# 2018-19 School Plan for Student Achievement

**School:**        T. L. Whitehead Elementary School

**CDS Code:**      57727100000000

**District:**      Woodland Joint Unified School District

**Principal:**     James Evans

**Revision Date:** 10-29-18

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:**  James Evans

**Position:**        Principal

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**The District Governing Board approved this revision of the SPSA on 01-  -2019.**

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## School Vision and Mission

**T. L. Whitehead Elementary School's Vision and Mission Statements**
VISION STATEMENT

Our vision is for every student attending Whitehead Elementary School to have the requisite skills needed to be successful in middle school and high school; and ultimately college, career, and life.

MISSION STATEMENT

Our mission is to inspire each learner to strive for extraordinary achievement every day

BELIEF STATEMENTS

We, the staff of Whitehead Elementary School, believe that we must:
- Work together to create a respectful environment that fosters a love of learning, creates productive and caring students, and empowers students to become lifelong learners.
- Hold high expectations for self and students.
- Encourage students to work to their potential.
- Celebrate student successes.
- Provide a safe, caring, and respectful learning environment that promotes high academic achievement and personal growth.
- Engage parents and community members as essential partners in implementing and extending district and school-based initiatives, activities, and decisions.
- Implement exemplary instructional practices that promote and focus on increasing the students' academic achievement.
- Participate in ongoing professional development activities to ensure knowledge and use of research-based programs, practices, and strategies.
- Engage in reflective thinking to ensure mastery of grade-level standards.
- Deliver a standards-based instructional program that meets the needs of the students.
- Assist and support students in the effective use of technology in order to extend their understanding and mastery of grade level standards.

PHILOSOPHY, GOALS, OBJECTIVES

District Vision/Mission Statement

The logo of the Woodland Joint Unified School District represents our expectations of high

achievement for all of our students, Woodland's rich agricultural heritage and the historic role of

public education in our democratic way of life.

MISSION STATEMENT:

The Woodland Joint Unified School District promotes academic excellence and ethical

and responsible citizenship for all its students in a safe, supportive and enriched

learning environment.

DISTRICT VISION:
- Excellence in Student Achievement
- Excellence in Communication
- Excellence in Facilities and Operations

## 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 10,136 students in the 2017-2018 school year.

Whitehead Elementary School operates on a traditional calendar. For the 2017-18 school year, Whitehead had 442 students enrolled in grades transitional kindergarten through six.

Student  Percentage
Hispanic 70.0%
White 16.4%
Asian 6.3%
Two or more races 2.9%
Black or African American 2.0%
Native Hawaiian other Pacific Islander .7%
American Indian or Alaskan Native 1.1%
Filipino .2%
Unknown .4%

## 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).

Last year we conducted a parent survey to see how we can improve parent participation.  We will continue to use the feedback from that data to help us continue to increase parent involvement on the site.

### Classroom Observations

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

This year the district implemented a new performance evaluation.  This evaluation will provide teachers with focused feedback based on their instruction practices.  It will be used as the basis for discussion when talking about areas of excellence and improvement.

<div align="center">**Analysis of Current Instructional Program**</div>

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)

   District assessment data is analyzed by the staff as a whole and areas of focus are identified for further discussion and review. This in-depth analysis will result in identifying instructional practices that need to be modified and staff development to support these modifications. Local assessments are reviewed each trimester and modifications to instructional plans are made.  This year we will also have SBAC results.  We will compare the results of SBAC to the local assessments to determine alignment.  We will look for areas of growth and adjust instruction based on those areas.

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

   Student progress is monitored through collaborative Wednesday activities. Teachers identify target standards, discuss and agree upon instructional activities, analyze student data and student work. In addition, student  progress is monitored and discussed at quarterly academic conferences and weekly meetings with the on-site Specialist

Staffing and Professional Development

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

   All staff at Whitehead Elementary are highly qualified under NCLB.

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

   On going staff development opportunities are determined based on district data and reflected areas of need. Ongoing formative assessments continue to be evaluated to ensure alignment to the standards. Data from the local assessments are used to plan future instruction and our focus of differentiated instructional practices is implemented to support students' needs.

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

   Analysis of student performance data indicated variability between classes at the same grade level. Staff development has been provided, and will continue, in standards based lesson design. Staff development will begin in the the areas of universal access, academic conferencing and cycle of inquiry.

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

   As a  school we will focus on developing Professional Learning Communities where we will focus on Math, Close Reading and GLAD Strategies.  The staff will have time each month to work as a group and develop goals for the month.  They will also be working with the UC Davis Math project from area three to gain additional support.  Additionally, our teachers participate in quarterly writing collaboration sessions by grade level, across the district to share best practices in writing instruction.

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

   Teacher collaboration sessions are held on Wednesday afternoons, when students are released early. In addition, grade levels have release days across 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)

   Through the use of District pacing guides and the core curriculum, lessons will be developed collaboratively thereby assuring alignment and cohesion. Instructional sequences will follow District pacing guide and adopted core curriculum. Universal access materials will be utilized to ensure equity.

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

   Instructional minutes in each classroom reflect the guidelines established in the Academic Performance Survey as follows: A. English Language Arts for 150 minutes daily B. Mathematics for 75 minutes daily C. ELD for 45 minutes daily

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

    During the 2018-19 school year, District will be creating lesson pacing guides for ELA and Math. Teachers will be provided those schedules and use them to guide their instructional pacing.

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

    District-adopted materials have been purchased for and are in use in every classroom.

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 Whitehead Elementary School have access to SBE adopted materials, including intervention materials.

Opportunity and Equal Educational Access

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

    Leveling of students within and across grade levels was initiated as a strategy to enable teachers to provide more focused instruction at students' performance levels. This will be further enhanced by academic conferencing whereby grade level teachers and Special Ed staff will review the data for all students at a grade level. Goals will be developed for students at all levels of proficiency and reviewed at weekly collaborative meetings and following academic conferencing in the Spring. Intervention time schedules have been collected across grade levels for ELA and math.

14. Research-based educational practices to raise student achievement

    Standards-based instruction, teacher-collaboration/calibration, and the use of research-supported materials are all research-based educational practices that are designed to raise student achievement at Whitehead.

<u>Parental Involvement</u>

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

Teachers and the administration communicate regularly with parents through classroom and school-wide newsletters, email, conferences and parent education nights. We also provide a variety of after-school activities to provide outlets for students. The principal, nurse and psychologist, through the SST process, refer parents and students to outside agencies if appropriate. School-based services may be provided to students without an identified disability when the specialist caseload allows and parents' written consent is obtained. Counseling referrals will be made to outside agencies. Students identified as recommended for retention have the opportunity to receive extra instruction during the after-school tutoring/intervention program and summer school.

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)

Whitehead Elementary School has an operating and active School Site Council and English Learner Advisory Committee (ELAC) in addition to PTA. All parent groups serve in an advisory role in the development of school programs.

<u>Funding</u>

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

Categorical monies have been allocated in the following areas to support under-performing students: 1. Instructional Coach to support improved instruction via data analysis.  This person will be hired in addition to the RTI specialist which has been provided by the district.  2. Certificated teachers to provide focused small group instruction 3. Staff development is on-going and the specialists (ELL, RSP and RTI) are on-site or available to provide support for all students : Speech and Language Pathologist Resource Specialist School Psychologist School Nurse, Full-time Therapist, and two day a week School Counselor. Their first responsibility is to assure that all students with disabilities are appropriately served. Resource specialist program services and designated instruction services may be provided to pupils who have not been identified as an individual with a disability in accordance with California Education Code 52850 through 52870, School Based Coordinated Categorical Programs.

