2018-19 School Plan for Student Achievement

School: Beamer Park Elementary School

CDS Code: 57727106056444

District: Woodland Joint Unified School District

Principal: TBA

Revision Date: August 6, 2018

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

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

Contact Person: TBA

Position: Principal

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Beamer Park Elementary School's Vision and Mission Statements

Vision Statement

Beamer Park Elementary School staff provides our students with a challenging, high quality, standards-based learning program that empowers them to become critical thinkers, scholars, productive citizens, and leaders within a diverse, multicultural community.

Mission Statement

Our students develop high levels of academic proficiency in both English and Spanish and an appreciation for linguistic and cultural diversity.
Beamer staff, students, and parents hold high expectations for each member of our school community and model behaviors/LIFESKILLS that are cooperative, respectful, and responsible in order to create a safe, supportive learning environment for all, while celebrating our achievements.

Community and School Profile

Community and District Profile
Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 50,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, twelve elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,055 students in the 2017-2018 school year. Beamer Park Elementary School has 535 students enrolled in grades K-6. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group:
African American/Black- 0.6%
Asian- 0 .6%
Filipino- 0 %
Hispanic or Latino 91.21%
White 6.84%
Multi-Ethnic-Non Hispanic- 0.6%

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).

As Beamer Park Elementary School moves into the 2018-2019 school year, the administrator and site leadership team is evaluating the effectiveness of the core program and the supplemental services provided by the school. The supplemental services provided during the 2018-2019 school year will be driven by the needs assessment done with staff and parent groups as part of the SPSA, and the process is described below.

The school is reviewing data collected on supplemental programs and services that were provided over the course of the year. This data includes implementation data (record attendance at intervention groups, number of students served, number of students case managed) as well as outcome data (improvement in numeracy skills, literacy skills, and higher school attendances).

Getting input from the community is a critical part of continuing the school's progress as well as giving all stakeholders the opportunity to voice their ideas, opinions, and concerns will be an ongoing process.

Classroom Observations

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

The principal observes in the classroom for at least 50% of the week. Teachers receive immediate feedback via feedback forms, informal conversations or via staff and leadership meetings . Across the course of the year, most teachers have demonstrated a high degree of collaboration, and are using researched based instructional strategies. All teachers school wide have been using close reading strategies to increase grade level reading comprehension in both languages. All classrooms show evidence of GLAD strategies being used such as cognitive content dictionary to increase vocabulary development. Our school wide instructional focus was the implementation of rigorous tasks aligned to academic content standards as evidence by learning objectives in all academic areas.

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

Based on

Standards, Assessment, and Accountability

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

   Teachers and staff analyze assessment data (both summative and formative) to inform instruction throughout the year. Assessments include state assessment tools, unit assessments, student projects, iReady, three writing samples a year, and assessments tied to the adopted curriculum. Students are also initially identified for interventions through the use of this data and the cycle of inquiry in our Response to Intervention meetings.

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

   Teachers will meet on a weekly basis as well as during academic conferences to review student work and data that is available to adjust instruction to better meet student needs. Strategic instructional groups and intervention groups will be adjusted as needed.

Staffing and Professional Development

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

   All staff at Beamer Park meet "Highly Qualified" requirements under NCLB.

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

   All teachers are appropriately certified and AB466 trained. All teachers at Beamer Park receive appropriate curricular staff development as adoptions are approved by the Board.

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

   The administrator and school leadership team plan staff collaboration Wednesdays and full collaboration days around areas of greatest need (ELD, ELA, Spanish LA, mathematics, dual language program design, writing campaign using WRITE, multicultural education and other school-wide issues). Professional development to improve instructional strategies, data analysis, grade level collaboration and interventions have been identified as areas of focus for Program Improvement . All teachers will receive training and professional development in the use of GLAD strategies, implementation and use of core materials and curriculum, and academic conferencing protocols.

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

   All teachers (21 across school) in every grade level and in every content area have students who are experiencing low academic performance. Underperforming students vary by subgroup category. We have an RTI and ELD specialist to support teachers with the interventions, research based instructional strategies, and engagement strategies, modeling lessons and lesson plan development in order to maximize best practices.

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

   Collaboration days are scheduled on early release Wednesdays. Additional days are taken throughout the year to hold academic conferences and analyze student data.

Teaching and Learning

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

   The Beamer Park Elementary staff and administration is committed to ensuring that our curriculum and instruction are aligned with common core state standards and that materials support these efforts. Math, ELD, social studies, science, physical education, and language arts instruction will be aligned to the common core state standards using state adopted curriculum.

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

   All classroom schedules are monitored by the administration for minutes in ELA and Math. Walkthroughs are conducted to ensure that these schedules are accurate.

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

    The District, with teacher input, has created lesson pacing schedules for ELA and math. Teachers utilize these schedules to guide instructional pacing. Administration conducts walkthroughs to monitor pacing and best first instruction.

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

    All students have access to adopted curriculum (verified by Williams Settlement inspections) and other approved standards based instructional materials.

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

    All students at Beamer have access to SBE-adopted materials, including intervention materials.

