

The Single Plan for Student Achievement

School: Winifred Pifer Elementary School
CDS Code: 40754576043160
District: Paso Robles Joint Unified School District
Principal: Carol Stoner
Revision Date: Feb. 7, 2018

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

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

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

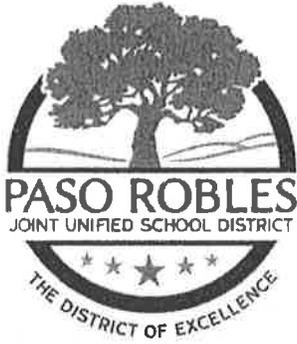
School Vision and Mission

Winifred Pifer Elementary School's Vision and Mission Statements

School Mission

Winifred Pifer Elementary School's mission is to promote a well-balanced curriculum that motivates student learning through challenging instructional strategies with high student expectations. We will provide a stimulating and nurturing environment where creativity, diversity, and individuality are celebrated and where students become lifelong learners who are confident, competent, contributing members of society.

Districts' Guiding Principles



Paso Robles Joint Unified School District

GUIDING PRINCIPLES



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**ONE
TEAM
ONE
DREAM!**

Belief: Every student will have success.

Vision: Every student will be prepared for success in college, career, and community.

Mission: Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values:

- Leadership
- Integrity
- Innovation
- Continuous Improvement
- No Excuses

Goal 1: Student Success and Student Achievement

Every year, every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: Staff Recruitment and Professional Development for Student Success and Student Achievement

Every year, every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice, and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.

Goal 3: Support Systems for Student Success and Student Achievement

Every year, every support system, department, and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

School Profile

School Profile

Winifred Pifer Elementary School is located in the central region of Paso Robles and serves students in grades transitional kindergarten through five following a traditional calendar. For the 2017-18 school year, 467 students are enrolled, including 18% in special education, 25.3% qualifying for English Learner support, and 61% qualifying for free or reduced price lunch.

District Profile

Located halfway between Los Angeles and San Francisco, the City of El Paso de Robles is a community of approximately 30,556 residents. The community lies in the northern area of San Luis Obispo County. Paso Robles is bordered on the west by mountains and on the east by rolling hills of barley and grapes.

The school district consists of six elementary schools, two middle schools, one comprehensive high school, one alternative high school, an independent study high school, one independent study center, and one culinary arts academy all of which serve just over 6,700 students.

The City of Paso Robles and the surrounding area sustained a rapid growth pattern for most of the past 20 years. Community support has changed from predominantly ranching and agriculture to a mixed economic base. Light industry, tourism and the wine industry, along with surrounding government agencies, construction, and retail sales, now complement agriculture to make up a more diverse economic base.

The belief of the district is that "Every student will have success" and our vision is that "Every student will be prepared for success in college, career, and community." To make this a reality, the school district offers a wide variety of programs to meet the needs of students and families. There is a TK-12 Dual Immersion (DI) program that begins at Georgia Brown DI Magnet School. The DI program provides the opportunity for all participating students to receive the California State Seal of Biliteracy in English and Spanish. There is a TK – 5 Visual and Performing Arts (VAPA) Magnet School at Bauer-Speck Elementary and this is aligned to our 6-12 VAPA program. The successful piloted all-day kindergarten program is now offered district-wide. It will include a six hour paraeducator in each of the kindergarten classrooms. There are Transitional Kindergarten (TK) classes at four of the elementary school sites designed for young children prior to the age of 5. VAPA, athletics, and Gifted and Talented Education (GATE) is provided to all students in grades K-8 and aligned to our high school programs which includes extensive honors, AP, and dual enrollment classes. Working with our local university, Cal Poly, all grade 3-5 students receive integrated STEM (Science, Technology, Engineering and Mathematics) activities. There are an extensive number of Career Technical Education (CTE) pathways that lead to careers either directly from high school or at the completion of two year certifications or four year college degree programs. These programs are designed to give parents and student options while providing a world class education for all students.

Guiding Principles

"One Team, One Dream!"

Mission

Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values

- * Leadership
- * Integrity
- * Innovation
- * Continuous Improvement
- * No Excuses

District Goals

Performance Goal 1

Student Success and Student Achievement

Every year, every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Performance Goal 2

Staff Recruitment and Professional Development for Student Success and Student Achievement

Every year, every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice, and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.

Performance Goal 3

Support Systems for Student Success and Student Achievement

Every Year, every support system, department, and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

Title I School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I Parent and Family Engagement.

Title I School-Level Parent and Family Engagement Policy Winifred Pifer Elementary School

Winifred Pifer Elementary School has developed a written Title I Parent and Family Engagement Policy with input from Title I parents and families. The Title I Parent and Family Engagement Policy is reviewed and revised as necessary during the annual Title I meeting. It is distributed to parents and families of Title I students by placing the Parent and Family Engagement Policy on the district website, and including it in the Single Plan for Student Achievement. The policy describes the means for carrying out the following Title I Parent and Family Engagement Policy... [20 USC 6318 Section 1116(a)-(g) inclusive].

Involvement of Parents and Family in the Title I Program

To involve parents and families in the Title I program at Winifred Pifer Elementary School, the following practices have been established:

The school convenes an annual meeting to inform parents and families of Title I students about Title I requirements and about the right of parents and families to be involved in the Title I program. At the meeting revisions to the Title I Parent and Family Engagement Policy may be made, school academic data will be reviewed, and the effectiveness of the Title I program will be discussed and forwarded to the School Site Council.

The school involves parents and families of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parent and Family Engagement Policy. The school solicits information from Title I parents and families and advises the School's Site Council each year.

The school provides parents and families of Title I students with timely information about Title I programs through parent/ teacher conferences, the newsletter and on the website.

The school provides parents and families of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During the annual meeting, achievement data, including CAASPP ELA, CAASPP Math, and CELDT data will be made available and explained to the parents and families. Parents and families will receive specific information about the intervention programs and have the opportunity to review the materials that their children are using in the intervention classes. In addition, training will be provided if requested by the parent and families in order for them to assist their child at home in reading and or math.

If requested by parents and families of Title I students, the school provides opportunities for regular meetings that allow the parents and families to participate in decisions relating to the education of their children. Parents and families will be given the option to meet with their son or daughter's teacher during

parent conferences twice per year. Parents and families can always request to meet with their teacher. Parents and families are invited to serve on the School Site Council and/or are always welcome to attend the School Site Council meetings whether serving on the Board or not. Data review and explanation, program effectiveness, and revisions to the Title I Parent and Family Engagement Policy, and the current School-Parent Compact will be agenda items during the annual Title One parent meetings.

