2018-19 School Plan for Student Achievement

School: Dingle Elementary School

CDS Code: 57727100000000

District: Woodland Joint Unified School District

Principal: Ursula Ruffalo

Revision Date: June 30, 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:

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

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School Vision and Mission

Dingle Elementary School's Vision and Mission Statements
THE VISION FOR C.E. DINGLE ELEMENTARY SCHOOL

The vision for C.E. Dingle Elementary School staff is to educate students to become productive and contributing members of our democratic society.

THE MISSION FOR C.E. DINGLE ELEMENTARY SCHOOL

The C.E. Dingle Elementary School staff believes that all students can learn and are entitled to a positive educational experience that celebrates student achievement. The staff, in conjunction with the school community, is committed to providing quality programs that meet the educational needs of our diverse student population and prepares them to successfully meet future challenges.

OUR GUIDING TENETS

Our school community is dedicated to continual improvement. As a result:
- There are high academic and social expectations for each student and adult;
- Attitudes are positive and the cultural backgrounds of individuals are valued and accepted;
- Each student and adult will be given the opportunity and encouragement to develop his/her potential;
- Families are essential partners in the educational process and work together with staff to promote student achievement and success;
- Positive Behavior Intervention Procedures routines, and structures are in place to ensure that parents, staff, and students feel safe, secure, and welcome.

Community and School 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, ten 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 10,041 students in the 2017-2018 school year. C. E. Dingle Elementary services students in grades TK-6th grade with a population of 361 students.

Student Enrollment by Ethnic Group
African American/Black 2.3%
American Indian 0.3%
Asian 2.3%
Hispanic or Latino 78.7%
Pacific Islander 0.0%
White 14.9%
Two or More 0.6%
None Reported 0.6%
Source: https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=57727106056469&agglevel=School&year=2016-17

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Dingle Elementary	343	2.3%	0.3%	2.3%	0.3%	78.7%	0.0%	14.9%	0.6%	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).

The annual C.E. Dingle Elementary School Parent Involvement Survey will be conducted in January of each year.

Results based on a 4 point scale.
Our school's educational program is of high quality. 3.761904762
Our school is doing an excellent job teaching:
Reading 3.695652174
Writing 3.666666667
Math 3.65
Science 3.65
Social Studies 3.736842105
SCHOOL RESOURCES
My child has access to a variety of resources to help him/her learn. 3.739130435
Our school's facilities are clean and well maintained. 3.695652174
LIFE SKILLS TRAINING
My child is being well prepared to continue his/her education. 3.782608696
Our school is preparing my child to deal with issues and problems he or she will face in the future. 3.565217391
The school's programs are broad enough to meet the educational needs of all students in the community. 3.545454545
BEHAVIOR
Students in our school show respect for each other. 3.5
Our school's discipline policies are fair and effective. 3.5
Students in our school demonstrate sensitivity to racial and ethnic issues. 3.545454545
Teachers and administrators at our school demonstrate sensitivity to racial and ethnic issues. 3.613636364
Our school provides students and teachers with a safe and orderly environment. 3.673913043
Teachers and administrators at our school demonstrate genuine concern for the well being of students. 3.760869565
Students at our school demonstrate genuine concern for the well being of fellow students 3.590909091
PARENT-SCHOOL COMMUNICATION
Parents feel welcome in our schools. 3.818181818
The views of parents are seriously considered when school decisions are made. 3.681818182
Parents have a good understanding of the school's programs and operations. 3.590909091
Parents receive information they need about the school's programs. 3.681818182

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 will conduct regular classroom observations. District personnel will also conduct regular walkthroughs.

1.   Students have advocacy and choice in their learning environments. An example of this is a classroom where students can choose to sit in chairs, stools, and other seating options. A student in this class clearly articulated, in complete sentences, that he chose to sit in a particular spot to help his learning.

2.   Supports for student learning are present in classrooms. An example of this is a classroom where a student stood up, walked to the front of the room and accessed a multiplication chart as he and his table group worked to solve a word problem.

3.   We have a culture of respect and relationships. This is evident in the cleanliness of our campus and in a student holding the office door open for a group of people.

4.   We have visual expectations for learning. An example of this is standards and learning objectives posted in several of our classrooms.

5.   There are processes for students to talk for example, students in one classroom shared that they are expected to use complete sentences when sharing their thinking

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

Standards, Assessment, and Accountability

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

   As a school, we use leading and lagging indicators to set goals for our school. Lagging indicators are data points based on summative assessments such as district benchmarks, state examinations and CELDT. Leading indicators are measures that predict how we will do on our lagging indicators. This year our focus is on developing systems that regularly check on our leading indicators in order to adjust our teaching, group students based on need and to be responsive to our students. Teachers, support staff and administration meet on a weekly bases to look at student work, develop rubrics, calibrate looking at student work and gather data around close reading. We developed a scoreboard to track students' progress in close reading in regular intervals based on grade level. This display of leading indicators is public to all members of our learning community.

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

   Specific grade level standards are assessed weekly, providing students with immediate feedback and reteaching, if necessary. Student progress is monitored during monthly collaborative assessment of student products (work) for the purpose of guiding instruction, and identifying students who need reteaching. Grade level data analysis and planning sessions occur weekly to examine classroom assessment data, identify content cluster areas for reteaching and to plan instruction. Regular data updates, clustered by grade level, help us focus on reteaching, providing supports and acceleration.

Staffing and Professional Development

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

   100% of staff at Dingle are highly qualified.

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

   Teachers at C.E. Dingle Elementary School have had access to AB466 training and SBE adopted instructional materials training. All teachers at C.E.Dingle receive appropriate curricular professional learning as adoptions are approved by the board.

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

   We have a comprehensive professional learning program aligned with the district-wide expectations of developing students that are proficient in literacy, numeracy, have the 21st century skills needed to be college and career ready and maintain a positive learning environment. The process of developing a professional learning plan is data driven and student centered. Data is analyzed on a regular basis in order to make the adjustments necessary to our professional learning plan.

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

Grade level representatives attend district sponsored professional learning and participate in leadership development sessions in order to build our capacity in teaching reading comprehension and developing numeracy in our students. Grade levels meet on a weekly basis to review student work, lesson plans and look at the state standards students need to master. Leadership and teachers have access to learning from experts in the fields of close reading, math, leadership, PBIS and safety.