<u>Opportunity and Equal Educational Access</u>

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

Teachers will differentiate instruction to assist all students in their classrooms to learn grade level standards and perform at grade level or above. Teachers will check for understanding regularly and analyze student performance data to inform instructional practices to meet all student needs.

14. Research-based educational practices to raise student achievement

There are no limitations, only opportunities for growth and improvement. We continue to: consult research for best practices; make decisions based on data; secure appropriate staff development, and practice focused, action-based collaboration to support our low performing students. We continue to work towards motivating our students to do their best, set goals for improvement, and reveal their full potential.

<u>Parental Involvement</u>

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

Beamer Park Elementary offers many opportunities for families to participate in educational pursuits. Beamer provides an ASES after school program. ASES offers a safe environment for student and provides services such as homework support, intervention, enrichment and recreation. Teachers and administrator communicate consistently through curriculum letters, grade level and school wide-communication, web site information, email, conferences, and parent education nights. ConnectEd is also a tool used frequently for communication with families.

16. 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)

Beamer Park Elementary has an actively operating School Site Council, English Learner Advisory Council, and Parent Teacher Association. All parent groups serve in an advisory role in the development, implementation, and monitoring of school programs.

<u>Funding</u>

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

Categorical funds will be spent to supplement the regular program by providing additional instructional minutes, materials, staffing, collaboration time, coaching support and other services for students, teachers and principal. Expenditures are aligned with student achievement goals.

18. Fiscal support (EPC)

Beamer Elementary receives funding from the following Federal, State, and local sources: Title I; LCAP; Supplementary/Concentration; ELAP; Discretionary.

IV. Description of Barriers and Related School Goals

Funding continues to be a barrier to increase instructional materials, time, and interventions. An ongoing barrier is that we are a 50/50 Dual Immersion program and teachers are continuously having to translate social studies and science curriculum being that we do not have NEXT GEN curriculum. Teachers are also having to develop Spanish Language Development units. One huge barrier is the having to do iReady in math and ELA in English during our Spanish time in order to be able to fulfill the 45 min a week. Once

students move up to 4, 5, and 6th grades it becomes more difficult as students have music and PE release time, it then affects our 50/50 DI model and teachers assign iReady for homework, which then creates inequity because not all students do their homework.

- We will continue to support our students with the remaining budget and programs we have in place.
- We will continue to improve our instruction in the classrooms with best practices for our ELL , students with disabilities, and economically disadvantaged students.
- We will continue to provide professional development opportunities to help teachers work better, not harder to reduce stress levels amongst the staff.
- We will continue to refine the 50/50 dual language model at Beamer Park School.
- Hiring and maintaining experienced bilingual staff for a DI program is a challenge. Due to attrition, regular training is required to maintain the focus of our dual immersion plan.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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	84	92	69	83	89	69	83	89	69	98.8	96.7	100
Grade 4	90	81	89	89	81	88	89	81	88	98.9	100	98.9
Grade 5	75	84	73	74	84	73	74	84	73	98.7	100	100
Grade 6	82	73	83	82	73	83	82	73	83	100	100	100
All Grades	331	330	314	328	327	313	328	327	313	99.1	99.1	99.7

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

Grade Level	Overall Achievement for All Students											
	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	2404.1	2366.6	2407.8	17	7.87	14.49	20	13.48	20.29	29	28.09	31.88	34	50.56	33.33
Grade 4	2417.9	2425.1	2393.7	11	12.35	2.27	12	17.28	17.05	22	22.22	20.45	54	48.15	60.23
Grade 5	2502.3	2486.6	2478.5	24	11.90	19.18	23	27.38	20.55	27	36.90	23.29	26	23.81	36.99
Grade 6	2513.0	2528.8	2518.5	9	17.81	7.23	30	38.36	30.12	38	21.92	43.37	23	21.92	19.28
All Grades	N/A	N/A	N/A	15	12.23	10.22	21	23.55	22.04	29	27.52	29.71	35	36.70	38.02

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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	20	12.36	18.84	45	32.58	50.72	35	55.06	30.43
Grade 4	10	18.52	11.63	37	40.74	39.53	53	40.74	48.84
Grade 5	23	13.10	13.70	42	46.43	54.79	35	40.48	31.51
Grade 6	13	19.18	9.64	48	53.42	60.24	39	27.40	30.12
All Grades	16	15.60	13.18	43	42.81	51.13	41	41.59	35.69

Grade Level	Writing Producing clear and purposeful writing								
	% 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	11	7.87	11.76	48	37.08	48.53	41	55.06	39.71
Grade 4	7	7.41	2.35	45	37.04	30.59	48	55.56	67.06
Grade 5	30	23.81	20.55	43	52.38	42.47	27	23.81	36.99
Grade 6	12	26.03	13.41	52	46.58	60.98	35	27.40	25.61
All Grades	14	15.90	11.69	47	43.12	45.45	38	40.98	42.86

Listening 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	14	5.62	18.84	64	66.29	56.52	22	28.09	24.64
Grade 4	11	11.11	4.65	69	58.02	74.42	20	30.86	20.93
Grade 5	18	9.52	10.96	62	66.67	61.64	20	23.81	27.40
Grade 6	20	17.81	4.82	72	68.49	77.11	9	13.70	18.07
All Grades	16	10.70	9.32	67	64.83	68.17	18	24.46	22.51