School-Parent Compact

Winifred Pifer Elementary School distributes to parents and families of Title I students a school-parent compact at Back-to-School Night and parent/teacher conferences. The compact, which has been jointly developed with parents and families, outlines how parents and families, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and parents and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and families of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents and families will be responsible for supporting their children's learning
- The importance of ongoing communication between parents, families and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Winifred Pifer Elementary School engages Title I parents and families in meaningful interactions with the school. It supports a partnership among staff, parents, families and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During the annual meeting/s school staff will explain to the parents and families the content standards, assessments, will explain the data and its significance as well as the specific interventions their child is receiving.
- The school provides Title I parents and families with materials and training to help them work with their children to improve their children's achievement. During the annual meeting/s school staff will discuss ways the parents and families can use grades and assessment data to monitor their student's progress and assist their child's academic progress.
- With the assistance of Title I parents and families, the school educates staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- The school coordinates and integrates the Title I Parent and Family Engagement Policy with other programs, and conducts other activities to encourage and support parents and families in more fully participating in the education of their children. School staff will, to the extent possible,

coordinate efforts with other parent groups such as PTA, and ELAC, through their involvement with the School Site Council.

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents and families in a format and language that the parents understand. All newsletters and major information is distributed from all of our schools in both English and Spanish.
- The school provides support for parental involvement activities requested by Title I parents and families.

Accessibility

Winifred Pifer provides opportunities for the participation of all Title I parents and families, including parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory students. Information and school reports are provided in a format and language that parents understand. Annual invitations to attend the annual Title I meeting will go out in the first newsletter of each year (September) inviting all parents and families. These newsletters are released in both English and Spanish. Facilities where the Title I meetings will be held will be handicapped accessible. Child care will be provided during these meetings if needed.

Parent, Family, and Community Engagement Calendar

August	September	October
New Student Orientation 8/16/17 Kindergarten Orientation 8/16/17	Back-to-School Night - 9/6/17 Annual Title I Parent Meeting 9/6/17	Lunch with Your Child Pioneer Parade

	PTA meeting All Pro Dad's Club Meeting ELAC Meeting	PTA Meeting All Pro Dad's Meeting Site Council Meeting Parent Conference Week PTA Fall Festival 10/27/17
November	December	January
Site Council Meeting PTA Meeting All Pro Dad's Meeting Veterans Day Assembly 11/10/17 All Pro Dad's Club Meeting 4th Grade Arcade Night ELAC Meeting	Paso Robles Holiday Parade 12/1/17 All Pro Dad's Meeting PTA Meeting 12/14/17 Student Recognition Assemblies Family Cooking Night	PTA Meeting All Pro Dad's Meeting Site Council Meeting ELAC Meeting
February	March	April
PTA Family Dance All Pro Dad's Meeting First Grade Family Literacy Night PTA Meeting	PTA Meeting Site Council Meeting All Pro Dad's Meeting Student Recognition Assemblies Parent Conference Week ELAC Meeting STEAM Night	All Pro Dad's Meeting PTA Meeting Family Picnic and Game Night Family Cooking Night
May	June	
All Pro Dad's Club Meeting PTA Meeting Muffins for Mom Open House 5/31/18 Dance Performance Music Performance Site Council Meeting ELAC Meeting 5/30/18	Student Recognition Assemblies	

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).

Parent and Families survey sent out in April 2017. 86 surveys were returned which was 18% of the student population. Of the 86 returned, 68 were from English speaking families and 18 from Spanish speaking families. The survey results indicated that overall parents and families were satisfied with the effectiveness of all school programs at all grade levels. For example, 54% of the parents considered the English Language Arts Program "good", 31% considered the program "satisfactory" and 15% responded that it

needs improvement." In math, 59% responded that the program was "good," 36% responded "satisfactory" and 5% responded that the program needs improvement in meeting the academic needs of their child. In the area of English Language Development, 47% responded that the program was "good," 35% responded "satisfactory" and 18% responded that it "needs improvement." In the area of communication between school and home 82% responded that it was "good," 14% responded it was "satisfactory." In responding to the question about the amount of homework, 83% responded it was "just right," 4% responded "too much" and 13% responded, "not enough." 99% responded that the school was a safe place to learn with 1% responding "no." 96% responded that the school was a positive place for their child to learn; 1% responded it was not and 3% did not know.

Classroom Observations

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

The focus of classroom observation is to support the district goal #1: Student Success and Student Achievement. Each week the principal or guidance specialists visit at least 15 classrooms. New teachers to the district are visited twice a week. These observations are for 5 to 10 minutes. The focus of the observations is to provide teachers with ongoing feedback on their teaching progress on the continuum of the California Standards for the Teaching Profession continuum. Based on these standards The district has identified "Best First Teaching" strategies and these observations ensure the effective implementation of:

- * Standards and Measureable Instructional Objectives
- * Proactive Classroom Management
- * Lesson Structure and Sequence
- * Planned Student Engagement

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Winifred Pifer Elementary uses multiple measures throughout the school year to inform instruction: CAASPP(grades 3 - 5), NWEA MAP 3 times a year, unit assessments, ESGI for kindergarten, Student progress on ST Math, student progress in grades K - 2 on iRead, and common formative assessments created by grade level teams. At the end of the school year staff analyzes the NWEA MAP results to assess student growth towards making a year or more growth. At the beginning of the 2017 - 2018 school year, the WPLeadership team and staff analyze student performance on state testing and the fall NWEA MAP to determine areas of strength and weakness within the standards for ELA and Math. Teachers meet in PLC teams and with the principal to discuss the data. These discussions clarify effective instructional practices, guide instruction, and identify students in need of academic interventions.

NWEA/MAP interim assessments given again in November /December and in February illuminates every student's learning level, progress, and identifies students who need interventions in both math and reading. In depth reports allow staff to group students for differentiated instruction, and engage students in developing learning goals for the year. By combining the results of the MAP and other assessments at the different grade levels, teachers are able to reteach important concepts to ensure student proficiency with priority standards.

Grade levels identify common formative assessments that measure each student's progress towards agreed upon essential outcomes. Results from these assessments are used to plan daily instruction that meet the needs of all learners. Universal Access time is provided in reading at all grade levels to provide intervention/enrichment for students needing additional supports or acceleration for students needing enrichment. Students needing support beyond the Universal Access time in reading or intervention in math are provided Title I support extended time. (Tier 2 and 3 interventions)

The classroom teacher is responsible for delivering the core curriculum to all students. Teachers are expected to differentiate the instruction during the daily small group time and in grades TK - 3 with the support of para-educators. Ongoing progress monitoring of students guides the teacher's instruction.