18. Fiscal support (EPC)

Whitehead Elementary School receives Title 1 funding, Supplemental Concentration funding, ASES funding, in addition to a small discretionary fund.

## IV. Description of Barriers and Related School Goals

Currently some of our challenges are facilities and the number of new staff to our school site, we are sharing our site with a county program which takes three rooms.  We need an extra portable to house support staff and for target groups.  The new staff need substantial support in the area of classroom management and learning the Whitehead Elementary processes and systems.

# 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 | 54 | 64 | 62 | 53 | 64 | 60 | 53 | 64 | 60 | 98.1 | 100 | 96.8 |
| Grade 4 | 49 | 50 | 57 | 49 | 48 | 56 | 49 | 48 | 56 | 100 | 96 | 98.2 |
| Grade 5 | 60 | 56 | 52 | 58 | 56 | 51 | 58 | 56 | 51 | 96.7 | 100 | 98.1 |
| Grade 6 | 58 | 55 | 59 | 58 | 55 | 58 | 58 | 55 | 58 | 100 | 100 | 98.3 |
| All Grades | 221 | 225 | 230 | 218 | 223 | 225 | 218 | 223 | 225 | 98.6 | 99.1 | 97.8 |

\* 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 | 2410.3 | 2383.5 | 2396.9 | 11 | 7.81 | 11.67 | 28 | 23.44 | 16.67 | 30 | 28.13 | 38.33 | 30 | 40.63 | 33.33 |
| Grade 4 | 2445.3 | 2454.9 | 2431.7 | 14 | 10.42 | 14.29 | 27 | 35.42 | 21.43 | 29 | 22.92 | 21.43 | 31 | 31.25 | 42.86 |
| Grade 5 | 2505.8 | 2466.8 | 2503.8 | 10 | 12.50 | 13.73 | 47 | 25.00 | 45.10 | 26 | 19.64 | 19.61 | 17 | 42.86 | 21.57 |
| Grade 6 | 2500.2 | 2522.3 | 2481.9 | 3 | 7.27 | 8.62 | 36 | 41.82 | 20.69 | 29 | 30.91 | 31.03 | 31 | 20.00 | 39.66 |
| All Grades | N/A | N/A | N/A | 10 | 9.42 | 12.00 | 35 | 30.94 | 25.33 | 28 | 25.56 | 28.00 | 27 | 34.08 | 34.67 |

| 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 | 9 | 12.50 | 10.00 | 51 | 45.31 | 61.67 | 40 | 42.19 | 28.33 |
| Grade 4 | 16 | 16.67 | 14.29 | 55 | 52.08 | 48.21 | 29 | 31.25 | 37.50 |
| Grade 5 | 14 | 16.07 | 19.61 | 60 | 37.50 | 56.86 | 26 | 46.43 | 23.53 |
| Grade 6 | 10 | 16.36 | 18.97 | 53 | 50.91 | 32.76 | 36 | 32.73 | 48.28 |
| All Grades | 12 | 15.25 | 15.56 | 55 | 46.19 | 49.78 | 33 | 38.57 | 34.67 |

| 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 | 15 | 4.69 | 10.00 | 55 | 53.13 | 41.67 | 30 | 42.19 | 48.33 |
| Grade 4 | 12 | 10.42 | 12.50 | 57 | 52.08 | 42.86 | 31 | 37.50 | 44.64 |
| Grade 5 | 21 | 17.86 | 25.49 | 59 | 41.07 | 50.98 | 21 | 41.07 | 23.53 |
| Grade 6 | 12 | 20.00 | 13.79 | 48 | 50.91 | 43.10 | 40 | 29.09 | 43.10 |
| All Grades | 15 | 13.00 | 15.11 | 55 | 49.33 | 44.44 | 30 | 37.67 | 40.44 |

| Listing<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Grade 3** | 9 | 6.25 | 8.33 | 74 | 65.63 | 73.33 | 17 | 28.13 | 18.33 |
| **Grade 4** | 10 | 18.75 | 12.50 | 71 | 66.67 | 67.86 | 18 | 14.58 | 19.64 |
| **Grade 5** | 9 | 5.36 | 15.69 | 78 | 66.07 | 70.59 | 14 | 28.57 | 13.73 |
| **Grade 6** | 10 | 21.82 | 5.17 | 72 | 58.18 | 63.79 | 17 | 20.00 | 31.03 |
| **All** Grades | 10 | 12.56 | 10.22 | 74 | 64.13 | 68.89 | 17 | 23.32 | 20.89 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Grade 3** | 11 | 6.25 | 11.67 | 72 | 57.81 | 50.00 | 17 | 35.94 | 38.33 |
| **Grade 4** | 14 | 12.50 | 12.50 | 55 | 66.67 | 51.79 | 31 | 20.83 | 35.71 |
| **Grade 5** | 33 | 17.86 | 25.49 | 53 | 41.07 | 62.75 | 14 | 41.07 | 11.76 |
| **Grade 6** | 19 | 21.82 | 18.97 | 64 | 65.45 | 50.00 | 17 | 12.73 | 31.03 |
| **All** Grades | 20 | 14.35 | 16.89 | 61 | 57.40 | 53.33 | 19 | 28.25 | 29.78 |

**Conclusions based on this data:**

1. Need to focus instruction on reading, demonstrating understanding of literature and nonfiction.

2. Need to increase student reading throughout the day and across all content areas with emphasis on nonfiction.

## 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** | 54 | 64 | 62 | 53 | 64 | 62 | 53 | 64 | 62 | 98.1 | 100 | 100 |
| **Grade 4** | 49 | 50 | 57 | 49 | 49 | 57 | 49 | 49 | 57 | 100 | 98 | 100 |
| **Grade 5** | 60 | 56 | 52 | 59 | 56 | 52 | 59 | 56 | 52 | 98.3 | 100 | 100 |
| **Grade 6** | 58 | 55 | 59 | 58 | 55 | 58 | 58 | 55 | 58 | 100 | 100 | 98.3 |
| **All** Grades | 221 | 225 | 230 | 219 | 224 | 229 | 219 | 224 | 229 | 99.1 | 99.6 | 99.6 |