Research/Inquiry 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	17	6.74	17.39	42	47.19	55.07	41	46.07	27.54
Grade 4	12	18.52	5.81	49	40.74	41.86	38	40.74	52.33
Grade 5	35	21.43	24.66	46	54.76	45.21	19	23.81	30.14
Grade 6	22	24.66	30.12	66	57.53	53.01	12	17.81	16.87
All Grades	21	17.43	19.29	51	49.85	48.55	28	32.72	32.15

Conclusions based on this data:

1. The overall achievement of students meeting and exceeding in ELA went slightly down by .22 % from 15-16 to 16-17

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	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	84	92	69	83	89	69	83	89	69	98.8	96.7	100
Grade 4	90	81	89	89	81	88	89	81	88	98.9	100	98.9
Grade 5	75	84	73	74	83	73	74	83	73	98.7	98.8	100
Grade 6	82	73	83	82	73	83	82	73	83	100	100	100
All Grades	331	330	314	328	326	313	328	326	313	99.1	98.8	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2409.9	2378.1	2395.9	8	2.25	7.25	30	15.73	20.29	29	30.34	28.99	33	51.69	43.48
Grade 4	2418.3	2438.7	2412.5	3	6.17	3.41	8	19.75	9.09	37	34.57	40.91	52	39.51	46.59
Grade 5	2484.4	2490.7	2486.6	15	9.64	13.70	15	18.07	20.55	32	37.35	30.14	38	34.94	35.62
Grade 6	2484.1	2509.0	2502.5	4	15.07	8.43	20	12.33	15.66	34	41.10	45.78	43	31.51	30.12
All Grades	N/A	N/A	N/A	7	7.98	7.99	18	16.56	15.97	33	35.58	37.06	41	39.88	38.98

Concepts & Procedures 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	18	4.49	18.84	42	35.96	27.54	40	59.55	53.62
Grade 4	3	13.58	4.60	27	30.86	27.59	70	55.56	67.82
Grade 5	20	20.48	24.66	32	39.76	31.51	47	39.76	43.84
Grade 6	6	17.81	13.25	41	38.36	42.17	52	43.84	44.58
All Grades	12	13.80	14.74	36	36.20	32.37	53	50.00	52.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	6.74	13.04	41	46.07	43.48	40	47.19	43.48
Grade 4	6	11.11	4.60	35	49.38	41.38	60	39.51	54.02
Grade 5	16	8.43	12.33	36	46.99	43.84	47	44.58	43.84
Grade 6	4	19.18	8.43	43	34.25	43.37	54	46.58	48.19
All Grades	11	11.04	9.29	39	44.48	42.95	50	44.48	47.76

Communicating Reasoning 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	14	5.62	14.49	57	49.44	43.48	29	44.94	42.03
Grade 4	7	13.58	3.45	39	38.27	42.53	54	48.15	54.02
Grade 5	15	10.84	13.70	38	49.40	47.95	47	39.76	38.36
Grade 6	7	15.07	13.25	60	41.10	38.55	33	43.84	48.19
All Grades	11	11.04	10.90	48	44.79	42.95	41	44.17	46.15

Conclusions based on this data:

1. The overall achievement for all students at Beamer that met and exceeded standards decreased by .46 %from 15-16 to 16-17

2. The pervetage of students not meeting standards declined by 1.12% from 15-16 to 16-17.

3. Sixth grade students increased 3.4 % in standards met and exceeded and 4th grade increased 14.92% from 15-16 to 16-17

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K		9			18			36		***	27			9	
1	7	8		41	24		32	45		15	13		5	11	
2	2	13		29	32		48	39		21	11			5	
3	8			20	22		50	53		15	18		8	6	
4	4			38	25		47	56		11	13			6	
5	10	13		62	51		24	33		5	3				
6	16			42	44		37	50		5	6				
Total	6	6		35	31		42	45		15	12		2	5	

Conclusions based on this data <u>by levels</u>:

1. Most EL students are at early advanced and intermediate levels.

2. When comparing the 15-16 and 16-17 data, advanced cohort stayed the same, early advanced cohort decreased by 4% and intermediate cohort increased by 3%

3. The percentage of students in the beginning level increased by 2% , early intermediate students decreased by 3%, intermediate students increased 3% from 15-16 to 16-17

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K		2		3	7		6	31		36	33		55	26	
1	7	8		41	24		32	45		15	13		5	11	
2	2	13		29	32		48	39		21	11			5	
3	8			20	22		50	54		15	18		8	6	
4	4			38	25		47	56		11	13			6	
5	10	13		62	50		24	35		5	3				
6	16			42	44		37	50		5	6				
Total	5	5		31	28		37	44		17	15		9	9	

Conclusions based on this data <u>by levels</u>:

1. There was a 3% decrease in early advanced cohort from 15-16 tp 16-17

2. There was a 2% drop in early intermediate and an increase of 7% in intermediate cohort from 15-16 to 16-17

3. Beamer staff will continue to work on researched based best practices to continue to reclassify students

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	5	2
English Learner Progress (1-12)	🟡	1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	🟠	3	3
Mathematics (3-8)	🟡	3	1

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. The students that are being suspended are ELs.