Through staff meetings and weekly Professional Learning Communities meeting, data is analyzed to adjust the instructional programs as well as to design and develop interventions for students on an ongoing basis.

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

Grade level teams meet to analyze data from common assessments and use the data to modify instructional practices to ensure student learning. In the collaborative teams teachers are able to ascertain how the performance of his or her students compare to students in the other classes. Together the teams discuss the best teaching practices that improve teaching and learning for all students and what interventions can be provided to assist the struggling student to meeting proficiency with the Common Core priority standards.

Staffing and Professional Development

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

100% of staff is highly qualified.

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

High quality professional development training occurs on staff development days throughout the school year. A portion of all staff meetings are also targeted for staff development two times per month. Teachers are given opportunities to attend trainings, conferences, and are able to visit other exemplary classrooms. The focus for the 2017 - 2018 Professional Development includes:

- * Best First Teaching with a focus on teaching to the objective and the integration of the ELD standards; student engagement strategies; levels of questioning and proactive classroom management and differentiated instruction.
- * Implementation of Tier II and Tier II PBIS
- * Growth Mindset
- * Effective use of PLC Teams Achievement Teams in developing unit designs, common formative assessments, learning intentions, lesson progressions, and success criterias
- * Continued implementation of the new Wonders Reading Program
- * Use of the NWEA MAP assessments and reports / Skills Navigator and the Learning Continuums
- * Continued implementation of ST Math
- * Continued implementation of iRead at grades K - 2
- * Continued training in the Next Generation Science Standards
- * Depth and Complexity - grades K - 5
- * Visible Learning
- * Use of Technology in the kindergarten classroom
- * Math Collaboratives

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

Staff development is planned to ensure effective instruction and increased student learning in meeting the California Common Core Standards in ELA and Math during the 2017 - 2018 school year. Staff meetings and Professional Development days provide teachers with training in instructional strategies to develop appropriate rigor with the Common Core Standard. Time in the PLC meetings is devoted to identifying what students need to learn, analyze common assessments to check if they have learned, and implement intervention/enrichment in the classrooms based on student needs. Weekly classroom visitations by the principal and the formal and informal observation process provide teachers instructional feedback on the implementation of the district identified Best First Teaching, the teacher's progress on the continuum of the California Continuum of Teaching Practice, and daily classroom instruction on the California Common Core Standards.

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

Administration provides support for teachers in the following ways:

- * An instructional coach works at the school 2.5 days a week
- * Weekly or biweekly classroom visitations by the principal with written and or verbal feedback
- * Support for teachers through the formal observation process
- * Professional Learning Communities
- * District level specialist such as the Tech Coordinator, GATE Coordinator or ELD Coordinator availability
- * District developed Pacing Guides for ELA and Math
- * Opportunities to attend conferences and workshop training
- * Teachers new to the profession receive additional support from the TIP provider

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

Teachers collaborate a minimum of 60 minutes on Wednesday afternoons in their Professional Learning Communities.

Teaching and Learning

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

PRJUSD has adopted California approved textbooks in the areas of English Language Arts, Mathematics, Science, and Social Studies. In addition, English 3D is used to support identified English Language Learners in 4th and 5th grades. ST Math is used in all grades TK - 5 and iRead is used in grades K - 2. The district provides all teachers with pacing guides for their grade levels in the area of ELA and Math.

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

Winifred Pifer School adheres to the K - 5 state recommended instructional minutes for reading/language arts and mathematics.

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

In grades 1 - 3 para-educators push into the classrooms to provide interventions in ELA for 30 minutes 5 days a week. In grades 4 and 5 an intervention teacher provides intervention in math for 30 minutes 5 days a week. In kindergarten students receive additional support throughout the day as needed by the teacher or the classroom para-educator. The ELD teacher provides language development to identified students 5 days a week. Intervention groups are determined NWEA MAP results and teacher assessments.

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

State adopted curriculum and materials are available to all students as per the Williams Act.

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 highly qualified teachers use all SBE-adopted and standards-aligned instructional materials for general education, interventions, and special education.

Opportunity and Equal Educational Access

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

Underperforming students have access to state adopted curriculum and standards based instructional on a daily basis. All students participate in consistent instructional blocks for ELA and Mathematics. Students in need of extra support receive intervention 4 to 5 times per week for 20 to 30 minutes each session depending on grade level in reading. In math students in 4th and 5th grade receive math intervention for 30 minutes 5 times a week. Identified Kindergarten students receive 20 minutes 5 times a week additional reading intervention. All identified EL students receive daily designated English Language Development instruction from a credentialed teacher. Students identified as "newcomers" receive additional support in English, reading and math from a para-educator.

14. Research-based educational practices to raise student achievement

The school is in the process of implementing Tier II interventions in both reading and math. Teachers meet in PLC teams to identify students who need additional interventions beyond the Tier I classroom support. Students who also need additional behavioral supports to be successful academically are identified. Common formative assessments to assess student learning and progress towards proficiency on grade level standards are used. Research-based reading interventions are provided to students 4 to 5 times a week for approximately 20 to 30 minutes. Students who are not making progress after six to 8 weeks are discussed by grade level teams to identify other interventions or support that can be implemented. A student may be referred to the Student Success Team.

Research - based practices to raise student achievement include:

- * Small group instruction
- * Differentiated instruction and materials - graphic organizers, sentence stems, visuals, leveled materials, tiered instruction, length or intensity of instruction
- * Enrichment opportunities
- * Use of technology - iPads, computers, document cameras, internet, etc.
- * Research-based computer programs (iRead, ST Math)
- * Direct Interactive Instruction / Best First Teaching
- * English 3D
- * Early Reading Intervention for kindergarten
- * SIPPS
- * Read Naturally
- * VMath
- * Beyond the school day support (Saturday School, ASES, Summer School)

Parental Involvement

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

School Compact
Interagency Council services - Operation School Bell, The Link, The Foodbank
ASES after school program
SST process
Title I and LCAP para-educator support
Guidance Specialist
Intervention Specialist Support
Parent Volunteers to assist in small group work
High school and middle school volunteers
Saturday School
Summer School
Differentiated materials designed and developed by teachers
Differentiated materials purchased for leveled reading
Ready Common Core math support
Parent Education classes
After School sports program for students in grades 3 -5
After school chess club for student in grades 3 - 5
After school VAPA Classes for students in grades 4 - 5
Academic Field trips

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)

Parent and Family Engagement and membership are encouraged at both the site and district levels on the following committees :LCAP planning committee, DELAC, ELAC, GATE, SSC Advisory Committees, All Pro Dad's Club, PTA, and volunteering at the school.