* 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 | 2412.9 | 2384.8 | 2392.5 | 9 | 4.69 | 11.29 | 26 | 21.88 | 11.29 | 34 | 23.44 | 32.26 | 30 | 50.00 | 45.16 |
| Grade 4 | 2441.8 | 2459.5 | 2436.2 | 4 | 8.16 | 10.53 | 16 | 26.53 | 15.79 | 51 | 38.78 | 36.84 | 29 | 26.53 | 36.84 |
| Grade 5 | 2458.6 | 2480.8 | 2488.6 | 5 | 17.86 | 13.46 | 17 | 12.50 | 17.31 | 27 | 28.57 | 32.69 | 51 | 41.07 | 36.54 |
| Grade 6 | 2512.8 | 2517.5 | 2458.6 | 10 | 7.27 | 6.90 | 28 | 27.27 | 17.24 | 24 | 40.00 | 25.86 | 38 | 25.45 | 50.00 |
| All Grades | N/A | N/A | N/A | 7 | 9.38 | 10.48 | 22 | 21.88 | 15.28 | 33 | 32.14 | 31.88 | 37 | 36.61 | 42.36 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 23 | 15.63 | 19.35 | 38 | 28.13 | 27.42 | 40 | 56.25 | 53.23 |
| Grade 4 | 12 | 12.24 | 15.79 | 39 | 53.06 | 35.09 | 49 | 34.69 | 49.12 |
| Grade 5 | 10 | 23.21 | 19.23 | 31 | 28.57 | 28.85 | 59 | 48.21 | 51.92 |
| Grade 6 | 19 | 25.45 | 12.07 | 41 | 47.27 | 25.86 | 40 | 27.27 | 62.07 |
| All Grades | 16 | 19.20 | 16.59 | 37 | 38.39 | 29.26 | 47 | 42.41 | 54.15 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 19 | 10.94 | 11.29 | 53 | 32.81 | 45.16 | 28 | 56.25 | 43.55 |
| Grade 4 | 8 | 12.24 | 8.77 | 51 | 57.14 | 35.09 | 41 | 30.61 | 56.14 |
| Grade 5 | 8 | 16.07 | 23.08 | 42 | 42.86 | 40.38 | 49 | 41.07 | 36.54 |
| Grade 6 | 10 | 10.91 | 12.07 | 50 | 47.27 | 34.48 | 40 | 41.82 | 53.45 |
| All Grades | 11 | 12.50 | 13.54 | 49 | 44.20 | 38.86 | 40 | 43.30 | 47.60 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 15 | 7.81 | 11.29 | 58 | 54.69 | 45.16 | 26 | 37.50 | 43.55 |
| Grade 4 | 6 | 10.20 | 12.28 | 59 | 53.06 | 38.60 | 35 | 36.73 | 49.12 |
| Grade 5 | 7 | 12.50 | 9.62 | 53 | 42.86 | 46.15 | 41 | 44.64 | 44.23 |
| Grade 6 | 14 | 12.73 | 12.07 | 55 | 49.09 | 36.21 | 31 | 38.18 | 51.72 |
| All Grades | 11 | 10.71 | 11.35 | 56 | 50.00 | 41.48 | 33 | 39.29 | 47.16 |

**Conclusions based on this data:**

1. Need to increase the rigor in the classroom

2. Need to be cognizant on DOK level instruction, focus on DOK 2 & 3

## V. School and Student Performance Data

### CELDT (Annual Assessment) Results

| Grade | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Percent of Students by Proficiency Level on CELDT Annual Assessment** | | | | | | | | | | | | | | |
| | 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 | | | | 17 | 11 | | 58 | 44 | | 17 | 22 | | 8 | 22 | |
| 1 | 8 | 21 | | 37 | 49 | | 42 | 21 | | 8 | 8 | | 5 | 3 | |
| 2 | 8 | 11 | | 35 | 23 | | 40 | 54 | | 15 | 6 | | 3 | 6 | |
| 3 | 14 | 3 | | 39 | 34 | | 29 | 41 | | 7 | 9 | | 11 | 13 | |
| 4 | 10 | 8 | | 35 | 42 | | 45 | 25 | | 5 | 25 | | 5 | | |
| 5 | | 10 | | 39 | 52 | | 39 | 29 | | 17 | | | 6 | 10 | |
| 6 | 18 | 7 | | 23 | 47 | | 41 | 33 | | 5 | 13 | | 14 | | |
| Total | 9 | 10 | | 34 | 38 | | 40 | 36 | | 10 | 9 | | 7 | 7 | |

**Conclusions based on this data by levels:**

1. Students took the ELPAC in April/May for the first time - no data available

2. Twenty-for students this school year have been rreclassified.

## 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 | | | | 5 | 5 | | 35 | 24 | | 16 | 21 | | 44 | 50 | |
| 1 | 8 | 22 | | 37 | 49 | | 42 | 20 | | 8 | 7 | | 5 | 2 | |
| 2 | 7 | 11 | | 36 | 22 | | 38 | 54 | | 14 | 8 | | 5 | 5 | |
| 3 | 14 | 3 | | 39 | 34 | | 29 | 41 | | 7 | 9 | | 11 | 13 | |
| 4 | 10 | 7 | | 35 | 43 | | 45 | 21 | | 5 | 29 | | 5 | | |
| 5 | | 9 | | 37 | 50 | | 37 | 27 | | 16 | 5 | | 11 | 9 | |
| 6 | 18 | 12 | | 23 | 41 | | 41 | 29 | | 5 | 18 | | 14 | | |
| Total | 7 | 9 | | 28 | 32 | | 38 | 32 | | 11 | 13 | | 17 | 15 | |

**Conclusions based on this data by levels:**

1. In April / May students took the new ELPAC assessment, results have not been returned.

2. Twenty-four students have been reclassified this school year.

**School and Student Performance Data**

<u>Equity Report</u>

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 | 0 |
| College/Career (9-12) | N/A | N/A | N/A |
| English Language Arts (3-8) | 🟠 | 3 | 3 |
| Mathematics (3-8) | 🟡 | 3 | 2 |

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. Stronger emphasis on ELA and being cognizant of DOK levels with an emphasis of Level 2 & 3 should occur in 2018-19.

2. Students in 3 groups are not making adequate progress in ELA.

# 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 |  | 478 | High 3.1% | Declined Significantly -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 |  | 478 | High 3.1% | Declined Significantly -1% |
| English Learners |  | 210 | Medium 1.9% | Maintained +0.2% |
| Foster Youth | | 6 | * | * |
| Homeless | | 11 | Very High 9.1% | Increased Significantly +4.3% |
| Socioeconomically Disadvantaged |  | 414 | High 3.6% | Declined Significantly -1.1% |
| Students with Disabilities |  | 45 | Very Low 0% | Declined Significantly -5.9% |
| African American | | 11 | Very Low 0% | Maintained 0% |
| Asian | | 29 | Very Low 0% | Maintained 0% |
| Filipino | | 1 | * | * |
| Hispanic |  | 351 | High 3.1% | Declined Significantly -1.1% |
| Pacific Islander | | 3 | * | * |
| Two or More Races | | 10 | * | * |
| White |  | 71 | Medium 2.8% | Declined Significantly -3.2% |

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. Suspension of students with disabilities declined significantly.

2. The socio-economically disadvantaged student group increased significantly. This group is 85% of the school population

# 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 |  | 200 | Medium 73.0% | Maintained -1.3% |

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) |  | Medium 1.9% | Maintained +0.2% |
| English Learner Progress (1-12) |  | Medium 73.0% | Maintained -1.3% |
| English Language Arts (3-8) |  | Low 33.3 points below level 3 | Declined -10.9 points |
| Mathematics (3-8) |  | Low 49.5 points below level 3 | Maintained -0.5 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.  English Learners in ELA declined 10.9 %

2.  Need an emphasis on ELD instruction, teaching to the standards.

# 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) | | 215 | Low 26.3 points below level 3 | Declined -10.1 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 | | 215 | Low 26.3 points below level 3 | Declined -10.1 points |
| English Learners | | 143 | Low 33.3 points below level 3 | Declined -10.9 points |
| Foster Youth | | 2 | * | * |
| Homeless | | 4 | * | * |
| Socioeconomically Disadvantaged | | 190 | Low 33.7 points below level 3 | Declined -10.6 points |
| Students with Disabilities | | 17 | Very Low 91.9 points below level 3 | Declined -14.5 points |
| African American | | 3 | * | * |
| Asian | | 16 | High 16.4 points above level 3 | Increased Significantly +18.3 points |
| Hispanic | | 161 | Low 37.3 points below level 3 | Declined Significantly -15.7 points |
| Pacific Islander | | 1 | * | * |
| Two or More Races | | 5 | * | * |
| White | | 29 | Medium 1.5 points below level 3 | Declined Significantly -15.9 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 | 92 | Medium<br>1.9 points above level 3 | Declined Significantly<br>-31.8 points |
| EL - English Learner Only | 51 | Very Low<br>96.6 points below level 3 | Declined Significantly<br>-33.2 points |
| English Only | 65 | Low<br>20.3 points below level 3 | Declined<br>-13.3 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. Need to closely monitor that the ELD standards are being met