2. Beamer needs to increase student performance in ELA and move from Orange to Yellow.

School and Student Performance Data

Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate	🟢	551	Low 0.7%	Maintained -0.1%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students	🟢	551	Low 0.7%	Maintained -0.1%
English Learners	🔵	258	Very Low 0.4%	Declined -0.4%
Foster Youth		1	*	*
Homeless		9	*	*
Socioeconomically Disadvantaged	🟢	409	Low 1%	Maintained -0.2%
Students with Disabilities	🔴	47	High 4.3%	Increased Significantly +4.3%
African American		3	*	*
Asian		3	*	*
Filipino		1	*	*
Hispanic	🟢	500	Low 0.6%	Declined -0.4%
Two or More Races		4	*	*
White	🟠	38	Medium 2.6%	Increased Significantly +2.6%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. Students with disabilities were suspended at a higher rate, the percentage of suspensions in this subgroup increased.

2. White students were suspended at a higher rate than last year.

3. English language learners were rarely suspended and this subgroup suspension rate declined this year.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		248	Medium 69.8%	Maintained -1.0%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.4%	Declined -0.4%
English Learner Progress (1-12)		Medium 69.8%	Maintained -1.0%
English Language Arts (3-8)		Low 63.1 points below level 3	Declined -13.2 points
Mathematics (3-8)		Low 68.3 points below level 3	Maintained +1.6 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. EL student progress is at a yellow and although it maintained it declined 1% overall

2. EL student progress in ELA declined 13.2 pts

3. EL student progress in math increased 1.6 pts

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		327	Low 34.1 points below level 3	Declined -7.1 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		327	Low 34.1 points below level 3	Declined -7.1 points
English Learners		188	Low 63.1 points below level 3	Declined -13.2 points
Homeless		4	*	*
Socioeconomically Disadvantaged		242	Low 50.6 points below level 3	Declined -7.7 points
Students with Disabilities		30	Very Low 110.7 points below level 3	Increased +7.5 points
African American		1	*	*
Asian		2	*	*
Filipino		1	*	*
Hispanic		293	Low 44.3 points below level 3	Declined -5.4 points
Two or More Races		1	*	*
White		27	Very High 51 points above level 3	Declined Significantly -16.8 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	81	Low 11.9 points below level 3	Declined Significantly -25.5 points
EL - English Learner Only	107	Very Low 101.9 points below level 3	Declined Significantly -16.6 points
English Only	110	Medium 4.8 points below level 3	Declined -8 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Overall, students at Beamer are at the Orange level and declined 7.1 pts.

2. Students with disabilities increased 7.5 pts.

School and Student Performance Data

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)		326	Low 46.4 points below level 3	Increased +5.9 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		326	Low 46.4 points below level 3	Increased +5.9 points
English Learners		188	Low 68.3 points below level 3	Maintained +1.6 points
Homeless		4	*	*
Socioeconomically Disadvantaged		241	Low 62.2 points below level 3	Increased +4.9 points
Students with Disabilities		30	Very Low 121.5 points below level 3	Increased +9.7 points
African American		1	*	*
Asian		2	*	*
Filipino		1	*	*
Hispanic		292	Low 56.3 points below level 3	Increased +6.5 points
Two or More Races		1	*	*
White		27	Very High 38.6 points above level 3	Maintained -0.4 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	81	Low 37.8 points below level 3	Declined -6.6 points
EL - English Learner Only	107	Low 91.4 points below level 3	Maintained 0 points
English Only	109	Medium 23.3 points below level 3	Increased +3.1 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. Overall, Beamer students increased 5.9 pts in Math

2. Reclassified students were the only group of students that declined in Math and they declined 6.6 points.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	70.8%	69.8%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	27 points below level 3	34.1 points below level 3
Mathematics	52.3 points below level 3	46.4 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017
English Language Arts		
Mathematics		

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. The percent of EL students who made progress toward English proficiency declined by 1%.

2. Beamer academic indicator showed increase in ELA and decrease in Mathematics.

School and Student Performance Data

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Detailed Report

School Conditions and Climate

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Suspension		
Indicator	**2016**	**2017**
Suspension	0.9% (5)	0.7% (4)

Conclusions based on this data:

1. Overall, suspension rate at Beamer is low

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
Student Group Performance for State Indicator							
All Students		🟢	🟡		🟠	🟡	
English Learners		🔵			🟠	🟠	
Foster Youth							
Homeless							
Socioeconomically Disadvantaged		🟢			🟠	🟡	
Students with Disabilities		🔴					
African American							
American Indian							
Asian							
Filipino							
Hispanic		🟢			🟠	🟡	
Pacific Islander							
Two or More Races							
White		🟠					

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. Beamer needs to decrease suspension rates in students with disabilities