Funding

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

- * Title I para-educator support
- * .36 certificated intervention teacher
- * Professional Development
- * Research-based instructional support materials and equipment

18. Fiscal support (EPC)

Title I funds, LCAP services and general fund support for student achievement

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	63	76	85	62	75	81	62	75	81	98.4	98.7	95.3
Grade 4	78	62	86	78	61	86	78	61	86	100.0	98.4	100
Grade 5	91	80	63	89	79	63	88	79	63	97.8	98.8	100
All Grades	232	218	234	229	215	230	228	215	230	98.7	98.6	98.3

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2418.9	2441.7	2409.0	19	31	22.22	26	33	14.81	27	12	28.40	27	24	34.57
Grade 4	2459.3	2480.3	2472.6	26	28	31.40	26	33	26.74	15	21	17.44	33	18	24.42
Grade 5	2484.4	2508.6	2520.3	9	23	25.40	29	37	36.51	35	14	19.05	26	27	19.05
All Grades	N/A	N/A	N/A	17	27	26.52	27	34	25.22	26	15	21.74	29	23	26.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	33	20.99	47	41	32.10	26	25	46.91
Grade 4	26	26	23.26	41	51	53.49	33	23	23.26
Grade 5	10	23	22.22	60	46	57.14	30	32	20.63
All Grades	20	27	22.17	50	46	46.96	30	27	30.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	24	17.28	48	49	50.62	37	27	32.10
Grade 4	15	28	23.26	55	57	50.00	29	15	26.74
Grade 5	24	30	38.10	50	49	44.44	26	20	17.46
All Grades	18	27	25.22	51	52	48.70	30	21	26.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	29	13.58	63	61	69.14	21	9	17.28
Grade 4	18	15	18.60	60	67	63.95	22	18	17.44
Grade 5	7	19	22.22	74	62	53.97	19	19	23.81
All Grades	13	21	17.83	66	63	63.04	21	15	19.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	37	20.99	53	49	50.62	24	13	28.40
Grade 4	22	23	34.88	49	57	43.02	29	20	22.09
Grade 5	13	30	33.33	67	53	50.79	20	16	15.87
All Grades	18	31	29.57	57	53	47.83	25	16	22.61

Conclusions based on this data:

1. From 2016 CASSPP results in ELA there was an overall decline in ELA scores. Grade 3 had the greatest decline in scores from 64% meeting or exceeding standards to 37%. 4th grade a slight decrease from 61% to 58.14% and 5th grade had a slight increase in scores from 60% to 61.91%.

In the specific areas assessed on the 2017 CAASPP, students demonstrating an understanding of literary and nonfiction text needs to be an area of emphasis. Demonstrating understandings of literary and non-fiction text is vital as students are prepared for the 21st century college and career readiness. The adoption of the Wonders Reading Program in grades K - 5 in 2016 will continue to be used to provide all students with a cohesive program to meet the rigorous Common Core Standards. In addition, para-educator support is provided to all students in grades K - 3 during an Universal Access Time where all students receive small group differentiated reading instruction to meet individual needs. After school and Saturday school intervention and enrichment opportunities will developed as funding permits for identified students.

Listening was the weakest performance area for all grades on the CASSPP, although there was improvement in performance from the previous years in grades 4 and 5, but a decline in grade 3. These results are consistent with the abilities of our second language learners whom typically progress from listeners to speakers to readers to writers. As EL students improve in their listening and speaking skills they improve in their reading and writing. On the writing portion of the test students at grade 3 again had the weakest test results with only 17.28% of the students above the standard. At 4th grade 23.26 were performing above the standard and 38.10% of the 5th graders were performing above the standard.

2. The MAP Learning Continuum will be use to identify ELA skills students are ready to learn in grades 1 - 5 and provide small group instruction.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	63	76	85	62	75	85	62	75	85	98.4	98.7	100
Grade 4	78	62	86	76	61	86	76	61	86	97.4	98.4	100
Grade 5	91	80	63	89	79	63	89	79	63	97.8	98.8	100
All Grades	232	218	234	227	215	234	227	215	234	97.8	98.6	100

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2417.2	2441.0	2405.2	11	19	12.94	26	39	14.12	32	21	34.12	31	21	38.82
Grade 4	2460.5	2463.6	2463.5	9	8	11.63	33	28	29.07	32	44	34.88	26	20	24.42
Grade 5	2474.8	2501.4	2500.1	8	18	17.46	17	22	20.63	35	29	28.57	40	32	33.33
All Grades	N/A	N/A	N/A	9	15	13.68	25	29	21.37	33	31	32.91	33	25	32.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	40	20.00	37	32	34.12	37	28	45.88
Grade 4	18	18	22.09	42	44	37.21	39	38	40.70
Grade 5	18	25	19.05	30	30	46.03	52	44	34.92
All Grades	20	28	20.51	36	35	38.46	44	37	41.03

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	21	14.12	42	56	40.00	37	23	45.88
Grade 4	17	20	18.60	47	49	52.33	36	31	29.07
Grade 5	8	13	17.46	38	54	44.44	54	33	38.10
All Grades	15	18	16.67	42	53	45.73	43	29	37.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	20	12.94	56	60	49.41	29	20	37.65
Grade 4	14	13	18.60	55	61	50.00	30	26	31.40
Grade 5	8	14	15.87	44	57	53.97	48	29	30.16
All Grades	12	16	15.81	51	59	50.85	37	25	33.33

Conclusions based on this data:

1. Student performance was weaker when comparing 2017 results to 2016. (Although 2017 results were still stronger than 2015.) In the specific areas assessed on the 2017, there was an increase in the percentage of students performing below standard in all 3 of the math areas assessed. Winifred Pifer School has focused on understanding the eight Standards for Student Mathematical Practices that are important to developing this understanding. Supplemental resources such as the Ready Common Core Math program have been implemented in all grades to provide students with additional math practice in both theory and application. A TOSA on special assignment is providing 30 minutes of math intervention in grades 4 and 5 for identified students to decrease the percentage of students performing below grade level standards as measured on the 2017 math CAASPP and by the NWEA MAP assessment. Math continues to be the weaker academic area for the students at the school. The focus for professional development for the school year will be math based on these test results.
2. Teachers will use the MAP Learning Continuum to determine what skills students are ready to learn and will provide small group instruction.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			14	***		43	***	33		***	67				43
1	26	9	3	34	50	43	29	27	43	3	14	3	9		7
2	9			36	36	15	23	36	54	14	9	23	18	18	8
3	13	6		40	47	20	37	29	52	10	18	12			16
4	12	15	25	40	54	8	40	27	50	8	4	17			
5	21	14	9	50	36	36	29	50	45			9			
Total	17	8	6	40	42	29	31	34	45	7	11	10	5	5	10