2. Need to monitor that the Literacy standards are being taught throughout the day in all content areas

# 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) | | 215 | Low<br>38.9 points below level 3 | Increased<br>+3 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 | | 215 | Low<br>38.9 points below level 3 | Increased<br>+3 points |
| English Learners | | 143 | Low<br>49.5 points below level 3 | Maintained<br>-0.5 points |
| Foster Youth | | 2 | * | * |
| Homeless | | 4 | * | * |
| Socioeconomically Disadvantaged | | 190 | Low<br>46.2 points below level 3 | Increased<br>+5 points |
| Students with Disabilities | | 17 | Very Low<br>119.9 points below level 3 | Declined Significantly<br>-25.7 points |
| African American | | 3 | * | * |
| Asian | | 16 | Medium<br>8.1 points below level 3 | Increased<br>+14.1 points |
| Hispanic | | 161 | Low<br>51.5 points below level 3 | Declined<br>-3.3 points |
| Pacific Islander | | 1 | * | * |
| Two or More Races | | 5 | * | * |
| White | | 29 | High<br>3 points above level 3 | Increased<br>+10.7 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 | 92 | Medium<br>21.2 points below level 3 | Declined Significantly<br>-15.7 points |
| EL - English Learner Only | 51 | Very Low<br>100.4 points below level 3 | Declined Significantly<br>-19.5 points |
| English Only | 65 | Medium<br>23.6 points below level 3 | Increased<br>+8.9 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.  Need to increase the rigor being taught in each class in each grade.

2.  Need to be cognizant of DOK 2 & 3 in questioning, student activities.

# School and Student Performance Data

## Detailed Report

### Academic Performance

| English Learner Progress Indicator (Grades K-12) | | |
|---|---|---|
| **Student Group** | **2016** | **2017** |
| **English Learners** | 74.3% | 73.0% |

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** | 16.2 points below level 3 | 26.3 points below level 3 |
| **Mathematics** | 41.9 points below level 3 | 38.9 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. Dropped an additional 10 data points below level 3 in ELA

2. Need a school wide emphasis in ELA

**School and Student Performance Data**

<div align="center">

**Detailed Report**

**School Conditions and Climate**

</div>

| Suspension | | |
|---|---|---|
| **Indicator** | **2016** | **2017** |
| **Suspension** | 4.2% (20) | 3.1% (15) |

**Conclusions based on this data:**

1. Suspensions dropped 1%

# 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. English Learners need focused instruction on ELD standards

2. School wide emphasis on ELA, and teaching to the CCSS

3. Need to focus on teaching literacy standards across all content areas throughout the day

## 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: |
| --- |
| Performance Goal 1A, 1B, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B |
| All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills. |
| **Data Used to Form this Goal:** |
| LCAP Goal 1:<br><br>Data Point: SBAC Data<br><br><br>ELA Overall School-wide<br>2017<br>41% Met<br>59% Not Met<br>2016<br>45% Met<br>55% Not Met<br><br><br>Math Overall School-wide<br>2017<br>31% Met<br>69% Not Met<br>2016<br>29% Met<br>71% Not Met<br><br>2017 SBAC ELA<br>Results by grade level<br><br>Standard Exceeded = Level 4<br>Standard Met = Level 3<br>Standard Nearly Met = Level 2 |

Standard Not Met = Level 1

Grade 3
# of student enrolled = 64
# of students tested = 64
# of students with scores = 64
Level 4 = 7.81
Level 3 = 23.44
Level 2 = 28.13
Level 1 = 40.63

Grade 4
# of student enrolled = 50
# of students tested = 48
# of students with scores = 48
Level 4 = 10,42
Level 3 = 35.42
Level 2 = 22.92
Level 1 = 31.25

Grade 5
# of student enrolled = 56
# of students tested = 56
# of students with scores = 56
Level 4 = 12,50
Level 3 = 25.0
Level 2 = 19.64
Level 1 = 42.86

Grade 6
# of student enrolled = 55
# of students tested = 55
# of students with scores = 55
Level 4 = 7.27
Level 3 = 41.82
Level 2 = 30.91
Level 1 = 20.00

All Students Gr. 3-6

Reading: How well do students understand stories and information that they read?
Above Standard: 15.25
Near Standard:46.19

Below Standard: 38.57

Writing:  How well do students communicate in writing?
Above Standard:13.9
Near Standard: 49.33
Below Standard: 38.57

Listening:  How well do students understand spoken information?
Above Standard:12.56
Near Standard:64.13
Below Standard: 23.32

Research / Inquiry: How well can students find and present information about a topic?
Above Standard:14.35
Near Standard:57.40
Below Standard: 28.25


2017 SBAC Math
Results by grade level

Standard Exceeded = Level 4
Standard Met = Level 3
Standard Nearly Met = Level 2
Standard Not Met = Level 1

Grade 3
# of student enrolled = 64
# of students tested = 64
# of students with scores = 64
Level 4 = 4.69
Level 3 = 21.88
Level 2 = 23.44
Level 1 = 50.00

Grade 4
# of student enrolled = 50
# of students tested = 49
# of students with scores = 49
Level 4 = 8.16
Level 3 = 26.53
Level 2 = 38.78
Level 1 = 26.53

Grade 5
# of student enrolled = 56
# of students tested = 56
# of students with scores = 56
Level 4 = 17.86
Level 3 = 12.50
Level 2 = 28.57
Level 1 = 41.07

Grade 6
# of student enrolled = 55
# of students tested = 55
# of students with scores = 55
Level 4 = 7.27
Level 3 = 27.27
Level 2 = 40.00
Level 1 = 25.45

All Students = Grades 3-6

Concepts & Procedures; How well do students use mathematical concepts and Ideas?
Above Standard = 19.2
Near Standard = 38.39
Below Standard = 42.41

Problem Solving and Modeling & Data Analysis;  How well can students show and apply their problem solving skills?
Above Standard = 12.50
Near Standard = 44.20
Below Standard = 43,39

Communicating Reasoning: How well can students think logically and express their thoughts in order to solve a problem?
Above Standard =10.71
Near Standard = 50.00
Below Standard = 39.29

READING
% of students who are ON or ABOVE level
Grade 2: 24%
Grade 3: 29%
Grade 4: 13%

Grade 5: 19%
Grade 6: 20%

MATH
% of students who are ON or ABOVE level
Grade 2: 09%
Grade 3: 02%
Grade 4: 17%
Grade 5: 17%
Grade 6: 17%

Guiding Questions:
? What do you notice about the overall scores?
? What differences in scores exist with your subgroups compared to the all-student group?
? Are there any patterns that emerge across grade levels and subgroups, by content area, and/or by claim area?
iReady is being used in grades 2-6 at our site this year.

? Initial Reading assessment data is showing that 4th grade has the lowest % of students who are on or above grade level while 3rd grade is the highest.
? For most grade levels the differences in % in reading are minimal between classes but in at least two grade levels (3rd and 5th) there are sizeable differences between class results.
? Initial Math assessment data is showing that 3rd grade has the lowest % of students who are on or above grade level while grades 4-6 are tied for highest.
? The data also shows that even within grade levels there are sizeable gaps in the % of students on or above grade level in math. In 6th grade, for example, one class has 18% more students on or above grade level than the other class.
? For both Reading and Math results on I-Ready are not distributed by student subgroups.