2. Beamer needs to focus on increasing student performance in all areas

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
All Students will be Grade Level Proficient in Literacy, Numeracy, and 21st Century Skills
All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills.
Data Used to Form this Goal:
LCAP Goal 1: Literacy: Grade level proficiency in literacy is essential by 3rd grade. • On a timed oral reading assessment (DIBELS), more than 14% of 3rd graders in WJUSD are below standard in the literacy skills of reading rate and comprehension. At the 6th grade level, 16% of students are not meeting the grade level standard for all three measures of oral reading: rate, accuracy, and comprehension. Of individual measures, comprehension is the weakest area, with 39% of students not meeting the standard. • On a writing assessment (WRITE Program), the average score at 3rd grade is below standard (2.3 out of 4 points). The average score for 6th grade is below standard (2.5 out of 4 points). • On English Language Arts Unit Assessments, 57% of 3rd graders are not meeting grade level standards. 49% of 6th graders are not meeting grade level standards. At the 9th grade level, 61% of students are not meeting grade level standards. These percentages are the average performance across Units 1 - 4. • On the ELA Performance Assessments given at 3rd - 6th grade, the percentage of students meeting standard is 51%. Numeracy: Students are ready for Math 1 in 9th grade. • On the Math Unit Assessments given at the secondary level, 25% met standards at 7th grade, 27% met standard at 8th grade, and 16% met standard at in Math 1. These percentages are the average performance across the first four unit assessments.

21st Century Skills: Students need to participate in a curriculum that addresses the 21st Century

Skills.

Findings from the Analysis of this Data:

An analysis of the longitudinal data for Beamer Park indicates a need for higher levels of proficiency among all subgroups of students, especially in grammar, fluency, vocabulary, reading comprehension, number sense, and math reasoning.

How the School will Evaluate the Progress of this Goal:

The principal and staff will evaluate the progress of this by:
Ensuring implementation of curriculum
Student performance data will be collected by teachers and RtI Specialists and analyzed by grade level teams during collaborative times.
Analysis of assessment data
Academic Conferences will be held two times a year to review student benchmark data and monitor progress in Common Core State standards as identified by the ELA Curriculum and Math curriculum
100% of students have chromebooks. 100% of our students will use iReady 45min a week in math and ELA by students Usage will be monitored via usage reports provided by the principal.

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.1 Staff Development to Improve Instructional Strategies Teachers will receive training and coaching on Standards Based Lesson Design and Delivery, which will incorporate GLAD strategies for academic language development and student engagement. Teachers will participate in Dual Language Immersion training with a focus on transferability skills specifically for planning instruction including Standards Based Lesson Design. All new teachers will receive training on adopted core materials, all programs used at Beamer School including GLAD,WRITE, Math Expressions,Renaissance programs, Close reading, UC Davis math project. Teachers will implement the WRITE Institute strategies consistently school-wide. Staff will explore and select other staff development options in identified areas where improvement is needed including Common Core, close reading, and math. Process of Evaluation: Principal, teachers, and resource teachers will review District benchmark data and	2018-2019	Principal, teachers, RTI Coach, EL Specialist, Title I Teacher	Renaissance Program/Brain Pop: Interventions	Supplemental/Concentration	8222.50
			Professional Development for Staff	Supplemental/Concentration	7000
			Collaboration time to develop program for underperforming students	Supplemental/Concentration	4000
			Release for teachers to implement assessments	Supplemental/Concentration	5000
			Conference for Teachers	Supplemental/Concentration	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
data and interim data according to this cycle: curriculum assessments. Evidence will be collected such as: agendas, meeting notes, grade level schedules, walk-through observation and feedback. ACADEMIC CONFERENCES biannually with grade level teams: 1. Interpret first trimester interim data. 2. Collaborate to determine target standards that will need focus and determine lesson sequence to adjust as necessary as reflected on the curriculum maps for classroom instruction. 3. Rearrange target students and groups that will need interventions for remediation and acceleration. 4. Determiine the assessments and timeline that will be used to monitor student progress. 5. Determine training and/or coaching needs to support teachers.					
1.2 Supplemental materials and technology will be purchased based on student needs. (SIPPS, Read Naturally, Standards Plus, Brain Pop, Spanish books, technology items etc.)	2018-2019	Principal and teachers	Supplemental materials, printing, copying, and supplies	Supplemental/Concentration	13000
1.3 Grade Level Collaboration 1. Staff will meet on Wednesdays to analyze data, evaluate student progress, and plan curriculum in ELD,	2018-2019	Principal Teachers Support staff			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
SLD, ELA and Math utilizing district benchmark and curriculum assessments. No funding needed.					
1.4 Interventions 1. Classroom teachers, paraprofessionals, tutors, Title I, RTI and EL specialist will provide extended learning time during the instructional day, before school, after school or Saturday academy for students who are at the strategic intervention level (<1.9 years below grade level); 30 minutes in grades K-6. 2. ASES coordinator, principal and teachers will coordinate after school interventions. 3. School staff will work collaboratively with tutors and intervention teachers to provide tutoring sessions after school, a minimum of twice each week, for students below or far below benchmark. 4. RTI and Title I Teacher will support this goal.	2018-2019	Principal Teachers Support staff	Interventions Title I Teacher	Supplemental/Concentration Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	12000 65604 14396
1.5 Supplies for daily classroom and office needs such as paper, pencils etc.	2018-2019	Principal	Supplies	Site Discretionary	19408
1.6 Staff Development on Instructional Strategies	2018-2019	Principal, Teachers, EL Specialist, RTI			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.Teachers in grades 2 - 6 will analyze math data and student progress on a daily basis with the use of district benchmarks and curriculum assessments. Teachers will be able to identify the standards that have been mastered by students and determine what standards need intensive or strategic interventions or re-teaching. This immediate feedback will apply to whole class, small group or individual student. 2. Teachers will incorporate GLAD and AVID strategies for academic language development and student engagement. Staff will collaborate on implementation of mathematical practices to implement math CCSS.. ACADEMIC CONFERENCES with grade level teams: 1. Interpret first trimester interim data. 2. Collaborate to determine target standards that will need focus and determine lesson sequence to adjust as necessary as reflected on the curriculum maps for classroom instruction. 3. Rearrange target students and groups that will need interventions for remediation and acceleration. 4. Determine the assessments and timeline that will be used to monitor student progress. 5. Determine training and/or coaching needs to support teachers.		Specialist and Title I			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.7 Library support and enhancement to make reading equitable and accessible to all students 1. Augment library holdings by selecting and purchasing additional library resources. 2. Teachers will use library as a resource for literature to enhance thematic units. 3. Students will use library as a resource for research, literature, and selections for Accelerated Reader. 4. Increase librarian time by one hour a day to allow time for students to access the library.	2018-2019	Principal, Librarian	Increase Library time for student access by one hour Increase Library time for student access by one hour	Supplemental/Concentration Supplemental/Concentration	1500 3000
Dual Language Program Design Teachers in all grade levels will teach 50% of all instruction in English and 50% of all instruction in Spanish. a. Subjects taught in English will be ELA, WRITE, ELD with integration of Science and Social Studies, Math, and Physical Education. b. Subjects taught in Spanish in 5th and 6th grades will be SLA, WRITE, Math, Science and Social Studies. c. Transferable and non-transferable skills will be explicitly taught throughout the day for English and Spanish Languages. e. Adjustments and modifications will be made during the school year as needed to provide students with the best possible instructional program. These adjustments will be made by the principal with input from grade level teams, school staff, consultant,	2018-2019	Principal and Teachers	2 Staff Development days to analyze , adjust or modify program needs		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Director of Elementary schools to ensure school wide consistency and clearly articulated program goals.					