Conclusions based on this data:

1. CELDT Test is no longer being given. A new state assessment, the ELPAC will be given in April 2018.

2016 - 47 students were reclassified during the 2016 school year

2017 - 17 Students were reclassified during the 2017 school year

In 2016-2017 school year:

54.4% of the students met the AMAO 1 (% of English Learners making annual progress in learning English

20% of the students in the program less than 5 years attaining the English Proficient level on the CELDT (AMAO 2)

38.5% of the students in the program 5 or more years attaining the English Proficient level on the CELDT (AMAO 2)

Implementation of the state standards in English Language Development continues to be a top priority for the school during the 2017 - 2018 school year. Grade levels have analyzed the new standards to integrate them into the math and ELA daily standards. By integrating the standards, teachers will be better able to address the ongoing academic needs of the second language learner. In addition, research-based instructional strategies to increase student engagement is planned into all lessons.

Additional para-educator support is provided to students who are at the beginning CELDT levels and are "newcomers" to the school. Students will be encouraged to attend Saturday School, ASES or small group after school interventions.

The school will continue to analyze the areas of EL student's academic weaknesses that cause students not to be reclassified and to provide academic supports in those areas. (Reading and writing are the areas needed for academic supports based on these CELDT results and CAASPP results.)

2. Use of the NWEA MAP Learning Continuum to identify what standards students are ready to learn.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			2	11		7	22	26	11	22	50	27	44	24	52
1	24	8	3	32	46	42	27	25	42	5	17	3	11	4	10
2	9			36	36	13	23	36	56	14	9	25	18	18	6
3	16	10		39	38	15	35	33	45	10	14	12		5	27
4	12	15	23	40	54	15	40	27	46	8	4	15			
5	20	13	17	47	39	33	27	48	42			8	7		
Total	14	6	5	33	31	19	29	32	36	10	20	16	14	11	24

Conclusions based on this data:

1. Increase in the % of English Learners at the beginning level in kindergarten and 1st grade 3rd from the previous year. The students at these two grade will need the most language support.
2. Decrease in the number of students performing at the advanced and early advanced levels from the previous year due to the reclassification of students.
3. For the 2nd year no students in 4th and 5th grades are performing at the beginning level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	143	126	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	143	126	
Number Met	106	84	
Percent Met	74.1%	66.7%	
NCLB Target	60.5	62.0%	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	147	29	144	24		
Number Met	56	21	47	13		
Percent Met	38.1%	72.4%	32.6%	54.2%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1. In grades 4 the students exceeded the state target of 62%; Pifer's EL students performed at 80.8%
3rd grade students did not achieve the target of 62% and scored overall at 58.8%
2nd grade students did not achieve the target of 62% (scored at 58.8 %)
Additional interventions in reading and writing need to be provided to EL students in grades 1 - 3 to help students meet or exceed the target.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	1207	1,146	
Percent with Prior Year Data		99.8	
Number in Cohort	1207	1,144	
Number Met	720	619	
Percent Met	59.7	54.1	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	916	485	946	452		
Number Met	230	253	224	170		
Percent Met	25.1	52.2	23.7	37.6		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Math and English Language Arts
LEA GOAL:
LEA Goal #1 - Student Success and Student Achievement
LCAP GOAL:
LCAP Goal #2 - PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas.
SCHOOL GOAL #1:
By June 2018: * 65% of the students in grades K - 5 will meet or exceed their projected growth goal in and reading and math as measured by the NWEA MAP. Students identified as reading and/or math one or two or more grade levels below will exceed their projected growth goal. * 60% of the kindergartners will have completed level A on iRead. * 70% of the 1st graders will have completed Level B on iRead. * 75% of the 2nd graders will have completed Level C. * In grades TK - 5 students will have completed 70% or more of the objectives in ST Math.
Data Used to Form this Goal:
NWEA MAP, ST Math and iRead data used for this goal.
Findings from the Analysis of this Data:
An analysis revealed that the regular and careful monitoring of student achievement would benefit the students, particularly in at risk subgroups, in moving forward in any curriculum. With the advent of the CCCSS (California Common Core State Standards) and CAASPP (California Assessment of Student Performance and Progress) it will be necessary to monitor assessment, instruction, pacing and practices to meet and improve the academic success of all students and subgroups.
How the School will Evaluate the Progress of this Goal:
Monitoring of data will be done using: NWEA MAP assessments, and ESGI 3 times a year; classroom common formative assessments. Monitoring and evaluation of data will occur during collaboration time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide intensive math and reading interventions for students in grades TK - 5.	8/21/17 - 6/15/18	(1) FTE .36 % TOSA .64 % LCAP (2) 5.5 para-educators (1) 2.0 para-educator (1) 5.5 para-educator (LCAP)	Small group math and reading interventions by .36 certificated teacher on special assignment.	1000-1999: Certificated Personnel Salaries	Title I	41,737
			Classroom small group intervention support by two 5.5 para-educators	2000-2999: Classified Personnel Salaries	Title I	47424
			Classroom small group intervention support by one 2 hour para-educators	2000-2999: Classified Personnel Salaries	Title I	7901
			Provide English Language Development (LCAP)			74,199
2. Provide Beyond the School Day Learning opportunities: Before and/or after school and Saturday School interventions and enrichment aligned with the core for students identified performing below proficiency on district assessments. Interventions including but not limited to; iRead ST Math Vocabulary development	8/21/17 - 6/15/18	Intervention Teacher (hourly) Para-educator (hourly)	After school intervention teacher	1000-1999: Certificated Personnel Salaries	Title I	800
			After school intervention para-educator	2000-2999: Classified Personnel Salaries	Title I	1000
			Saturday School Teacher Saturday School Para-educator			
3. Provide instructional materials to support and enhance the core curriculum, intervention instruction and Beyond the School Day Programs for Title I and English Learner students. Provide District approved instructional apps / site	8/21/17 - 6/15/18	Principal, Teachers, Staff	Computers, ipads, head sets / mice ESGI, apps	4000-4999: Books And Supplies	Title I	5398