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. The focus of our professional learning this year has been on close reading; developing our understanding of close reading, finding grade level text that invites a deep level of thinking, developing a common annotation system for close reading and math. Developing a rubric to look at student work and setting goals for our leading indicators and making the data public via a public scoreboard.

Teaching and Learning

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

The C.E. Dingle Elementary School staff and administration are committed to ensuring that our curriculum and instruction are aligned with state standards, and that materials support these efforts. Math, English language development, social studies, science, physical education and language arts instruction will be aligned to the state standards. Materials support the implementation of the state standards as outlined in the strategic plan.

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

All classroom schedules are monitored by the administration for instructional minutes in ELA and math and adhere to state and district guidelines.

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

The District, with teacher input, has created Unit Study Guides for ELA and concept maps for math. Teachers utilize these schedules to guide instructional pacing. All grade levels implement the required instructional and intervention time.

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

Each subject area is supported by standards-aligned textbooks as well as supplemental materials for all students. The school works closely with the Educational Services Department to provide and support teachers with 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 Dingle have access to adopted materials, including intervention materials. The school works closely with the Educational Services Department to provide and support teachers with standards-based instructional materials.

Opportunity and Equal Educational Access

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

All teachers utilize the intervention components of State Adopted Materials to provide needed instruction during the regular educational program to enable underperforming students to meet the state standards. Each core subject area scheduled in the classroom includes an intervention time to address instructional needs of those students not meeting the state standards.

14. Research-based educational practices to raise student achievement

   The Strategic School Plan developed for C.E. Dingle Elementary School is based on research-based instructional strategies. This year the instructional focus will be on Close Reading, oral language development and a focus on three of the eight mathematical practices.

Parental Involvement

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

   The school-to-home connection is supported by ongoing communication by all staff members to parents through Blackboard connect messages, Bi-monthly newsletters, parent meetings, curriculum pamphlets, class newsletters, parent education nights and conferences. Our ASES after-school program offers a safe environment for students and provides services such as homework support, interventions, enrichment, and recreation. We also have a Parent Liaison that works to strengthen our home to school communication and connections.

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)

   Dingle Elementary has an actively operating School Site Council, English Learner Advisory Council, Parent Teacher Association and Student Council. All parent groups serve in an advisory role in the development, implementation, and monitoring of school programs. Our Parent Liaison works to involve parents, community representatives, classroom teachers, and other stakeholders in the planning, implementation, and evaluations of consolidated application programs. We will utilize the "Document Tracking Services" to document our monitoring and progress of our programs throughout the year.

Funding

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

   Categorical funds are 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)

   C.E.Dingle Elementary School receives funding from the following Federal, State, and local sources: Title I; LCAP; Supplementary/Concentration; Discretionary.

IV. Description of Barriers and Related School Goals

Funding constraints continue to be a barrier to providing increased instructional materials, time and interventions.

Our Wildly Important Goals (WIG) for this year are to increase students achievement in reading comprehension and numeracy. Our focus continues to be on delivering best-first teaching based on data driven teaching strategies. We continue to provide our English Language Learners with the oral language rehearsal, genuine opportunities to engage in classroom discussions and increase their analytical practices as part of our efforts to reclassify more students. We maintain our focus to provide all members of our learning community the safe and caring environment needed to grow our metacognition.

Foci for the 2018-19 Academic Year:

1.) Standards Based Reading Comprehension with collaborative conversations

2.) Increase numeracy in our students
3.) Maintain a safe and caring learning environment

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	47	43	40	46	41	40	46	41	40	97.9	95.3	100
Grade 4	52	47	48	50	47	46	50	47	46	96.2	100	95.8
Grade 5	50	45	51	50	45	51	50	45	51	100	100	100
Grade 6	65	50	46	64	49	45	64	49	45	98.5	98	97.8
All Grades	214	185	185	210	182	182	210	182	182	98.1	98.4	98.4

* 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	2375.1	2395.8	2357.0	9	9.76	2.50	20	24.39	12.50	20	31.71	35.00	52	34.15	50.00
Grade 4	2403.4	2410.0	2410.6	8	8.51	10.87	14	14.89	15.22	18	25.53	19.57	60	51.06	54.35
Grade 5	2435.3	2435.7	2451.5	6	8.89	9.80	18	13.33	15.69	14	17.78	29.41	62	60.00	45.10
Grade 6	2474.3	2472.8	2469.3	5	4.08	4.44	16	18.37	24.44	34	36.73	26.67	45	40.82	44.44
All Grades	N/A	N/A	N/A	7	7.69	7.14	17	17.58	17.03	22	28.02	27.47	54	46.70	48.35

Reading 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	16	17.07	5.00	31	53.66	40.00	53	29.27	55.00
Grade 4	8	8.51	13.04	40	44.68	52.17	52	46.81	34.78
Grade 5	10	11.11	9.80	38	42.22	37.25	52	46.67	52.94
Grade 6	8	8.16	11.11	42	44.90	40.00	50	46.94	48.89
All Grades	10	10.99	9.89	38	46.15	42.31	52	42.86	47.80

Writing 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	13	9.76	2.50	27	46.34	35.00	60	43.90	62.50
Grade 4	6	10.64	4.35	42	46.81	41.30	52	42.55	54.35
Grade 5	10	11.11	11.76	32	37.78	43.14	58	51.11	45.10
Grade 6	8	8.16	6.67	36	40.82	42.22	56	51.02	51.11
All Grades	9	9.89	6.59	34	42.86	40.66	56	47.25	52.75

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	7	9.76	5.00	71	63.41	50.00	22	26.83	45.00
Grade 4	16	6.38	10.87	52	42.55	63.04	32	51.06	26.09
Grade 5	6	8.89	9.80	64	44.44	64.71	30	46.67	25.49
Grade 6	6	10.20	11.11	77	57.14	57.78	17	32.65	31.11
All Grades	9	8.79	9.34	67	51.65	59.34	25	39.56	31.32

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	11	9.76	5.00	44	53.66	47.50	44	36.59	47.50
Grade 4	8	8.51	8.70	46	46.81	45.65	46	44.68	45.65
Grade 5	14	4.44	11.76	52	42.22	47.06	34	53.33	41.18
Grade 6	6	6.12	24.44	72	57.14	35.56	22	36.73	40.00
All Grades	10	7.14	12.64	55	50.00	43.96	35	42.86	43.41

Conclusions based on this data:

1. There was a 7.3% decrease in the overall number of students scoring below standard in ELA. Small group instruction focused on differentiated instruction in all grades helped teachers better meet the needs of students at C.E. Dingle Elementary.