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Every Student will be Engaged, Graduate High School and be Competitively College and Career Ready Through a Choice of Pathways
Every Student will be Engaged Graduate High School and be Competitively College and Career Ready Through a Choice of Pathways.

Data Used to Form this Goal:
LCAP Goal 2: Credit Deficiency: • At mid-year, more than 10% of all 9th—12th graders were deficient in credits, with the majority of credit deficient students at 10th grade (21% are credit deficient). College and Career Ready: • At the elementary level, there is a need for actions and service that address college and career planning and guidance. • Of the students who graduate from high school, 56% graduate without meeting A-G requirements. • The 2013-14 cohort graduation rate for Pioneer High is 94.9% and for Woodland High is 90.1%. • The 2013-14 cohort graduation rate in WJUSD for English Learners is 14 percentage points lower (74%) than that of All Students (88.9%). • The 2013-14 cohort dropout rate for Pioneer High is 3.1% and for Woodland High is 8.6%. • The 2013-14 cohort dropout rate in WJUSD is 8%. The cohort dropout rate for African American students (25%) and for American Indian students (11%) is higher than the rate for all students. The cohort dropout rate for English Learners (13.7%), Migrant students (13.6%), Special Education Parent Engagement: Parents will be actively engaged in college and career fair.

Findings from the Analysis of this Data:
Beamer needs to provide a career and college bound environment .

How the School will Evaluate the Progress of this Goal:
Beamer will evaluate by student and parent surveys of events offered.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.School will hold a college/career fair for students and parents 2. AVID Parent Night 3. AVID Materials 4. Promote higher education at the site by creating a college bound environment . This includes college pennants and flags.	2017-2018	Principal, staff Principal, AVID teachers	Materials to support program goals collaboration for AVID collaboration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	5000 3000 1693
UC Davis 6th Grade AVID Field Trip	2018-2019	Principal, 6th Grade Teachers	Educational/ College Field Trip	Supplemental/Concentration	3000
Educational Field Trip for 5th and 6th Grade	2018-2019	Principal, 5th/6th Grade Teachers	Educational Field Trip	Supplemental/Concentration	3000

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Provide a Multi-Tiered System of Support for all students
Provide a Multi-Tiered System of Support for all students.

Data Used to Form this Goal:

Goal 3:

Suspensions and Expulsions:
- The 2013-14 WJUSD suspension rate (calculated by CDE) was 6.7%, which is a decline from

previous years (8.6% in 2011-12 and 2012-13). However, the % of total suspension days

assigned to African American and Special Education students is disproportionate when

compared to Asian and White students.
- In total suspensions for 2013-14, Socioeconomically Disadvantaged students account for 89%

(1266 out of 1435 incidents) of the total in school and out of school suspensions.
- In total suspensions in 2013-14 for Defiance (48900K), Socioeconomically Disadvantaged

students account for 90% (477 of 529 incidents) of the total in school and out of school

suspensions.
- Need to continue decreasing the suspension rate and to increase proportionality in

suspensions—fewer suspensions for African American, Socioeconomically Disadvantaged, and

Special Education students.
- The 2013-14 WJUSD expulsion rate (calculated by CDE) was 0%, with 2 students expelled.