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
licenses/software for math and reading: VPP Credits Supplemental materials and devices such as: computers, iPads, headphones, mice						
5. Substitutes for certificated intervention teacher and para-educators teaching intervention groups. Extra-duty time for certificated teachers and para-educators for small group intervention support during the school day and/or after school.	8/21/17 - 6/15/18	Administration Teachers Para-Educators	Substitutes for para-educators, small group intervention group for kinder and 1st	1000-1999: Certificated Personnel Salaries	Title I	500
				2000-2999: Classified Personnel Salaries	Title I	1200
6. Professional Development Opportunities to support improving student performance in math and ELA for both certificated and classified staff: * Through PLC meetings * Grade Level PLC Planning time / Data Retreats) (3x a year) * After school or Saturdays workshops or trainings * Opportunity to attend trainings, workshops or conferences * Hiring of consultants for trainings * Opportunity to visit other classrooms * Professional literature for enhancing workshops and trainings * Substitutes for Professional development * Materials supporting Professional Development	8/21/17 - 6/15/18	Teachers, Principal, Guidance Specialist	Release time for classroom teachers, Title I teachers / roving sub Principal and Title I teacher will attend the Title I Conference Other Conferences and or trainings Materials	5000-5999: Services And Other Operating Expenditures	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>7. Assessment to support interventions:</p> <p>Teacher release time, extra duty or substitutes, and/or classified extra time needed for the administration and analysis of assessment data.</p>	8/21/17 - 6/15/18	Administration Teachers Staff	<p>Classified extra time to provide assessments</p> <p>Substitute certificated teachers</p> <p>Extra duty time</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title I</p>	<p>200</p> <p>1,000</p>
<p>8. Parent and Family Engagement:</p> <p>*Guest speakers for parent education</p> <p>*After school teacher led training for parents supporting their childs' learning</p> <p>*Parent workshop to access online resources in reading/math</p> <p>*Provide supplemental reading and math material through take home book bags</p> <p>*Provide childcare to increase parent attendance at school trainings, workshops, and meetings</p> <p>*Provide verbal translation at trainings, workshops, and meetings</p>	8/21/17 - 6/15/18	Administration, Counselor, ELD Coordinator, Staff	<p>Parent Training</p> <p>Childcare</p> <p>Translations</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Parent & Family Engagement</p> <p>Title I Parent & Family Engagement</p> <p>Title I Parent & Family Engagement</p>	<p>1147</p> <p>500</p> <p>800</p>
<p>9. Provide additional enrichment opportunities to support Science, Technology, Engineering, and Mathematics (STEM) by STEM based assemblies, student field trips, and guest speakers. Additional supplemental materials to enhance the science curriculum .</p>	8/21/17 - 6/15/18	Administration, Staff	<p>Assemblies/ field trips</p> <p>Materials</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p>	<p>2725</p> <p>500</p>
<p>10. Provide after school homework support and enrichment for targeted subgroups</p>	8/21/17 - 6/15/18	ASES staff, Teachers, administrators		2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	112,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4000-4999: Books And Supplies			

Planned Improvements in Student Performance

School Goal #2

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Development
LEA GOAL :
LEA Goal #2 All English Learner students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL:
Goal 2: PRJUSD will increase student success and close the achievement gap of pupil subgroups in core content areas.
SCHOOL GOAL #2:
Student Success and Student Achievement: Every English language learner will attain mastery of skills and concepts provided through engaging best practices instruction as evidenced by student outcome data. By June 2018, on the NWEA MAP, 65% of the English Language Learners in grades K - 5 will meet or exceed their projected growth goals in reading and math. EL students identified as reading one or more grade levels below will exceed their growth goals in reading and math as measured by the NWEA MAP Assessment.
Data Used to Form this Goal:
NWEA MAP and CAASPP
Findings from the Analysis of this Data:
An analysis of the data revealed that the regular and careful monitoring of student achievement would benefit the students in moving forward in any curriculum. With the advent of the CCCSS and CAASPP it will be necessary to monitor assessment, instruction, pacing and practices to meet and improve the academic success of all students and subgroups.
How the School will Evaluate the Progress of this Goal:
Monitoring of data will be done using the Illuminate data monitoring system and all PRJUSD benchmark assessments for English Language Learners, Common Formative Assessments, ESGI in kindergarten, NWEA MAP, chapter assessments from the ELA Program. Monitoring and evaluation of data will occur regularly during weekly collaboration time. Results from the CAASPP from 2017 will be used and in concert with the other data monitoring instruments enumerated above.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide intensive small group math and reading interventions for English	8/21/17 - 6/15/18	(1) FTE .36 % TOSA .64 % LCAP	See Goal 1, Action 1		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learners in grades K - 5.		(2) 5.5 para-educators (1) 2.0 para-educators (1) 5.5 para-educator (LCAP)				
<p>2. Provide Beyond the School Day Learning opportunities:</p> <p>Before and/or after school and Saturday School interventions and enrichment aligned with the core for students identified performing below proficiency on district assessments.</p> <p>Interventions including but not limited to; iRead ST Math Vocabulary development</p>	8/21/17 - 6/15/18	Teacher, Principal, Department of Curriculum and Instruction	See Goal 1, Action 2		Title I	
<p>3. Provide instructional materials to support and enhance the core curriculum, intervention instruction and Beyond the School Day Programs for Title I and English Learner students.</p> <p>District approved supplemental materials and devices</p>	8/21/17 - 6/15/18	Principal, Teachers, Office Staff	See Goal 1 Action 3		Title I	
5. Substitutes for certificated intervention teacher and para-educators teaching intervention groups. Extra-duty time for	8/21/17 - 6/15/18	Principal, Teachers, Staff	See Goal 1 Action 5		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
certificated teachers and para-educators for small group intervention support during the school day and/or after school.						
<p>6. Professional Development Opportunities to support improving student performance in math and ELA for both certificated and classified staff:</p> <ul style="list-style-type: none"> * Through PLC meetings * Grade Level PLC Planning time; Data Retreats (3x a year) * After school or on Saturdays * Opportunity to attend trainings, workshops or conferences (registration, transportation, substitutes, lodging, meals) * Hiring of consultants for trainings * Opportunity to visit other classrooms * Materials for Professional Development * Substitutes for Professional development 	8/21/17 - 6/15/18	Principal, Teachers, Guidance Specialist	See Goal 1 Action 6		Title I	
<p>7. Assessment to support interventions:</p> <p>Teacher release time, substitutes, and/or classified extra time needed for the administration and analysis of assessment data.</p>	8/21/17 - 6/15/18	Administration, Teachers, Para-educators	See Goal 1 Action 7		Title I	
<p>8. Parent and Family Engagement:</p> <ul style="list-style-type: none"> *Guest speakers for parent education *After school teacher led training for parents supporting their childs' 	8/21/17 - 6/15/18	Administration, Counselor, ELD Coordinator, Staff	See Goal 1, Acton 8		Title I Parent & Family Engagement	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning *Parent workshop to access online resources in reading/math *Provide supplemental reading material through take home book bags *Provide childcare to increase parent attendance at school trainings, workshops, and meetings *Provide verbal translation at trainings, workshops, and meetings						
9. Provide additional enrichment opportunities to support Science, Technology, Engineering, and Mathematics (STEM) by STEM based assemblies, student field trips, and guest speakers. Additional supplemental materials to enhance the science curriculum .	8/21/17 - 6/15/18	Administration, Staff	See Goal 1, Action 9			
10. Provide after school homework support and enrichment for targeted subgroups	8/21/17 - 6/15/18	ASES staff, Teachers, administrators	See Goal 1, Action 10		After School and Education Safety (ASES)	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	112,500.00
Title I	111,385.00
Title I Parent & Family Engagement	2,447.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	45,184.00
2000-2999: Classified Personnel Salaries	171,525.00
4000-4999: Books And Supplies	5,898.00
5000-5999: Services And Other Operating Expenditures	3,725.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	112,500.00
1000-1999: Certificated Personnel Salaries	Title I	44,037.00
2000-2999: Classified Personnel Salaries	Title I	57,725.00
4000-4999: Books And Supplies	Title I	5,898.00
5000-5999: Services And Other Operating	Title I	3,725.00
1000-1999: Certificated Personnel Salaries	Title I Parent & Family Engagement	1,147.00
2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	1,300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	226,332.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Carol Stoner	X				
Stacy Bruce		X			
Cyndi Steaffens		X			
Annette Amato		X			
Maria Romero			X		
Marc Dart				X	
Rosa Isela Campoverde				X	
Kate Short				X	
Lana Adame				X	
Veronica Harris				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.