2. There was a 9.14% decrease in the number of students scoring below standard in Reading-Demonstrating understanding of literary and non-fictional texts. The change can be attributed to the schoolwide focus on Close reading and developing reading comprehension.

3. Listening: Demonstrating effective communication skills and Research/Inquiry: Investigating, analyzing, and presenting information were two areas in which we see a decrease in the percentage of students meeting the standard.

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	47	43	40	47	41	40	47	41	40	100	95.3	100
Grade 4	52	47	48	50	47	46	50	47	46	96.2	100	95.8
Grade 5	50	45	51	50	45	51	49	45	51	100	100	100
Grade 6	65	50	46	64	50	45	63	49	45	98.5	100	97.8
All Grades	214	185	185	211	183	182	209	182	182	98.6	98.9	98.4

* 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	2391.6	2397.6	2349.8	6	9.76	0.00	21	19.51	10.00	30	34.15	27.50	43	36.59	62.50
Grade 4	2414.7	2429.9	2430.8	2	4.26	4.35	14	19.15	23.91	36	36.17	39.13	48	40.43	32.61
Grade 5	2439.4	2439.4	2445.2	6	6.67	5.88	6	4.44	11.76	24	33.33	29.41	63	55.56	52.94
Grade 6	2448.7	2451.6	2458.0	5	2.04	4.44	8	8.16	11.11	27	28.57	35.56	60	61.22	48.89
All Grades	N/A	N/A	N/A	5	5.49	3.85	12	12.64	14.29	29	32.97	32.97	54	48.90	48.90

	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	15	14.63	0.00	40	41.46	32.50	45	43.90	67.50
Grade 4	4	12.77	10.87	28	34.04	32.61	68	53.19	56.52
Grade 5	10	8.89	5.88	16	26.67	27.45	73	64.44	66.67
Grade 6	5	6.12	11.11	24	22.45	31.11	71	71.43	57.78
All Grades	8	10.44	7.14	27	30.77	30.77	65	58.79	62.09

	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	11	14.63	5.00	40	46.34	30.00	49	39.02	65.00
Grade 4	0	6.38	8.70	36	42.55	43.48	64	51.06	47.83
Grade 5	6	4.44	1.96	33	35.56	35.29	61	60.00	62.75
Grade 6	2	2.04	6.67	37	32.65	37.78	62	65.31	55.56
All Grades	4	6.59	5.49	36	39.01	36.81	59	54.40	57.69

	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	17	17.07	5.00	47	48.78	35.00	36	34.15	60.00
Grade 4	4	10.64	8.70	40	38.30	45.65	56	51.06	45.65
Grade 5	2	2.22	7.84	35	37.78	39.22	63	60.00	52.94
Grade 6	6	4.08	0.00	41	36.73	35.56	52	59.18	64.44
All Grades	7	8.24	5.49	41	40.11	39.01	52	51.65	55.49

Conclusions based on this data:

1. There was a 5.1% decrease in the overall number of students scoring below standard in math. Small group instruction focused on differentiated instruction in all grades helped teachers better meet the needs of students at C.E. Dingle Elementary.

2. There was a 6.2% decrease in the number of students scoring below standard in Concepts & Procedures: Applying mathematical concepts and procedures. This is also a result of focused teaching in small groups.

3. There was a 6.64% growth in the number of students scoring above standard in 4th grade in demonstrating the ability to support mathematical conclusions. 4th grade teachers collaborated on a regular basis and students were given the opportunity to retake quizzes and exams to demonstrate proficiency.

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							75	75		25	25				
1		4		13	21		39	50		48	17			8	
2		4		21	9		55	52		14	26		10	9	
3				15	23		56	58		19	8		11	12	
4	4	4		29	16		54	56			16		13	8	
5	5	11		38	17		43	72		14					
6	5			42	31		42	56		5	13		5		
Total	2	4		24	18		50	57		17	14		7	7	

Conclusions based on this data by levels:

1. Most of our students are in the early advanced and intermediate stages of language development according to CELDT data.

2. 22% of students tested scored at the advanced or early advanced stages of language development according to CELDT data.

3. We did not have any students that scored at the beginning stage of language development according to CELDT data.

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		3			3		16	27		31	27		53	41	
1		4		12	21		36	50		48	17		4	8	
2		4		20	8		53	54		13	25		13	8	
3				14	23		55	58		17	8		14	12	
4	4	4		29	16		54	56			16		13	8	
5	5	11		38	17		43	72		14					
6	5			41	29		45	53		5	18		5		
Total	2	4		19	15		41	50		20	17		20	14	

Conclusions based on this data by levels:

1. There is an upward trend in students growing across all performance levels.

2. The percentage of students scoring at the beginning stage of CELDT dropped by 6% from 15-16 to 16-17

3. Most of our English Language Learners continue to be in the intermediate stage based on 3 years worth of data.

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	0
English Learner Progress (1-12)	🟠	1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	🟡	3	0
Mathematics (3-8)	🟡	3	0

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. Alternatives to suspensions have decreased the number of suspensions. Restorative practices continue to help students reflect on their actions and encourage a growth mindset.
2. English Language Learners need to continue to be a focus at C.E. Dingle.

3. Our students are making growth in ELA and Math. A continued focus on numeracy and literacy by increasing teacher efficacy and knowledge in the teaching of reading and math will ensure that students continue to grow in a positive direction.