Attendance:
- The 2013-14 Truancy Rate for WJUSD (calculated by CDE) was 49.6%. Truancy is defined as the

number of students absent at least 3 days or for more than 30 minutes 3 times during the

school year.
- 24% of enrolled students have more than 5 days of absence during the first five months of

school, with 34% of absences being unexcused.

Physical Fitness:

- In 2013-14, 30% of 5th graders met the Healthy Fitness Zone in all 6 standards; 34% of 7th graders met the Healthy Fitness Zone in all 6 standards; and 30% of 9th graders met the Healthy

Fitness Zone in all 6 standards.

Parent Participation:

Fifty-one parents attended a Drug Awareness presentation and 56 attended a

presentation on Bullying.

Site:

Data used to form this goal was from various sources including attendance rate, suspension data, Health Kids survey, truancy rates and student referrals.

| **Findings from the Analysis of this Data:** |
| Data reveals that we must continue to improve student attendance, truancy rate, and an overall safe school environment. |
| **How the School will Evaluate the Progress of this Goal:** |
| Attendance records, ongoing analysis of school climate from observations, surveys, class meeting agendas, and discipline logs. |
| **First Interim Analysis:** |
| |
| **Second Interim Analysis:** |
| |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Restorative Discipline PD	Ongoing	Staff			
Character Education Promotion 1. Teacher, administrator, and support staff will model, teach, and reinforce students' use of MTSS 2. Staff will implement the MTSS with fidelity with a focus on implementing Steps to Respect and Second Steps and we will revisit Beamers behavior process. 3. Staff will schedule school-wide assemblies focused on multi-tiered supports systems on a monthly basis that promote a positive school climate, reinforce school norms, support multicultural education, and provide opportunities for students to engage in leadership activities. 4. Staff will identify and purchase materials to support and enrich all programs at school to ensure educational equity for all students inlcuding the school store. 5. MTSS-PBIS team will continue with the implementation of best practices.	2018-2019	Principal Teachers Support staff	Supplemental materials, printing, copying, and supplies Materials to support social emotional learning	Supplemental/Concentration Site Discretionary	2395.50 1000
Teachers will work with students to develop and implement goals with the focus of flexibility and aerobic capacity. Physical fitness equipment will be purchased as needed	2018-2019	Principal and Teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
PE Schedules will be collected for instructional minutes and walkthroughs will be conducted for PE instruction					
Enrichment Opportunities 1. Staff will identify and purchase materials, supplies, as well as provide assemblies and services to provide enrichment extension activities for students and families. 2. Staff will implement enrichment opportunities before, during and after school including band, visual and performing art activities (in partnership with Yolo County Arts Council) and Ballet Folklorico.	2018-2019	Principal Teachers Support staff ASES	Visual and Performing Arts instruction	Supplemental/Concentration	5000
5.5 After-School Program 1. ASES staff will reserve spaces in the after-school program for students who need after-school supervision (students whose parents cannot provide supervision for the students). 2. ASES staff will enroll students in ASES program and monitor student attendance. 3. ASES staff will communicate regularly with parents by phone and in person regarding student progress and behavior to maintain and fortify positive home-school connection. 4. ASES staff will report to School Site Council and ELAC regarding program development, progress and	2018-2019	Principal ASES Coordinator ASES TOSA	After school coordination, supervision, and support staff Supplies and Materials Consultants for enrichment, tutoring fingerprinting	After School and Education Safety (ASES) After School and Education Safety (ASES) After School and Education Safety (ASES) After School and Education Safety (ASES)	75000 14000 5000 1625

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
participation. 5. Snacks will be provided for all students attending the ASES program. Process of Evaluation: Principal, teachers, and parents will provide their input on the presentations, activities, events made available to them. Evidence will be collected such as: agendas, meeting notes, sign-in sheets, schedules, and feedback.					
Supplies for daily classroom and office needs such as paper, pencils etc.	2018-2019	Principal			
CABE Conference for Parents Improve student achievement and outcomes, parent involvement and participations, student engagement etc.	2018-2019	Principal	Conference Expenses	Supplemental/Concentration	4000
Principal will hold Coffee and Conversation with all parents Agenda topics will be parent driven	2018-2019	Principal	Materials and Supplies Needed	Supplemental/Concentration	530

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Parent Liaison	2018-2019		Parent liaison will work collectively with all stake holders to build relationships and improve parent participation, collaboration and communication between home, school, and community.	Supplemental/Concentration	15300