Data Point: Attendance 03/18
Clarity
Research:
Chronically absent is determined by 10% of school days missed. Students in the data that are grouped by subgroups can be duplicated. September is the month that dictates chronic truancies. Any student who misses 2 days in September result in becoming chronically absent in the future.

The following subgroups have significant percentage of chronic absences than the other subgroups:

Homeless          18% Chronically Absent  = 2 students
EL                      11% Chronically Absent  = 23 students
Low Income        14% Chronically Absent  = 58 students

The % rate of students identified as chronically absent is approximately 12.8% of the total attendance rate. It should be noted that this figure does not deviate significantly from the % rate of students chronically absent in the school's primary subgroups. Among the school's primary subgroups the % rate for chronically absent students is as follows:

Hispanics (13.1%), Whites (15.5%).

The % rate of chronically absent students is a serious concern but the knowledge that two subgroups in particular, Homeless and Foster students account for the vast majority of cases assists the school in addressing the issue.

Likewise, to know that there is no sizable difference in the chronic absent rate for the school's major student subgroups makes the task of identifying and reaching out to the families of absent students a far more manageable task than if the absences fell on one or more of the school's largest subgroups.

**Findings from the Analysis of this Data:**

All of our students who were eligible took the SBAC and scored as follows:

Standard Exceeded = Level 4
Standard Met = Level 3
Standard Nearly Met = Level 2
Standard Not Met = Level 1

English Only
ELA
Above 13%
At/meets 68%
Below 32%

Math
Above 1%
At/meets 41%
Below 49%

English Learners (RFEP)
ELA
Level 4 = 0
Level 3 = 0
Level 2 = 14.3
Level 1 = 86.8

Met or exceeded = 0
Not met = 100%

Math
Level 4 = 0
Level 3 = 2.6
Level 2 = 10.5
Level 1 = 86.8

Met or exceeded = 3%
Not met = 97%


Socially Economically Disadvantaged
ELA
Level 4 = 8.4
Level 3 = 25.2
Level 2 = 32
Level 1 = 42.6

Met or exceeded = 34%
Not Met = 66%

Math
Level 4 = 8.2
Level 3 = 17.2
Level 2 = 32
Level 1 = 42.6

Met or exceeded = 25%
Not Met = 75%


Foster Youth
N/A

Local Assessment - I Ready (grades 2-6
English Learners
Over 80% = 0
92 of 292

Socially Economically Disadvantaged

Over 80% = 13 of 292

Foster
Over 80% = 1 student

Special Education-
When you look at our current Special Education Students on the Smarter Balance they scored at follows:  18% of the students scored at or near grade level standards and 82% scored below on the ELA portion of the exam.  In math, 12% scored at or near grade level and 88% scored below.  This data gives us a snap shot of what they will be tested on in the spring.  The benchmark data seems to be considerably higher than how they do on the SBAC.  We need to look at multiple sources of data to make sure we are meeting the needs of these students.

English Language Learners:
The statistic that stands out the most is that our RFEP students are outscoring all other students!  This shows that the district has done an outstanding job of setting high standards for reclassification.  The data also shows that our students who have been here for less than five years continue to struggle academically.  Once cause of this is that there are other issues associated with these students such as learning disabilities.
Socially Economic Disadvantaged:
The data shows a general trend of our students doing well when they first arrive at Whitehead and then their scores slide as they progress in their grade level.  They are not scoring as well as their peers that are at an economic advantage.  They also are not scoring as well as their peers that are RFEP students.  Many of these RFEP students would be classified as SED too.

## How the School will Evaluate the Progress of this Goal:

Assessments used: WJUSD ELA Interim Assessments; DIBELS reading passages, WRITE Institute writing samples, curriculum-embedded assessments, daily checking for understanding. Process of Evaluation: Cycle of Inquiry, interim benchmark assessment data via regular teacher collaboration time, including academic conferences. During the months of August and September, the following will be done:
1. Interpret prior year third trimester interim data
2. Collaborate to determine lesson sequence for each flexible group including interventions for remediation and acceleration
3. Determine training and/or coaching needs (lesson sequence, data, etc.).
During the months of November and December, the school will do the following:
1. Interpret first trimester interim data
2. Collaborate to determine lesson sequence for each flexible group
3. Rearrange student groups according to first trimester data
4. Determine training and/or coaching needs (lesson sequence, data, etc.).
Finally, during the months of February and March, the teaching staff will do the following:
1. Interpret second trimester data
2. Collaborate to determine lesson sequence for each flexible group
3. Rearrange student groups according to second trimester data 4. Determine training and/or coaching needs (lesson sequence, data, etc.)-------

## First Interim Analysis:

Results from the first trimester BPST in Kindergarten are promising with 59% of students at benchmark for blending and 100% in upper and lower case letters. In first grade at least two thirds or more of students on the BPST scored at benchmark on consonant blends, segmenting and  irregular words. In grades 2-6 the I-Ready reading results indicate

that all classes made improvements from their initial assessments in August.  A major challenge is that the majority of students in grades 4-6 continue to perform below level on reading assessments.

With regards to mathematics more dramatic gains were made compared to the beginning of the year. In grade 3, for instance, there was a jump of 20% average of student making benchmark. Sixth grade had the most improvement with a 27% increase (from 17% to 44% average) in the percentage of students who tested on or above level. These positive developments aside important gaps remain with the majority of students in several classes performing below level on math.

We continue to monitor progress in our Academic Language Development, English Language Development and Math Intervention groups. The composition of the groups will be adjusted according to the results of the first trimester data. The teachers will continue to collaborate on best teaching practices in ELA and Math. It should also be noted that a third of our classroom teaching staff is new to our school this year.