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		379	Medium 1.1%	Declined Significantly -4.4%

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		379	Medium 1.1%	Declined Significantly -4.4%
English Learners		178	Medium 1.1%	Declined Significantly -2.8%
Foster Youth		6	*	*
Homeless		26	Very Low 0%	Declined Significantly -6.7%
Socioeconomically Disadvantaged		329	Low 0.9%	Declined Significantly -5%
Students with Disabilities		43	Medium 2.3%	Declined Significantly -9.9%
African American		10	*	*
American Indian		4	*	*
Asian		13	Very Low 0%	
Filipino		1	*	*
Hispanic		291	Low 1%	Declined Significantly -4.4%
Two or More Races		3	*	*
White		54	Medium 1.9%	Declined Significantly -5.8%

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. There was a significant drop in the number of students that were suspended.

2. The school-wide positive behavior system has helped the school culture change in a positive way.

3. There was a 9.9% decline in the number of special education students that were suspended.

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	(pie chart)	150	Low 65.3%	Declined -6.7%

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)	(green pie chart)	Medium 1.1%	Declined Significantly -2.8%
English Learner Progress (1-12)	(orange pie chart)	Low 65.3%	Declined -6.7%
English Language Arts (3-8)	(yellow pie chart)	Low 68.6 points below level 3	Increased +5.3 points
Mathematics (3-8)	(yellow pie chart)	Low 80.7 points below level 3	Increased +10.2 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) Red (Lowest Performance) (orange) Orange (yellow) Yellow (green) Green (blue) Blue (Highest Performance)

Conclusions based on this data:

1. English Language Learner progress continues to be an area where growth is necessary.

2. The suspension rate among English Language Learners experienced a significant decline.

3. English Language Learners experienced a 6.7% decline in progress, making this an area of concern.

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)		176	Low 57.5 points below level 3	Increased +3.9 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		176	Low 57.5 points below level 3	Increased +3.9 points
English Learners		112	Low 68.6 points below level 3	Increased +5.3 points
Foster Youth		1	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		161	Low 66.4 points below level 3	Increased +4.5 points
Students with Disabilities		25	Very Low 124 points below level 3	Declined -3.2 points
African American		4	*	*
American Indian		1	*	*
Asian		1	*	*
Hispanic		145	Low 64 points below level 3	Increased +3.8 points
Two or More Races		1	*	*
White		23	Low 20 points below level 3	Increased +9.9 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	45	Low 5.2 points below level 3	Declined -3.6 points
EL - English Learner Only	67	Very Low 111.1 points below level 3	Declined -11.6 points
English Only	61	Low 42.7 points below level 3	Increased +3.2 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. English language development needs to continue to be a focus in order to see growth in our English Language Learner population.

2. The growth that we are seeing in English Language Arts can be attributed to an increase in differentiated instruction in small groups in grades TK-6th grade.

School and Student Performance Data

Status and Change Report

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)		176	Low 73 points below level 3	Increased +4.6 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		176	Low 73 points below level 3	Increased +4.6 points
English Learners		112	Low 80.7 points below level 3	Increased +10.2 points
Foster Youth		1	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		161	Low 79 points below level 3	Increased +6.8 points
Students with Disabilities		25	Very Low 139 points below level 3	Increased +4.5 points
African American		4	*	*
American Indian		1	*	*
Asian		1	*	*
Hispanic		145	Low 77.4 points below level 3	Increased +5.9 points
Two or More Races		1	*	*
White		23	Low 47.8 points below level 3	Maintained +0.6 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	45	Low 40.6 points below level 3	Increased +13.7 points
EL - English Learner Only	67	Very Low 107.5 points below level 3	Declined -3.6 points
English Only	61	Low 61 points below level 3	Maintained -1.5 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. The math curriculum is a support in developing standards based lessons that develop number sense.

2. The increase in math can be attributed to small group differentiated instruction that targets students at their point of need.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	72.0%	65.3%

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	61.4 points below level 3	57.5 points below level 3
Mathematics	77.5 points below level 3	73 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. English Language Learners did not make positive growth and need to continue to be a focus. As an additional support, Quality Teaching for English Learners professional learning was offered to 100% of teachers at C.E. Dingle as a support for teachers in differentiating instruction for English Learners.
2. Overall student performance improved in English Language Arts by 3.9 points. This improvement can be attributed to our focused approach to teaching in small groups that differentiate instruction and target students' individual needs. In addition, the school-wide focus on Close Reading helped our teachers and students develop text dependent questions that are at cognitively demanding based on Depth of Knowledge.
3. Overall performance in mathematics improved by 4.5 points in mathematics. Small group instruction was a focus in mathematics instruction and developing number sense in all grade levels was a focus across all grade levels.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	5.4% (23)	1.1% (4)

Conclusions based on this data:

1. There were 19 fewer suspensions in 2017 than there were in 2016.

2. The drop in suspensions can be attributed to restorative justice practices and the implementation of alternatives to suspension.

3. Our Positive Behavior Interventions and Supports coach helped our school establish a school-wide system to celebrate positive behaviors and anticipate negative behaviors. Preventing behaviors by setting students up for success has been instrumental in reducing suspensions.

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. Our area of greatest success is suspension rates. This data reflects a concerted effort by all staff members to implement Positive Behavior Interventions and Supports in all areas of our school.
2. Our area of greatest need is in supporting English Language Learners to develop the language proficiency needed to meet or exceed the standards.
3. The growth in Math and ELA are positive. Current practices need to continue to be refined and greater emphasis needs to be placed on planning with the standards.