School Advisory Committees Input

The School Site Council summarizes or lists input from all applicable school advisory committees.

NOTE: The SPSA must be developed with the review, certification, and advice of school advisory committees.
EC 64001 (a)

1. Input from the English Learner Advisory Committee:

(Example)

Parents are satisfied with our family reading nights

Parents appreciate having a bilingual clerk in the office

Parents appreciate having a bilingual paraeducator

Parents would like more tutoring available

Parents have inquired about ESL classes

- * Parents requested summer support for students - which is being provided through a books in the backpack program.
- * Additional tutoring / more information about outside tutoring
- * Field Trip opportunities for their children
- * More sports opportunity so students can learn more sports.
- * Parents like the ASES Program, after school reading intervention, field trips provided
- * Parents appreciate of the opportunity to attend the PIQE Class
- * Parents are grateful for receiving instruction in their own language and they would like to continue to receive support.

2. Input from other School Advisory Committees:

n/a

Annual SPSA Evaluation
Evaluation Year: 2016-2017

Plan Priorities

1) Identify the top priorities of the current SPSA. (No more than 2–3)

- * Providing reading and math intervention and support in order to increase the number of students performing at a grade level or above.
- * Increase the percentage of English Learners advancing in English proficiency annually.
- * Provide enrichment opportunities to students through the use of technology and field trips.

2) Identify the major expenditures supporting these priorities.

Personnel to provide intervention and support: \$137,449
Purchase of additional chromebooks, iPads and apps: \$18,000

Plan Implementation

1) Identify strategies in the current SPSA that were fully implemented as described in the plan.

Math Intervention for 4th and 5th grade students with a certificated teacher.
Paraeducator support for math in the 5th grade classrooms.
Paraeducator support in the K - 3 classrooms for reading and math.
Extended Day for intervention - after school and Saturday School.
Purchase of instructional materials and devices to support and enhance the core programs (mini iPads; chromebooks)

2) Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

a) What specific actions related to those strategies were eliminated or modified during the year?

Grade level Planning time 3 times a year / time to analyze student data

b) Identify barriers to full or timely implementation of the strategies identified above.

Teachers not wanting to miss instructional time with their students by hiring a substitute.

Strategies and Activities

1) Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Afterschool intervention: Students made gains in ST Math and iRead programs. Additional growth information will be provided when MAP testing is completed in June.

2) Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Only 7 Saturday sessions provided - therefore unable to determine the effectiveness. (Students love going to school on Saturday though!)

- a) Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

X Other: Not enough sessions offered.

- b) Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

X Continuing it with the following modifications: increasing the number of sessions to 2 Saturdays a month.

Other:

Involvement/Governance

- 1) How was the SSC involved in development of the plan?

Site Council provided input on establishing the school goals based on the data presented and prioritizing the strategies based on the funding available.

- 2) How were advisory committees involved in providing advice to the SSC?

The Safety Committee is a subgroup of the SSC and a SSC representative serve on ELAC.

- 3) How was the plan monitored during the school year?

The plan was monitored through the 6 meetings held during the school year.

- 4) What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Increase communication to parents in the monthly newsletter information about the School Site Council and the School Plan.

Outcomes

- 1) Identify any goals in the current SPSA that were met, not met, or were only partially met.

Test results are not available at this time to determine if the goals were met.

- a. List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

- 2) Based on this information, what might be some recommendations for future steps to meet this goal?

Lana Adame

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Carol Stoner

Typed Name of School Principal

Signature of School Principal

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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 Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature


X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

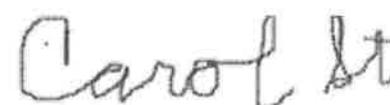
Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/7/18.

Attested:

Carol Stoner _____
Typed Name of School Principal

 _____
Signature of School Principal

2/22/18 _____
Date

Lana Adame _____
Typed Name of SSC Chairperson

 _____
Signature of SSC Chairperson

2/22/18 _____
Date

The Single Plan for Student Achievement

School: Virginia Peterson Elementary
CDS Code: 40754576108377
District: Paso Robles Joint Unified School District
Principal: Melanie Crawford
Revision Date: February 13, 2018

The Single 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: Melanie Crawford
Position: Principal
Phone Number: (805) 769-1250
Address: 2501 Beechwood Drive
Paso Robles, CA 93446
E-mail Address: mkcrawford@pasoschools.org

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

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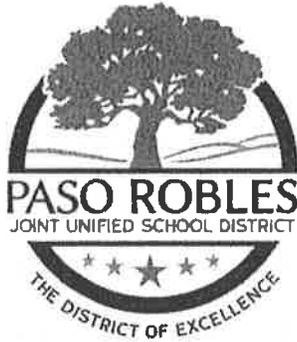
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School Vision and Mission

Virginia Peterson Elementary's Vision and Mission Statements

Our mission at Virginia Peterson Elementary School is to enable every child, every day to develop academic excellence, practice informed citizenship, and enhance positive self-esteem. Virginia Peterson School is a community where students, teachers, parents, and staff contribute to a safe learning environment.