**Second Interim Analysis:**

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| 1.1 Teacher Collaboration<br><br>Collaboration within grade levels will ensure that standards-based instruction is occurring in each classroom based on agreed upon District pacing guide. Assessments for each standard taught will be the same within each grade level to ensure equal access and consistency of the standards taught. Use of academic conferencing and weekly collaborative planning meetings will provide the structure for discussing students' needs and the creation of action plans and lesson plans to ensure the achievement of all students. | 8/01/2018 - 6/30/2019 | Teachers Intervention instructor Principal | Substitutes assessments | Title I Part A: Basic Grants Low-Income and Neglected | 3247.00 |
| | | | Copies for supplemental supplies | Site Discretionary | 1247.00 |
| | | | Substitutes for collaboration | Supplemental/Concentration | 1253.00 |
| | | | Academic Conferences/Staff Meetings/On-Site Workshops/Teacher Work Day Collaboration Meeting, Collaboration Meetings. Refreshments/snacks/luncheons. | Site Discretionary | 1000.00 |
| 1.2 Academic Support and Coaching<br><br>The teacher assigned to this position provides direct academic support to K-6 students in small groups, as well as collaborative planning and coaching to teachers across grade levels. The priority for this position is the planning, coaching, and teaching of the focus standards, front-loading lessons for all students, increasing access to the core curriculum and differentiating instruction to ensure student acquisition of basic reading and writing skills. The teacher assigned to this position provides direct and small group intervention support, as well as coaching support in the following areas:<br>* Increasing access to the core | 8/01/2018 - 6/30/2019 | Intervention Teacher/academic support provider | Title I teacher | Title I Part A: Basic Grants Low-Income and Neglected | 80,000.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| curriculum for all learners<br>* Managing and differentiating instruction to ensure student acquisition of basic reading and writing skills<br>* Instructional strategies as they relate to meeting the needs of all students | | | | | |
| 1.3 Adopt research-proven instructional strategies to provide best initial instruction<br><br>Teachers will use research based instructional strategies to increase student engagement and increase student achievement. In addition, teachers will utilize the universal access components of the core to guarantee equitable access to a rigorous education.  Teachers will attend staff development sessions to support this action.<br><br>Technology support will be a focus at our site.  Teachers will need support implementing technology into their classroom in order to meet 21st century needs for our students. Some of the supports that may be needed are: professional development implementing the Chrome Books, supports with programs and apps, purchasing of apps for students. | 8/01/2018-6/30/2019 | Teachers | Renaissance Learning<br><br>Technology<br><br>Math and science materials to supplement the core | Title I Part A: Basic Grants Low-Income and Neglected<br><br>Supplemental/Concentration<br><br>Supplemental/Concentration | 7000.00<br><br>7500<br><br>10000 |
| 1.4<br>Supplies for daily classroom and | 08/01/2018-06/30/2019 | Principal | Supplies | Site Discretionary | 9381.16 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
| --- | --- | --- | --- | --- | --- |
| | | | Description | Funding Source | Amount |
| office needs such as paper, pencils etc. | | | Supplies | Supplemental/Concentration | 3000 |
| 1.5 Teacher collaboration<br><br>Teacher will use the adopted curriculum for instruction. Teachers will participate in the follow-up training provided by the District and follow the District pacing guide. Daily assessments and interventions will be provided. Teachers will teach the required instructional and intervention minutes.  They will have the opportunity to support core instruction before or after school.<br><br>Teachers will use PLC's and coaching models.  They will be allowed time to work with one another during and after the school day so that they can collaborate about their instruction and set goals for both Math and ELA. | 08/01/2018-06/30/2019 | Principals Teachers Support Staff | substitutes for teacher collaboration, observations | Supplemental/Concentration | 5000 |
| 1.6 Students will need additional support to reach the expectations of the Common Core standards.  These programs will provide direct academic support to K-6 students with access to Technology Academic Applications. | 08/01/2018-06/30/2019 | Principal Teachers Support Staff | Starfall | Site Discretionary | 250.00 |
| 1.7 After School interventions<br><br>Teachers will provide after school support for those students who may not qualify for ASES but are still working below grade level.  Teachers will submit a proposal with objectives | 08/01/2018 to 06/30/2019 | Principal and Teachers | Teachers on site | After School and Education Safety (ASES) | 6724.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| on how they will meet the needs of the students. | | | | | |
| 1.8 Recruitment Coordinator of UC Davis tutors<br><br>We are going to work with UC Davis to have a work study coordinator help us hire and train U.C. Davis students to tutor in our after school program.  This will ensure that the tutors are trained properly.  The person will also evaluate the tutors and give them feedback on their job performance. | 08/01/2018 to 06/30/2019 | UC Davis work study coordinator | Work Study Coordinator | Supplemental/Concentration | 1500.00 |
| 1.9 Teachers will participate instructional models that aim to help teachers by providing differentiated strategies to integrate instruction in English and Mathematics and grade-level content in a heterogeneous, mainstream classroom. | 08/01/2018 to 06/30/2019 | District Trainings, Non-District Trainings principal and teachers | ELA-Math training / Professional Development | Supplemental/Concentration | 8,000.00 |

## 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:** |
| --- |
| Performance Goal 1A, 1B, 1C, 1D, 1E, 2A-2G, 3, 4 & 5A-5B |
| Every Student will Graduate High School and be Competitively College and Career Ready Through a Choice of Pathways. |
| **Data Used to Form this Goal:** |
| LCAP Goal 2:  All students will graduate high school and be competitively college and career ready through personalized learning. |
| **Findings from the Analysis of this Data:** |
| Focusing on Tier 1 interventions, such as ASES and after school tutoring include 23% of the student population. |
| **How the School will Evaluate the Progress of this Goal:** |
| We will analyze the data of all the programs above to see if it is reaching a large number of our students.  We will also analyze our ASES and after school interventions to see if they are improving student performance.  All after school intervention programs must have a beginning set of data, mid point set of data, and an exit assessment to show how effective the program is.  This data can be compared to the SBAC and district benchmark assessments to see its reliability. |
| **First Interim Analysis:** |
| Students are getting hands on science enrichment through our school garden project and science exploration activities. |
| **Second Interim Analysis:** |
| Development of Self-Care and Social Growth During Unstructured Play. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
| --- | --- | --- | --- | --- | --- |
| | | | Description | Funding Source | Amount |
| 2.1 After School Tutoring interventions<br><br>Teachers and classified staff will provide after school intervention to below and approaching students. Extended learning opportunities will be provided for our New Comers and Migrant Ed to help increase their language proficiency.  In addition, outside supplemental education service providers will provide extended day tutoring to qualified students identified as under-performing academically in either ELA, math or science. | 08/01/2018-06/30/2019 | Teachers | Supplemental Materials-ASES | After School and Education Safety (ASES) | 1,701.50 |
| | | | Supplemental Materials | Supplemental/Concentration | 8807.00 |
| | | | Afterschool academic support from teachers | Title I Part A: Basic Grants Low-Income and Neglected | 2641 |
| 2.2 ASES Program<br><br>UC Davis students and other tutors will provide homework assistance on a daily basis for an hour block of time in a safe educationally enriching alternative room during non-school hours.  Enrichment activities will include recreation, art and science. | 08/01/2018-06/30/2019 | ASES Coordinator ASES tutor | ASES coordinator | After School and Education Safety (ASES) | 27,401.00 |
| | | | ASES tutor | After School and Education Safety (ASES) | 53,000.00 |
| | | | Enrichment | After School and Education Safety (ASES) | 11797.50 |
| 2.3 College and career<br>Promote higher education at the site by creating a college bound environment.  We will make the rooms college and career themes.  We will attempt to make college visits by the grade levels.  Host a college and career day across the grade levels.  Invite university reps from local colleges / universities. | 08/01/2018-06/30/2019 | Teachers Principal | College Awareness Materials & Information | Title I Part A: Basic Grants Low-Income and Neglected | 500.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| 2.4 Enrichment for exposure to a variety of career paths. This also includes activities for the garden and family science enrichment night. | 08/01/2018-06/30/2019 | Principal and ASES Garden coordinator | Classroom enrichment activities and field trips to expose students to a various fields of study | Supplemental/Concentration | 13683 |
| | | | | Site Discretionary | 1401.84 |
| 2.6 Kinders at College at Woodland Community College Students get to have a hands on experience at a local college where they tour the campus and learn how important it is to go to college. | 08/01/2018 - 06/30/2019 | Principal and teachers | College visit | Supplemental/Concentration | 1000 |
| 2.7 Provide opportunities to build on skills outside of the classroom as relates to furthering the educational and social skills for success.  Ex: game club, sportsmanship, collaborative games. | 08/01/2018 - 06/30/2019 | Principal, counselor and  teachers | Sports enrichment | Supplemental/Concentration | 1500 |

## VI. Planned Improvements in Student Performance

**<u>All students will be successful through the development of targeted and coherent systems of support.</u>**

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:** |
| --- |
| Performance Goal 1A, 1B, 1C, 1E, 1F, 2A-2G, 3, 4 & 5A-5B |
| Provide a Multi-Tiered System of Support for all students. |
| **Data Used to Form this Goal:** |
| Goal 3:<br>Suspensions and Expulsions: as of 3/18<br><br>Students     #     Status     Change<br>All         478     -1%     decline<br>ELs        210     1.9     maintained<br>Soc. Disadv 414     3.6     decline<br>Hispanic   351     3.1     decline<br>White      71     2.8     decline<br><br>Attendance:<br><br>Homeless     18% Chronically Absent = 2 students<br>EL            11% Chronically Absent = 23 students<br>Low Income     14% Chronically Absent = 58 students<br><br>Physical Fitness:<br>HFZ is an acronym for Healthy Fitness Zone<br>56 students tested = 5th grade<br>physical fitness area     % needs improvement<br>Aerobic Capacity     50%<br>Body Composition     16%<br>Abdominal Comp.     12%<br>Trunk Extension     12%<br>Upper Body     9%<br>Flexibility     29% |

We will use the suspension and attendance data from the same points during the previous year to determine if the social worker and interns we have recruited are making a significant change in attendance and suspensions of our students.  We will use the Leadership team to help us analyze this data as well as our student referral data.