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:
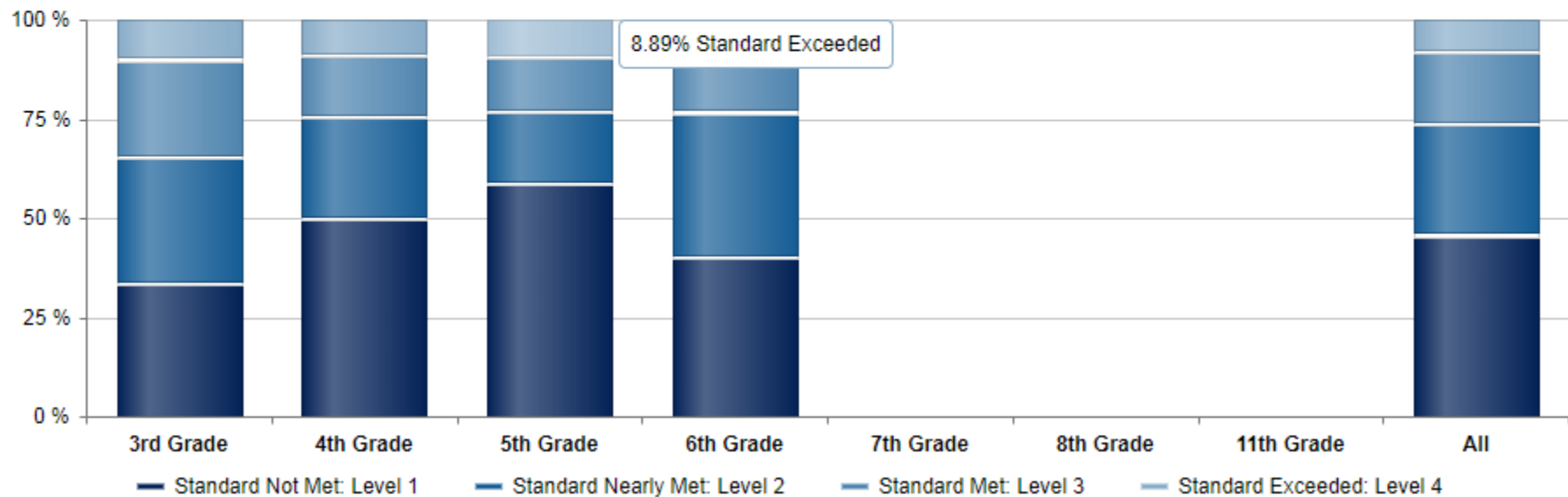
LEA GOAL:
All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills.
All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills.
Data Used to Form this Goal:
LCAP Goal 1: Research shows that students who do not read proficiently by the end of third grade experience academic, social and behavioral difficulties in school. These students are more likely to drop out of school, and less likely to successfully enter the job market. Woodland Joint Unified School District recognizes the importance of being at grade level and teachers in WJUSD use early literacy assessments to track the progress of students in the early grades. The data shows that there are a significant number of students not reading at grade level in third grade. One-on-one reading assessments indicate 66% of third graders and 72% of 6th graders meet the reading accuracy, rate and comprehension benchmark The school utilized District Benchmarks, Unit assessment, CELDT and SBAC data to form this goal. C.E. Dingle SBAC DATA 2-YEAR COMPARISON: ELA Overall Percentages 2016   2017 Exceeds   7%   7.6% Met   16%   17.4% Nearly Met   22%   27.7% Not Met   54%   47.3%   Math Overall SBAC DATA 2-YEAR COMPARISON 2016   2017 Exceeds   4.7%   5.4% Met   11.6%   12.5%

Nearly Met 29.3% 32.6%
Not Met   54.4% 49.5%

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

8.89% Standard Exceeded

Legend: — Standard Not Met: Level 1   — Standard Nearly Met: Level 2   — Standard Met: Level 3   — Standard Exceeded: Level 4

Findings from the Analysis of this Data:

There was an increase of 2% in students exceeding and or meeting the standards in ELA.

There was a 6.7% decrease in the number of students that have not met the standards in ELA.

The number of RFEP students that met or exceeded the standards increased in ELA and math increased by 10% and 8% respectively

The number of EL students that met or exceeded the standard decreased by 6% .

How the School will Evaluage the Progress of this Goal:

The principal and staff will evaluate the progress of this by:

Analysis of assessment data

Leading and Lagging indicators will be evaluated on a regular basis to monitor growth in Close reading and math.

All students in grades 2-6 will have access to iReady lessons that are adapted to meet their individual needs.

Students in grades 5 and 6 will have the opportunity to take home ChromeBooks with internet connection to access blended learning programs at home.
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 ELA and Math Professional Learning: Mathematics Coaching, workshops, and model lessons will be provided for teachers and administrators, with a focus on conceptual understanding of essential math practices. Resources will be provided for the maintenance and implementation of the math instructional program. Professional Development: English Language Arts and ELD Professional Learning: ELA/ELD Coaching, workshops, and model lessons will be provided for teachers and administrators, with a focus on reading comprehension. Teachers have continued to collaborate as grade level teams, teacher teams, Dual Immersion teams, and site leadership teams by reviewing student work, analyzing student data, and making plans to implement lessons that address student needs. Teachers participate in academic conferences, and Tier 2 meetings with teachers to analyze data and	2018-2019 Academic year	Principal, support staff, classroom teachers	Professional learning to improve and implement first best instruction to support under-performing students in Math.	Supplemental/Concentration	1,250.00
			Professional learning to improve and implement first best instruction to support under-performing students in ELA/ELD.	Supplemental/Concentration	2,000.00
			Day-to-day substitutes teachers are needed to allow teachers to meet for data review, grade level planning, Tier 2 meetings, and to plan for professional learning activities that focus on differentiated instruction and meeting the needs of under-performing students.	Supplemental/Concentration	6,000.00
			Supervision for extended library hours to increase and support student literacy.	Site Discretionary	800.00
			Paraprofessionals to support Tier 2 interventions for under-performing students.	Supplemental/Concentration	5420.00
			Supplemental materials and leveled readers to support guided reading instruction to improve reading fluency and instruction	Supplemental/Concentration	3000.00
			Instructional classroom materials and supplies for supporting core program.	Supplemental/Concentration	6000.00
			Extra duty clerical payments directly attributable to the support of un-duplicated students i.e. Translations, parent support, phone calls	Supplemental/Concentration	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
implement interventions based on multiple data; SBAC, i-Ready, RESULTS, DRA, ELPAC, and Benchmarks data. Teachers continue to develop lessons and flexible grouping based on data from district common Benchmark assessments, including interim SBAC, end of unit assessments in ELA/Math, and iReady. Refinement of the CA-S aligned elementary report cards will continue to be supported. Continue to support the Spanish Language Arts report card for Dual Immersion classrooms. Teacher Support: Continue to support new teachers in an accredited Teacher Induction Program			Copy and Reprographic services to provide under-performing students with additional access to materials in order to accelerate their learning.	Supplemental/Concentration	8,000.00
			Day-to day substitute teachers are needed to provide our new teachers with opportunities to observe experienced classroom teachers to improve their practice.	Supplemental/Concentration	495.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.2 Instructional Technology: Professional development for integrating technology via teacher workshops, individual coaching support for teachers including technology.	2018-2019 Academic year	Principal, support staff, classroom teachers	Professional learning to improve and implement first best instruction to support under-performing students in integrating technology in the classroom.	Supplemental/Concentration	500
			All teachers will have necessary equipment located in their classrooms to ensure successful integration of instructional technology in their classrooms.	Supplemental/Concentration	1,500.00
			Cell phone and technology for administration to support parent communication, and data analysis	Site Discretionary	1,000.00
			Office supplies to support with parent communication and day to day operations	Site Discretionary	2000.00
A comprehensive after school program will support students that are in need of additional intervention support, language development, and/or need help with homework due to language support in order to improve literacy, numeracy and academic vocabulary.	2018-2019 Academic year	Principal, ASES Coordinator, District TOSA	Coordinator/substitute to provide guidance and support goals of ASES after school program	After School and Education Safety (ASES)	27,000
			Teacher Interventions for identified students who are under performing.	After School and Education Safety (ASES)	2,500.00
			Tutor support to support program goals and under performing students.	After School and Education Safety (ASES)	135,000
			Materials to support program goals.	After School and Education Safety (ASES)	5500.00
			Contracts for extracurricular and enrichment	After School and Education Safety (ASES)	3,000.00
			Cell phone to aid in parent communication	After School and Education Safety (ASES)	190.00
			Music Teacher	After School and Education Safety (ASES)	2795