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Improve the English proficiency and academic achievement of English learners.
Improve the English proficiency and academic achievement of English learners.
Data Used to Form this Goal:
LCAP Goal 4: Improve the English proficiency and academic achievement of English learners CELDT AMAO's SBAC Data Close Reading Data Math performance assessment data
Findings from the Analysis of this Data:
English Learners are not meeting target goals. There is a huge gap between English Learner sub group and other student sub groups.
How the School will Evaluate the Progress of this Goal:
Analysis of CELDT and ongoing analysis of interim benchmarks ELD assessment data from Avenues and ongoing classroom observations
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Teachers will incorporate GLAD strategies for academic language development and student engagement. Teachers will incorporate close reading strategies.	2017-2018	Principal Teachers Support Staff	collaboration	Supplemental/Concentration	3000
Leveled ELD Instruction Groups 1. All classes will provide 45 minutes of leveled ELD instruction daily (30 minutes for kindergarten). 2. All teachers will use State ELD standards and assessment data to drive instruction. 3. All teachers will use the district adopted instructional materials daily. 4. During ELD instructional time, students in grade K-6 will be grouped by language instruction at their proficiency level. 5. As needed supplemental materials will be copied to further scaffold curriculum.	2017-2018	Principal Teachers Support staff	Costs associated with supplemental instructional materials and copies.	Supplemental/Concentration	1000

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Stakeholder Engagement, Excellence for all students is supported through meaningful stakeholder engagement
LCAP Goal 5: Increase parents'/guardians' engagement with their children's education 5.1 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in district sponsored parent education activities. 5.2 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in actively supporting their children's education at home. 5.3 Increase the percentage of parents/guardians from currently underrepresented subgroups engaged in district/school committees and advisory groups.
Data Used to Form this Goal:
LCAP Goal 5: 5.1 Increase in the type of district sponsored parent education activities and the number/percentage of parents/guardians participating. 5.2 Parent surveys. 5.3 Increase in parents participating in district/school committees and advisory groups
Findings from the Analysis of this Data:
Parent/guardian involvement and participation needs to be increased at the school/district/ and community level.
How the School will Evaluate the Progress of this Goal:
Principal will hold Coffee and Conversation with parents on a monthly basis to make sure we, as a school, are offering the support they need. Principal will survey parents by phone and paper survey to see what we can do to involve them more in their children's education.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5.1. Principal will hold Coffee/Café Conversation/Conversacion with the Principal/Directora. Agenda topics will be parent driven.	2018-2019	Principal/Parent Liaison	materials and light snacks	Title I Part A: Parent Involvement	1030
5.2 Parent / Family Involvement 1. Plan and carry out family education nights/workshops throughout the school year based on parent needs. 2. Provide access to parents to check out library materials.	2018-2019	Principal/Parent Liaison/Staff	parent education	Supplemental/Concentration	1000
CABE Conference for Parents	2018-2019	Principal		Supplemental/Concentration	2000
5.4 Supplies for daily classroom and office needs such as paper, pencils etc.	2018-2019	Principal			

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
After School and Education Safety	105,124.00	9,499.00
Supplemental/Concentration	122,037.00	0.00
Site Discretionary	20,408.00	0.00
Title I Part A: Basic Grants Low-Income	41,693.00	-23,911.00
Title I Part A: Parent Involvement	1,030.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School and Education Safety (ASES)	95,625.00
Site Discretionary	20,408.00
Supplemental/Concentration	122,037.00
Title I Part A: Basic Grants Low-Income and Neglected	65,604.00
Title I Part A: Parent Involvement	1,030.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	157,130.50
Goal 2: All students will graduate high school and be	15,693.00
Goal 3: All students will be successful through the	123,850.50
Goal 4: Improve the English proficiency and academic	4,000.00
Goal 5: Goal 5: Excellence for All students is supported	4,030.00

IX. Title I: Home/School Compact

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

Student Pledge:
I agree to carry out the following responsibilities to the best of my ability:
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Parents Pledge:
I agree to carry out the following responsibilities to the best of my ability:
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Staff Pledge:
I agree to carry out the following responsibilities to the best of my ability:
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

X. School Site Council Membership

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

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Georgina Llamas-Cruz	(530) 662-1769		X				
Susana Resendiz		2019		X			
Jacqueline Bautista		2019		X			
Lucia Pantoja	(209) 292-7523	2018		X			
Teresa Sanchez	(916) 548-4719	2020				X	
Kandice Fowler	(530) 668-0395	2020				X	
Lorena Garcia		2020				X	
Jennifer Gamma		2018				X	
Leticia VIllagrana	(530) 406-1148	2018				X	
Clara Olmedo	(530) 661-5824	2018				X	
Maria V. Limon		2020			X		
Numbers of members of each category:			**1**	**4**	**1**	**5**	

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.

XI. Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	
		Signature
X	English Learner Advisory Committee	
		Signature
	Special Education Advisory Committee	
		Signature
	Gifted and Talented Education Program Advisory Committee	
		Signature
	District/School Liaison Team for schools in Program Improvement	
		Signature
	Compensatory Education Advisory Committee	
		Signature
	Departmental Advisory Committee (secondary)	
		Signature
	Other committees established by the school or district (list):	
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on May 22.2018.

Attested:

TBA
Typed Name of School Principal	Signature of School Principal	Date

Kandice Fowler
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date