We will look at the parent surveys conducted this year to stratagize  and develop a plan to implement change as a school.  We want to increase parent participation in all groups and all activities at school.  We will analyze data from school events to see if we see an increase in attendance and participation by parents. We will continue to survey parents about our activities so that we can better meet their needs.

We have a social worker (Communicare) who is working with 18 of our students with the highest needs.  She does one hour a week of individual therapy with these students.  She also works with the parents on an as needed basis.  She does not complete therapy for students who are working with an outside provider as this may conflict with her therapy.  She is currently working on site four and one half days per week.

## Findings from the Analysis of this Data:

We have noticed in our attendance data that we have more difficulty getting our younger students to attend school.  We will look for patterns of why students are being pulled out and address those issues.  We have noticed a trend of suspension rates going down this year.  Our social worker is working with many of the older students that were having difficulty last year.  We need to focus on ways to continue to help our younger students.  We will continue to  look at our suspension and attendance data monthly.  Any students who we feel need support with behavior or getting to school will be referred to our social worker or counselor.  We will also have our MTSS team meet monthly to look at the data and to try and determine any patterns they might see.  We will then strategize  to work together to come up with solutions to common problems.

## How the School will Evaluate the Progress of this Goal:

Attendance reports, Suspension reports and Referral reports

## First Interim Analysis:

Each student identified as chronically absent has received follow up contacts including home visits. In the first trimester the school introduced new discipline policies and procedures.The staff is receiving assistance from a full time RTI Specialist and a part time PBIS coach. Also counseling services have been increased this year.  The number of referrals in the first trimester this year has decreased significantly as well.  The school will continue with its positive behavior intervention system to ensure more students are in school and not suspended. The staff also agrees that more can be done to improve parental involvement at school.  The staff completed a school wide professional development on Trauma Informed Care.

## Second Interim Analysis:

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| 3.1 Social Worker to support our students.<br><br>Many of our students experience trauma early on in their lives.  Many of them do not have the ability to get the supports that they need on their own. Our students need to develop self coping and problem solving skills. Many of our students are not able to take full advantage of their academic needs because they struggle with their social and emotional needs. Their inability to be able to use adequate social skills often times causes them to get in trouble and have to miss class.  This service will be available to low income, English Learners, and foster youth. | 08/01/2018 - 06/01/2019 | Social Worker | Communicare | None Specified | |
| 3.2  Counseling Intervention<br><br>Identify students who have habitual behavior concerns and intervene with the counselor early on. This would include having a meeting with the counselor, teacher and parent to identify behavior concerns and strategies to help with the behaviors. The "adopt a student" program. Students would be adopted by various staff members and check in once a week with them so they could talk to them about their grades, behavior and attendance. | 08/01/2018 - 06/30/2019 | The person responsible for this goal is the teacher, principal and our counselor | Student incentives<br><br>attendance t-shirts | Site Discretionary<br><br>Site Discretionary | 500.00<br><br>2500 |
| 3.3 Student Safety, PBIS, MTSS & restorative practices | 08/01/2018 - 06/30/2019 | Principal, teacher and counselor | PBIS and Restorative Practices | After School and Education Safety (ASES) | 4,500.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| Staff development as it relates to the PBIS and MTSS strategies that are used at school.  We will be also seeking training with restorative practices to help us with student discipline. | | | Radios | Site Discretionary | 550 |
| | | | Person to coordinate STEAM/ physical activities options at recess | Supplemental/Concentration | 4000 |
| 3.4 We will utilize the district's counselor to continue to support our high-need social emotional students and train staff on Second Step and Steps to Respect. Sixth grade students will attend a week-long science camp with an emphasis on developing relationships and strong bonds, as well as provide students with the student behaviors and skills necessary to help them access the core-curriculum, thereby addressing the achievement gap. We will develop a school-wide attendance policy provide student motivation to improve attendance. We will develop a school-wide discipline plan which will provide student motivation to adhere to this plan.<br><br>We will continue to implement MTSS and BEST strategies to improve school and  classroom discipline. Continue to support our school wide positive behavior system, We will continue to implement BEST behavior matrix (SOAR) throughout the school. | 08/012018 - 06/30/2019 | Teachers | PBIS expenditures | Supplemental/Concentration | 1000 |
| | | | Conflict managers coordinator | Supplemental/Concentration | 5000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| | | | | | |

## 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:** |
| --- |
| Performance Goal 1A, 1C, 1D, 1E, 1F, 2A-2G, 3 4 & 5A-5B |
| Improve the English proficiency and academic achievement of English learners. |
| **Data Used to Form this Goal:** |
| Re: AMAO 1. NCLB requires that 59% be at the proficient level. Our current level is 60.5%. We are confident that we will reach the goal this year. <br> Re: AMAO 2. NCLB requires that 22.8% of those with less than 5 years of instruction be at the proficient level. Our current level is 22.6%. We are confident that we will reach the goal this year. NCLB requires that 49% of those with 5 or more years of instruction be at the proficient level. Our current level is 42.5%, <br> Re: Redesignation rate. The WJUSD goal has been for 11% of our English learners meet the redesignation criteria. Our school's current level is 14.67%. We have met our goal for these students. <br><br> Data:  CALPADS 2017-1018 |

# CALPADS

## English Language Acquisition Status - Count by Primary Language

| Primary Language | Gr. | # EL | # IFEP | # RFEP | Total ELAS | #FEP |
|---|---|---|---|---|---|---|
| Hindi | | 3 | 0 | 2 | 5 | 2 |
| Other | | 3 | 1 | 1 | 5 | 2 |
| Punjabi | | 8 | 1 | 5 | 14 | 6 |
| Spanish | K | 32 | 0 | 0 | 32 | 0 |
| | 1 | 31 | 1 | 0 | 32 | 1 |
| | 2 | 34 | 0 | 0 | 34 | 0 |
| | 3 | 22 | 0 | 3 | 25 | 4 |
| | 4 | 22 | 0 | 13 | 35 | 13 |
| | 5 | 8 | 1 | 23 | 32 | 24 |

**Findings from the Analysis of this Data:**

English Language Learners:

The statistic that stands out the most is that our RFEP students are outscoring all other students in sub categories!  This shows that the district has done an outstanding job of setting high standards for reclassification.  The data also shows that our students who have been here for less than five years continue to struggle academically.  We need to continue to look at our data and these students individually to  identify the specific needs that these students have in order to acquire academic language at a proficient level.

**How the School will Evaluate the Progress of this Goal:**

This goal will be evaluated on a on-going basis through district and curriculum assessments. In addition the ELD specialist has asked classroom teachers to provide annotated feedback on how English learners are performing in their classes. She particularly wants to focus on long term English learners and students who have been reclassified.