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.4 Science Student Access and equity to literacy and numeracy standards through science camp for all sixth grade students.	2018-2019 Academic year	Principal, support staff, classroom teachers	Extra duty pay for teachers to plan lessons that focus on differentiated instruction and meeting the needs of under-performing/ unduplicated students in preparation of science trip.	Supplemental/Concentration	100.00
1.5 Site-Based Professional Development: Provide training and coaching for site administrators and leadership team to lead collaborative development, implementation and monitoring of site-based plans focused on developing school-wide instructional capacity and improving student support systems. Provide training for school leadership teams (principals and teacher leaders) to lead implementation of site-based school supports such as instructional planning, assessment of student learning and targeting student interventions for both academic and social emotional and trauma support. Provide school sites professional development based on staff and student needs through models such as lesson study that promote staff collaboration and collective improvement of practices. Provide school sites professional development based on staff needs on effective methods for analyzing	2018-2019 Academic year	Principal, support staff, classroom teachers	Professional learning to improve and implement first best instruction to support under-performing students.	Supplemental/Concentration	500.00
			Materials for administrative and office supplies	Site Discretionary	2,000.00
			Conference, workshop, and webinar training- Social emotional learning and trauma	Supplemental/Concentration	1,000.00
			Day-to-day substitutes teachers are needed to allow teachers to participate in observations and lesson study to improve teacher practice in order to support the needs of under performing students	Supplemental/Concentration	1,800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
student work and assessment data as foundations for multi-tiered support systems, RtI and common core state standards					

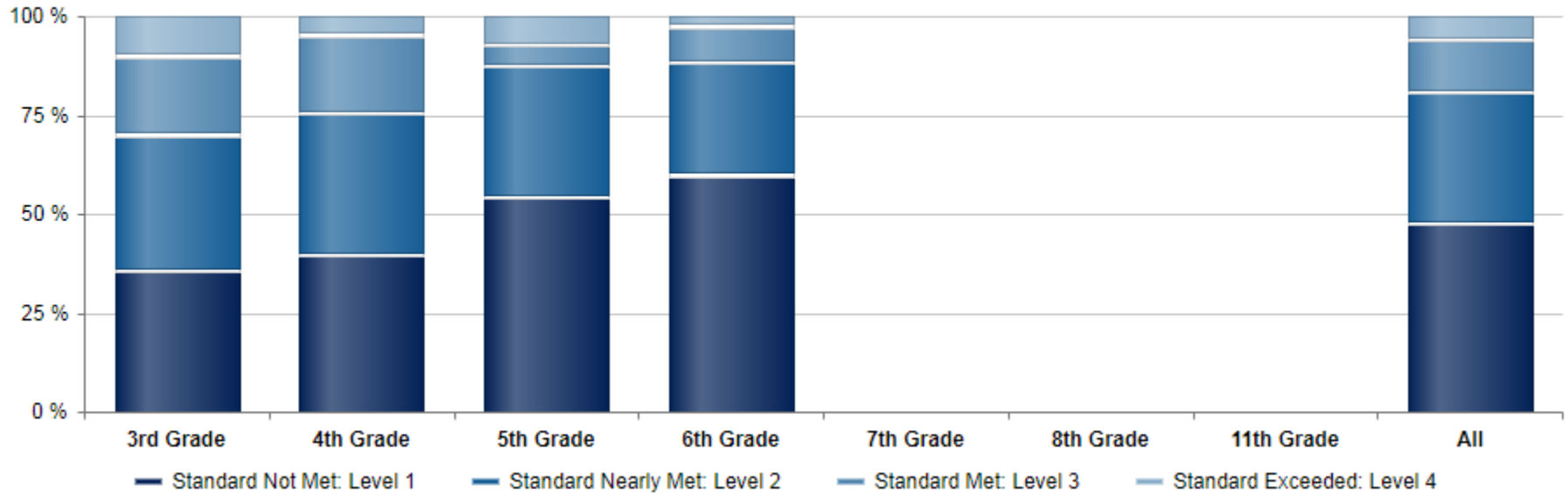## VI. Planned Improvements in Student Performance

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

Data Used to Form this Goal:
C.E. Dingle SBAC DATA 2-YEAR COMPARISON: ELA Overall Percentages 2016   2017 Exceeds   7%   7.6% Met   16%   17.4% Nearly Met 22%   27.7% Not Met   54%   47.3% Math Overall SBAC DATA 2-YEAR COMPARISON 2016   2017 Exceeds 4.7%   5.4% Met   11.6% 12.5% Nearly Met 29.3% 32.6% Not Met   54.4% 49.5%

MATHEMATICS

Achievement Level Distribution

Legend: — Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Findings from the Analysis of this Data:

We will analyze the growth of our underrepresented students by looking at initial assessments, benchmark data, and progress toward meeting the Common Core State Standards.

