Opportunities

ISSUE STATEMENT

The Jefferson School District and Anthony Traina School hold as a core value the education of the entire child. It is imperative that the focus on academic achievement not cause the educational program to exclude those aspects of an education that reflect the creative, expressive and social needs of the student.

GOAL OBJECTIVE

The Educational Program at Traina will provide opportunities for students to participate in activities which compliment the academic program through experiences which may expose students to art, music, nature, business, or other human or cultural activities which the staff determine may be of value to the overall development of our students.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All Students at Traina

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Though no specific performance gains may be realized, research shows that students who have a rich experience outside of academia generally excel academically.

Strategies

Field Trips and Educational Experiences

The staff will seek out experiences which directly compliment the academic standards at their grade level. The staff will seek out programs and activities that enrich the educational experience.

Actions

Field Trips and Experiences

Tasks

- Research and determine field trips and other experiences which will compliment the academic curriculum.

- Provide experiences for our students which will prepare them for college and/or a career after high school graduation.

Measures

Teachers will review the goals and standards for their content and grade level. They will make work with administration to make determinations of what opportunities are available which will enhance their curriculum and broaden the experiences of their students.

People Assigned

Teachers

Administrators

Start Date - End Date

8/2018 - 6/2020

## Identified Need

Extended instruction in Art, Music and other areas of interest for students, including academic field trips and activities. Though no specific performance gains may be realized, research shows that students who have a rich experience outside of academia generally excel academically.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Teachers will review the goals and standards for their content and grade level. They will make work with administration to make determinations of what opportunities are available which will enhance their curriculum and broaden the experiences of their students. | | More engagement of the students and potentially increased CAASPP scores |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

| |
|---|
| Art classes, after school art/music/choir, dance, STEAM classes, walk through history classes, star lab, etc. |

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 4000.00 | Art Instruction - Services<br>5800: Professional/Consulting Services And Operating Expenditures<br>Resident Artists Dance and Art Instruction for K-3 |
| 576.00 | Art/Dance/Theater<br>4000-4999: Books And Supplies<br>Supplies for Art Instruction |
| 1,300.00 | Art Instruction - Staff<br>5800: Professional/Consulting Services And Operating Expenditures<br>Contracted Choir Teacher or Music or Art teacher |
| 1,000.00 | Career Readiness<br>5000-5999: Services And Other Operating Expenditures<br>College or Business Tour Fieldtrips |
| 500.00 | SIP<br>1000-1999: Certificated Personnel Salaries<br>Star Lab Substitutes and Fees |
| 2,700.00 | SIP<br>5800: Professional/Consulting Services And Operating Expenditures<br>Walk Through History Events |
| 2,000.00 | SIP<br>4000-4999: Books And Supplies<br>Supplmentary art instruction and supplies |
| 2,000.00 | SIP<br>5800: Professional/Consulting Services And Operating Expenditures<br>Contract with Art Instructor for additional Art instruction |
| 1,488.00 | SIP<br>4000-4999: Books And Supplies<br>Misc. Arts and STEAM instruction. Supplies for elective STEAM classes and for potential drama program. |

| | |
|---|---|
| 1,000.00 | SIP<br>5800: Professional/Consulting Services And Operating Expenditures<br>Additional after school arts/music/STEAM classes |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

GATE students

Strategy/Activity

Gifted And Talented Education

The needs of the highest achieving students require that the school provide enriching experiences and opportunities that go above and beyond what is provided by the general curriculum. As such, the GATE teacher will research and select activities for those qualifying students to engage in.

Actions

GATE

Tasks

- Identify GATE students
- Investigate enrichment opportunities
- Offer after school classes or field trips which are oriented to the advanced student

Measures

People Assigned

Teachers

Administrators

Start Date - End Date

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 500.00 | Gate<br>5800: Professional/Consulting Services And Operating Expenditures<br>GATE Field Trips |

| | |
|---|---|
| 520.00 | Gate<br>1000-1999: Certificated Personnel Salaries<br>Provide After School GATE Instruction and materials |

# Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We've seen moderate growth academically, and we are working on improving these opportunities. We had after school microbits classes for advanced students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We spent more than last year's budget on the after school events and used other resources to pay for it. We also combined with the other sites for a district GATE field trip.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The GATE funding and budgeting was not clearly listed in past versions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3: Conditions of Learning: Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

# Goal 3

Goal 3.1 School Safety

Strategies

School Safety

It is necessary to provide a safe learning environment for our students and staff. In order to do so, it is necessary to provide training for staff and keep emergency supplies available and stocked.