**First Interim Analysis:**

To be completed during 2018-19

**Second Interim Analysis:**

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| 4.1 Language Support/Literacy<br><br>Two Instructional aides will provide academic support to students in need of small group instruction or primary language support. | 08/01/2018-06/29/2019 | Para Professional | Instructional Aides | Supplemental/Concentration | 21826 |
| 4.2 Focused Instruction<br><br>All ELLs will be provided specific, targeted instruction in ELD for 45 minutes a day. Instruction will be provided at students' instructional level using district-adopted instructional materials. Students will be grouped by language level across grade levels (K-1, 2-3, 4-6) to provide appropriate ELD instruction. Coaching will be provided to teachers in the area of ELD lesson development. The focus will be to make sure the instruction matches the grammatical forms needed to move to the next language level of proficiency. The coach will be trained in QTEL and also provide direct services to students. Site will receive support from the District EL Coordinator in order to align instruction and services with the District Master Plan for English Learners. | 08/01/2018-06/26/2019 | Teachers, EL instructor | Supplies | Supplemental/Concentration | 3792.00 |
| 4.3 Translations will be provided for parents during parent teacher conferences. | 08/01/2018-06/29/2019 | | Translator for Urdu or Punjabi speakers | Title I Part A: Parent Involvement | 379.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
| --- | --- | --- | --- | --- | --- |
| | | | Description | Funding Source | Amount |
| 4.4 Language enrichment for English Language Learners.  Literacy Instruction through Scholastic News provides targeted solutions for use in every area of the literacy block, featuring a wide range of authentic text and research-based instruction. Their wide variety of programs can be used in conjunction with existing materials or together as an integrated literacy framework. | 08/01/2018 - 06/29/2019 | Teachers | Scholastic News Subscription for each student | Supplemental/Concentration | 4,000.00 |
| 4.5 Family writing night<br>This program will be scheduled three times a<br>year. It gives our families the opportunity to work with a credentialed teacher and develop both the parent and child's writing. The teacher reads a grade level appropriate story and then has the parents and student write about a similar experience in their life. Program is provided in both English and Spanish. | 08/01/218 - 06/29/2019 | Principal | | | |

## 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: |
|---|
| Performance Goal  3, 6 |
| Increase by 10% the number of parents who participate in SSC/ELAC/Boosters |
| **Data Used to Form this Goal:** |
| SSC attendance - 0 parents who attend regularly,<br>PTA  attendance - No regular attendance<br>ELAC attendance - 10-12 parents attend regularly<br>Monday morning school wide flag salute -  50+ parents stay for announcements |
| **Findings from the Analysis of this Data:** |
| Need to increase parent attendance and involvement |
| **How the School will Evaluate the Progress of this Goal:** |
| Attendance taken and compare to previous years participation. |
| **First Interim Analysis:** |
| Will complete next year |
| **Second Interim Analysis:** |
|  |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| 5.1  Parent Education<br><br>We will encourage parent involvement in PTA through sign-up sheets at Back to School Night, newsletters and phone calls. We will provide translators for parent teacher conferences. We will schedule Parent Nights with the individual themes of reading, math, writing, and science. Parents will be provided with training on how to help their children at home with math and reading. We will use phone message system and newsletters<br>to send out information regarding school events and classroom activities. School will maintain a web page to improve communication with parents. There will be a Spanish tab added to the main page so that we can better communicate with our Spanish parents. We will also have tech support nights where we teach our parents how to access Aeries. We will provide additional translations of school materials to support parent participation. We will offer child-care for parent meetings and workshops whenever possible. | 8/1/2018-6/30/2019 | Teachers and EL Specialist | Translators<br><br>Child Care | Supplemental/Concentration<br><br>Title I Part A: Parent Involvement | 1000.00<br><br>590.00 |
| 5.2  Facilitate communication between staff and parent community All school and classroom communication will be translated into parents' home language (Spanish). Translation will be provided for parents during parent teacher conferences. The school will | 8/1/2018-6/30/2019 | Parent Liaison Translators | Parent Liaison<br><br>Translators | Supplemental/Concentration<br><br>Supplemental/Concentration | 9000.00<br><br>2000.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | |
|---|---|---|---|---|---|
| | | | Description | Funding Source | Amount |
| provide Spanish speaking clerical staff during the school day to support our Spanish speaking population. | | | | | |

## 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 | 0.00 |
| Supplemental/Concentration | 112,861.00 | 0.00 |
| Site Discretionary | 16,830.00 | 0.00 |
| Title I Part A: Basic Grants Low-Income | 93,388.00 | 0.00 |
| Title I Part A: Parent Involvement | 969.00 | 0.00 |

| Total Expenditures by Funding Source | |
|---|---|
| **Funding Source** | **Total Expenditures** |
| After School and Education Safety (ASES) | 105,124.00 |
| Site Discretionary | 16,830.00 |
| Supplemental/Concentration | 112,861.00 |
| Title I Part A: Basic Grants Low-Income and Neglected | 93,388.00 |
| Title I Part A: Parent Involvement | 969.00 |

## 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,** | 145,102.16 |
| **Goal 2: All students will graduate high school and be** | 123,432.84 |
| **Goal 3: All students will be successful through the** | 18,050.00 |
| **Goal 4: Improve the English proficiency and academic** | 29,997.00 |
| **Goal 5: Goal 5: Excellence for All students is supported** | 12,590.00 |

## 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:**
- Come to school ready to S.O.A.R (S=Be safe; O=be organized, A=be attentive, R=be respectful)
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Ask for help when I need it.
- Talk with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, computer time and instead study or read every day after school.
- Respect the school, classmates, and staff and families.

**Parents Pledge:**
- Provide a quiet time, place for homework and monitor the homework for neatness.
- I will monitor TV viewing
- Read to my child or encourage my child to read every day
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day and is on time.
- Ensure that my child 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:**
- Provide high-quality curriculum and instruction.
- 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 meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the information 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 |
|---|---|---|---|---|---|---|---|
| James Evans | 1-530-662-2824 | N/A | X | | | | |
| Kendra Murdock | 1-530-662-2824 | Final Meeting 2018-2019 | | X | | | |
| Kandy Neilson | 1-530-662-2824 | Final Meeting 2019-2020 | | | X | | |
| Quincy Newsom | 1-530-662-2824 | Final Meeting 2018-2019 | | X | | | |
| Karen Lowe | 1-530-662-2824 | Final Meeting 2019-2020 | | X | | | |
| Amalia Martinez | 530-848-4501 | Final Meeting 2019-2020 | | | | X | |
| Gricelda Alvarez | 530-383-4636 | Final Meeting 2019-2020 | | | | X | |
| Lindy Verdugo | 530-666-3124 | Final Meeting 2019-20202 | | | | X | |
| Maria Cuevas | 530-848-5670 | Final Meeting 2019-2020 | | | | X | |
| Matt Settles | 208-301-2088 | Final Meeting 2019-2020 | | | | 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 | _____ <br> Signature |
| X | English Learner Advisory Committee | _____ <br> Signature |
| | Special Education Advisory Committee | _____ <br> Signature |
| | Gifted and Talented Education Program Advisory Committee | _____ <br> Signature |
| | District/School Liaison Team for schools in Program Improvement | _____ <br> Signature |
| | Compensatory Education Advisory Committee | _____ <br> Signature |
| | Departmental Advisory Committee (secondary) | _____ <br> Signature |
| | Other committees established by the school or district (list): | _____ <br> Signature |

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

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

6. This SPSA was adopted by the SSC at a public meeting on October 29, 2018.

Attested:

James Evans
_____          _____          _____
Typed Name of School Principal                  Signature of School Principal                  Date


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