We will continue to implement our PBIS program by recognizing students who are exhibiting any one of our focus traits. We will continue to seek alternatives to suspension in collaboration with our school psychologist, counselor and support staff.

How the School will Evaluate the Progress of this Goal:

We will use data collected from our implementation of Positive Behavior Interventions Systems (PBIS) including:

Analyzing lowlevel incidents to identify support and or systemic issues

PBIS team will meet once a month to look at data and identify patterns and trends in referrals

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
2.1 After School Tutoring Teachers will provide before and/or after school tutoring to underrepresented students in reading, mathematics, science and social studies in order to improve academic performance and meet Common Core State Standards. Data will be reviewed on an ongoing basis in order to monitor student learning and make adjustment to groupings as needed.	2018-2019 Academic year Trimester 1 Trimester 2 Trimester 3	Principal, teachers, support staff and district personnel	Teacher additional pay to provide direct instruction to underrepresented students	Title I Part A: Basic Grants Low-Income and Neglected	3500.00
			Supplies for after school tutor program to provide direct instruction to underrepresented students.	Title I Part A: Basic Grants Low-Income and Neglected	500.00
2.2 Targeted Reading Intervention Title 1 teacher will provide small group instruction with Title 1 students in reading.			Title 1 teacher to provide instructional support in reading for Title 1 students.	Title I Part A: Basic Grants Low-Income and Neglected	25,000.00
			Title 1 teacher to provide instructional support in reading for Title 1 students.	Supplemental/Concentration	9673.77
2.3 College and Career Planning and Guidance Support counselors, RtI Specialist and administrators of each school in site-based implementation of Integrated Student Support plans focused on ensuring all students have a pathway to college/career, receive progress monitoring and are engaged in effective support systems to graduate high school competitively college and career ready. Counselor will work with groups of and/or individual students in order to address social/emotional issues that	2018-2019 Academic year Trimester 1 Trimester 2 Trimester 3	Principal, teachers, support staff and district personnel	Teacher additional pay outside of the regular school day to plan lessons focused on promoting school culture, restorative justice and positive behavior rewards by implementing PBIS for underrepresented students.	Supplemental/Concentration	500.00
			Curriculum to address social/emotional needs for counselor and classroom teachers	Supplemental/Concentration	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
may be hindering academic performance in the classroom. Supplemental materials will support students in their social/emotional development in order to improve academic performance in the classroom.					

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:
All students will be successful through the development of targeted and coherent systems of support
Provide a Multi-Tiered System of Support for all students by integrating PBIS and a multiple tiered system of support.
Data Used to Form this Goal:
Source: https://data1.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2016-17&agglevel=School&cds=57727106056469

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	10	0	0	0.0%	0.0%	0.0%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	13	0	0	0.0%	0.0%	0.0%
Filipino	*	*	*	*	*	*
Hispanic or Latino	291	3	3	1.0%	100.0%	0.0%
Pacific Islander	*	*	*	*	*	*
White	54	2	1	1.9%	0.0%	100.0%
Two or More Races	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*

Findings from the Analysis of this Data:
The reduction in suspensions supports our efforts to implement restorative practices and alternatives to suspension.
How the School will Evaluate the Progress of this Goal:
The following data will be collected and analyzed: Suspension reports, Volunteer hour logs, and Meeting Agendas.
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
3.1 To Improve School Culture:

Provide feedback on classroom and school wide behavior to students and implement Positive Behavioral Interventions (PBIS) Teach students the expectations in every area of the school as well as co-develop classroom expectations around being safe, respectful and responsible.

Train all staff to Implement Restorative Practices school wide to build healthy classroom and school relationships

Celebrate positive student behavior.

Celebrate academic achievement. | 2018-2019 Academic year Trimester 1 Trimester 2 Trimester 3 | Principal, teachers, support staff and district personnel | Instructional materials to support our rewards system. | Supplemental/Concentration | 2826.00 |
			Additional noon duty supervision for student store PBIS to provide a safe environment for students.	Site Discretionary	500.00
			Additional noon duty supervision to provide a safe environment for students.	Site Discretionary	1,500.00
			Additional noon duty supervision to provide a safe environment for students.	Supplemental/Concentration	8016.00
			Additional hourly pay for restorative practices training for classified staff	Supplemental/Concentration	1000.00
			Assemblies to promote positive school culture.	Supplemental/Concentration	500.00
3.2 School Garden	2018-2019 Academic year Trimester 1 Trimester 2 Trimester 3	Principal, teachers, support staff and district personnel	In collaboration with Yolo Farm to Fork, teachers will create lessons to promote healthy farm to fork food choices grown in our school garden Students will have hands on experience in planting, tending to and harvesting fruits and vegetables that will be served in our school cafeteria and offered to families on market days.
Garden is funded by a grant, no site funds needed.		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3.3 Home-School Communication Continue implementation of a Parent University model that provides workshops and training for parents. Workshops focus on parental involvement, pupil engagement, academic interventions, pupil achievement, and social & emotional growth. Continue to implement Parent Institute for a Quality Education (PIQE) seminars at all sites. (Year 1/Year 2) at no cost Parent Liaison To facilitate communication between home and school for underrepresented students.	2018-2019 Academic year Trimester 1 Trimester 2 Trimester 3	Principal, teachers, support staff and district personnel	To facilitate communication between home and school for underrepresented students.		
			Supplemental materials and resources to facilitate communication between home and school for underrepresented students.	Title I Part A: Basic Grants Low-Income and Neglected	500.00
			Parent Liaison	Supplemental/Concentration	6,931.00
			Parent Liaison	Supplemental/Concentration	10,959.00
Parent Involvement Continue implementation of a Parent University model that provides workshops and training for parents. Workshops focus on parental involvement, pupil engagement, academic interventions, pupil achievement, and social & emotional growth.	2018-2019 Academic year Trimester 1 Trimester 2 Trimester 3	Principal, teachers, support staff and district personnel	Materials to support and encourage parent participation in making informed decision about their children's education	Title I Part A: Parent Involvement	726.00
			Provide child care for parents participating in ELAC meetings.	Site Discretionary	500.00

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:
CELDT AMAOs SBAC Data Close reading data Math Performance Assessments DRA

Findings from the Analysis of this Data:
The data demonstrates a need for teaching staff and administration to continue to focus on lesson design focused on improving English Language proficiency in students and the need for continued professional learning for all staff.