Actions

School Safety

Tasks

- Train Staff (CPR, First Aid, Supervision)
- Maintain First Aid Kits and Emergency Supplies in each wing/class and the Office.
- Update walkie-talkies (radios)

Measures

People Assigned

Office Staff

Start Date - End Date

## Identified Need

It is necessary to provide a safe learning environment for our students and staff. In order to do so, it is necessary to provide training for staff and keep emergency supplies available and stocked.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Make sure the school has the supplies needed to provide a safe environment

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 1690.00 | School Safety<br>4000-4999: Books And Supplies<br>First Aid and EmergencySupplies |
| 2,462.00 | School Safety<br>4000-4999: Books And Supplies<br>Other Services and Operational Expenses<br>School Safety, radios |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Goal: Goal 3.2 School Climate

Strategies

Behavior Interventions

A necessary component in providing a climate conducive to instruction and learning is a classroom atmosphere which lends itself to the pursuit of study. One facet of creating a school climate which fosters this atmosphere is to have in place behavior interventions which support and reinforce the rules which govern the classroom and the school. It is also important to provide incentives and recognition for students who excel in both academics and citizenship.

Actions

Behavior Intervention

Tasks

- Collaborate with staff to plan an acceptable progressive discipline model

- Provide appropriate consequences for poor behavior.
- Instruct students on appropriate choices for their behavior
- Continue to support rewards program for positive behavior
- Create positive rewards activities at lunch time and after school

Measures

Student Discipline Data in AERIES

People Assigned

Office Staff

Teachers

Administrators

Start Date - End Date

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 1,000.00 | SIP<br>1000-1999: Certificated Personnel Salaries<br>Hourly pay for staff to provide behavior interventions. Sub pay if restorative circles or interventions take place during the day. |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Awards and Incentives

Tasks

Purchase appropriate awards and incentives for students who perform exceptionally in academics and/or citizenship.
Purchase items to stock the Positive Behavior Intervention Supports "stores".

Measures

Student Grade Reports will be used to determine academic awards.

Attendance data will be used to verify attendance awards.

Discipline data as well as staff observation will be used to determine the effectiveness of PBIS strategies.

People Assigned

Teachers

Administrators

Office Staff

Start Date - End Date

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 5,000.00 | SIP<br>4000-4999: Books And Supplies<br>Awards and Incentives and PBIS Store supplies |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Goal: Goal 3.3 Character Development

Strategies

School Character Assemblies

3.2 Provide research based character education programs for students led by our PBIS team and program on campus, while including Second Step character education, Project Wisdom and the Tiger Truths. Positive behavior work over the past two years has reduced suspensions and other discipline problems, and continuing to support those efforts through the Tiger Store and school-wide character education should continue that. We will also look at Anti-bullying programs.

Actions

Character Assemblies and Programs

Tasks

Words of Wisdom, through Project Wisdom will be presented to all students in the daily announcements. #Icanhelp or Teen Truth Live will present their program (anti bullying and teen culture) to the 7th and 8th grades.

Jaguar project will present to students.

PBIS team will be trained.

Measures

People Assigned

Administration

Start Date - End Date

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 1,538.00 | Character Education<br>5800: Professional/Consulting Services And Operating Expenditures<br>Anti-bullying program (i.e. #Icanhelp) |
| 2000.00 | School Safety and Violence Prevention Act<br>5800: Professional/Consulting Services And Operating Expenditures<br>Character education assembly (Additional money not covered by character ed) |

# Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have seen the suspension rates decrease tremendously, earning a blue rating on the dashboard and the chronic absenteeism dwindled as well, resulting in another blue rating. Our subgroups saw tremendous improvement in these areas.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not book as many character education events as we would like.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We increased the amount we will be spending to match the amount of funds available.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

# Goal 4

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

# Goal 5

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $192,807.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $138,033.00 |

Subtotal of additional federal funds included for this school: $138,033.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| Art Instruction - Services | $4,000.00 |
| Art Instruction - Staff | $1,300.00 |
| Art/Dance/Theater | $576.00 |
| Career Readiness | $1,000.00 |
| Character Education | $1,538.00 |
| Gate | $1,020.00 |
| Remediation | $12,000.00 |
| School Safety | $4,152.00 |
| School Safety and Violence Prevention Act | $2,000.00 |
| SIP | $27,188.00 |

Subtotal of state or local funds included for this school: $54,774.00

Total of federal, state, and/or local funds for this school: $192,807.00

# 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:

1 School Principal

4 Classroom Teachers

0 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Cristin Halverson | Parent or Community Member |
| Marivic Manantan | Other School Staff |
| Christina Gomes | Parent or Community Member |
| Rachel Gmeiner | Parent or Community Member |
| Mai Vo | Parent or Community Member |
| Karen McMahon | Classroom Teacher |
| Ken Silman | Principal |
| Katrina Balsano | Classroom Teacher |
| Aliena Nicole Porter | Parent or Community Member |
| Ann Teixeira | Classroom Teacher |

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.

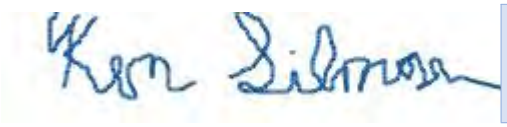
# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|---|
|  | Principal, Ken Silman on 5/28/2019 |
| | SSC Chairperson, Ann Teixeira on 5/28/2019 |

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.

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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

# Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**


Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs


For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

# Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

# Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

# Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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