How the School will Evaluate the Progress of this Goal:
The principal and staff will evaluate the progress of this by: Ensuring the completion of structured collaboration time Analysis of assessment data Leading and Lagging indicators will be evaluated on a regular basis to monitor growth in Close reading and math facts. Lesson plans will be standards based with appropriate supports to develop language in English Language Learners. 100% of students in grades 3-6 will have access to the keyboarding program in order for them to be prepared to take the Smarter Balance assessment. Usage will be monitored via usage reports provided by the CARE department.

First Interim Analysis:
There is a strong need to develop the oral language in our EL students. There is also a need to simultaneously focus on their reading and writing abilities in order to accelerate their acquisition of the English language and reclassify before they leave for middle school. We will continue to monitor students at risk of becoming Long Term English Language Learners (LTELS). Research shows that monitoring progress and engaging in data chats with students are effective strategies with LTELs. (Olsen, 2014)

Second Interim Analysis:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.1 Training and support will be provided to support K-12 teachers to implement the new California English Language Development Standards. Provide support with data analysis to monitor EL progress and determine appropriate placement, interventions, case management and targeted ELD instruction. Provide support for leveled ELD instruction to target proficiency.	Ongoing for the 2018-19 academic year.	Principal, support staff, classroom teachers	Professional learning to improve and implement first best instruction with designated and integrated ELD to support English learners	Supplemental/Concentration	2,000.00
			Professional learning to improve and implement first best instruction with designated and integrated ELD to support English learners	Title I Part A: Basic Grants Low-Income and Neglected	600.00
			Day-to-day substitutes teachers are needed to allow teachers to plan for professional learning activities that focus on differentiated instruction and meeting the needs of under-performing students.	Supplemental/Concentration	2560.00
			Supplemental materials to support the implementation of small group instruction that differentiates learning for EL students while targeting oral language development.	Supplemental/Concentration	500.00
4.2 . Develop a process to prevent English learners from becoming Long Term English Learners (LTELs). Provide professional development to implement effective strategies to address the needs of Long Term English Learners.	Ongoing for the 2018-19 academic year.	Principal, support staff, classroom teachers	Teacher additional pay outside of the regular school day to plan lessons focused on promoting English language development through project based enrichment activities.	Title I Part A: Basic Grants Low-Income and Neglected	2,000.00
			Supplemental materials to support the English language development	Supplemental/Concentration	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.3 Continue to support English Learners and Low Income students by providing additional support such as: Intervention support, Duty pay for collaboration,	Ongoing for the 2018-19 academic year.	Principal, teachers, support staff and district personnel	Teacher additional pay outside of the regular school day to plan lessons focused on increasing the language fluency of all ELL students	Supplemental/Concentration	2000.00
			Supplemental instructional materials will provide all students with access to content at their instructional level.	Supplemental/Concentration	1500.00

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	180,966.00	4,981.00
Supplemental/Concentration	89,616.00	85.23
Site Discretionary	14,392.00	6,092.00
Title I Part A: Basic Grants Low-Income	36,373.00	4,273.00
Title I Part A: Parent Involvement	726.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School and Education Safety (ASES)	175,985.00
Site Discretionary	8,300.00
Supplemental/Concentration	89,530.77
Title I Part A: Basic Grants Low-Income and Neglected	32,100.00
Title I Part A: Parent Involvement	726.00

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,	221,350.00
Goal 2: All students will graduate high school and be	39,673.77
Goal 3: All students will be successful through the	33,958.00
Goal 4: Improve the English proficiency and academic	11,660.00
Goal 5: Goal 5: Excellence for All students is supported	

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; utilize school loop for communication.
- Limit my use of electronic media for entertainment and instead study or read every day after school.
- Respect the school, classmates, staff and families.
- Practice and live by the life skills taught by my teachers and be respectful, responsible, and safe.

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 the use of electronic media for entertainment.
- 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; utilize school loop to communicate with the school.
- 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.
- Reinforce the life skills at home and support my child being respectful, responsible, and safe.

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, 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.
- Teach students the skills of respect, responsibility, and safety through the life skills curriculum.
- Implement the instructional agreements of my grade level detailing expectations in homework, communication home, progress reports, and essential assignments.

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
Ursula Ruffalo	530-662-7084	N/A	X				
Mandy Dye	530-662-7084	2019		X			
Kristina Cinquini	530-662-7084	2020		X			
Harrison Thomas	530-662-7084	2020		X			
Dan Flores	530-662-7084	2020			X		
Vicki Keith	530-729-5009	2019				X	
Ryan Meyer	415-852-8356	2020				X	
Allison Bright Rose	530-405-6214	2020				X	
Sarah Truitt		2020				X	
Vacant						X	
Numbers of members of each category:			1	3	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

<div style="text-align:right">_____</div>
<div style="text-align:right">Signature</div>

X   English Learner Advisory Committee

<div style="text-align:right">_____</div>
<div style="text-align:right">Signature</div>

    Special Education Advisory Committee

<div style="text-align:right">_____</div>
<div style="text-align:right">Signature</div>

    Gifted and Talented Education Program Advisory Committee

<div style="text-align:right">_____</div>
<div style="text-align:right">Signature</div>

    District/School Liaison Team for schools in Program Improvement

<div style="text-align:right">_____</div>
<div style="text-align:right">Signature</div>

    Compensatory Education Advisory Committee

<div style="text-align:right">_____</div>
<div style="text-align:right">Signature</div>

    Departmental Advisory Committee (secondary)

<div style="text-align:right">_____</div>
<div style="text-align:right">Signature</div>

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

<div style="text-align:right">_____</div>
<div style="text-align:right">Signature</div>

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

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

6. This SPSA was adopted by the SSC at a public meeting on October 2, 2018.

Attested:

Ursula Ruffalo
_____   _____   _____
   Typed Name of School Principal   Signature of School Principal   Date

_____   _____   _____
   Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date