Districts' Guiding Principles



Paso Robles Joint Unified School District

GUIDING PRINCIPLES



Superintendent

Chris Williams

Cabinet Members

Jennifer Gaviola

Carol Kenyon

Laura Becker

Dana Budd

Rich Clayton

Amber Gallagher

Kristen Shouse

Joseph Williams

Belief: Every student will have success.

Vision: Every student will be prepared for success in college, career, and community.

Mission: Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values:

- Leadership
- Integrity
- Innovation
- Continuous Improvement
- No Excuses

Board of Trustees

Chris Bausch

Tim Gearhart

Field Gibson

Kathleen Hall

Matt McClish

Joel Peterson

Joan Summers

Goal 1: Student Success and Student Achievement

Every year, every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: Staff Recruitment and Professional Development for Student Success and Student Achievement

Every year, every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice, and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.

Goal 3: Support Systems for Student Success and Student Achievement

Every year, every support system, department, and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

**ONE
TEAM
ONE
DREAM!**

School Profile

District Profile

Located halfway between Los Angeles and San Francisco, the City of El Paso de Robles is a community of approximately 30,556 residents. The community lies in the northern area of San Luis Obispo County. Paso Robles is bordered on the west by mountains and on the east by rolling hills of barley and grapes.

The school district consists of six elementary schools, two middle schools, one comprehensive high school, one alternative high school, an independent study high school, one independent study center, and one culinary arts academy all of which serve just over 6,800 students.

The City of Paso Robles and the surrounding area sustained a rapid growth pattern for most of the past 20 years. Community support has changed from predominantly ranching and agriculture to a mixed economic base. Light industry, tourism and the wine industry, along with surrounding government agencies, construction, and retail sales, now complement agriculture to make up a more diverse economic base.

The belief of the district is that “Every student will have success” and our vision is that “Every student will be prepared for success in college, career, and community.” To make this a reality, the school district offers a wide variety of programs to meet the needs of students and families. There is a TK-12 Dual Immersion (DI) program that begins at Georgia Brown DI Magnet School. The DI program provides the opportunity for all participating students to receive the California State Seal of Biliteracy in English and Spanish. There is a TK – 5 Visual and Performing Arts (VAPA) Magnet School at Bauer-Speck Elementary and this is aligned to our 6-12 VAPA program. The successful piloted all-day kindergarten program is now offered district-wide. It will include a six hour paraeducator in each of the kindergarten classrooms. There are Transitional Kindergarten (TK) classes at four of the elementary school sites designed for young children prior to the age of 5. VAPA, athletics, and Gifted and Talented Education (GATE) is provided to all students in grades K-8 and aligned to our high school programs which includes extensive honors, AP, and dual enrollment classes. Working with our local university, Cal Poly, all grade 3-5 students receive integrated STEM (Science, Technology, Engineering and Mathematics) activities. There are an extensive number of Career Technical Education (CTE) pathways that lead to careers either directly from high school or at the completion of two year certifications or four year college degree programs. These programs are designed to give parents and student options while providing a world class education for all students.

Guiding Principles

“One Team, One Dream!”

Mission

Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values

- Leadership
- Integrity
- Innovation
- Continuous Improvement
- No Excuses

Virginia Peterson Elementary School is located in the northern region of Paso Robles and serves students in grades kindergarten through fifth grade following a traditional calendar. At the beginning of the 2017-18 school year, 440 students were enrolled, including 19% in special education, 55% qualifying for English Language Learner support, and 69% qualifying for free or reduced price lunch.

Parent Involvement Policy

Title I School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I parental and family engagement requirements.

Title I School-Level Parent and Family Engagement Policy Virginia Peterson Elementary School

Virginia Peterson Elementary School has developed a written Title I parent and family engagement policy with input from Title I parents and families. The parent and family engagement policy is reviewed during the annual Title I meeting. The policy is distributed to parents and families of Title I students by placing the parent and family engagement policy on the district website, and including it in the Single Plan for Student Achievement. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1116(a)-(g) inclusive].

Involvement of Parents and Families in the Title I Program

To involve parents and families in the Title I program at Virginia Peterson the following practices have been established:

- The school convenes an annual meeting to inform parents and families of Title I students about Title I requirements and about the right of parents and families to be involved in the Title I program. A minimum of one Title I meeting is held each year to explain the Title One program at Virginia Peterson Elementary School. During the annual meeting, the school will provide parents and families of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During the annual meeting, achievement data, including state tests for ELA and Math, and CELDT data will be made available and explained to the parents and families.
- The school involves parents and families of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent and family engagement policy. The school will solicit input from the Title I parents and families and the School Site Council at least once per year.
- The school provides parents and families of Title I students with timely information about Title I programs. Information will be communicated regularly through the monthly newsletters, the school site web page, at other parent and family meetings such as PTA, ELAC, and SSC, and the yearly Title I Meeting.
- Parents and families will be given the option to council with their son or daughter's teacher during parent conferences twice per year. Parents and families can always request to meet with their teacher at additional times. Parents and families will be informed when their child is eligible for and receiving Title I services.

5.30.17

- Parents and families are invited to serve on the School Site Council and/or are always welcome to attend the School Site Council meetings whether serving on the Board or not. The ELAC Board is asked to report as an advisory committee to the School Site Council at least once per year. Data review and explanation, program effectiveness, and revisions to the parent and family engagement policy, and the current School-Parent Compact will be agenda items during the annual Title I meeting.

School-Parent Compact

Virginia Peterson Elementary School distributes to parents and families of Title I students a school-parent compact. The compact, which has been jointly developed with parents and families, outlines how parents, families, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and families of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents and families will be responsible for supporting their children's learning
- The importance of ongoing communication between parents, families and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and families to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Virginia Peterson Elementary School engages Title I parents and families in meaningful interactions with the school. It supports a partnership among staff, parents, families and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During the annual meeting/s school staff will explain to the parents and families the content standards, assessments, will explain the data and its significance.
- The school provides Title I parents and families with materials and training to help them work with their children to improve their children's achievement. During the annual meeting/s school staff will discuss ways the parents and families can use grades and assessment data to monitor their student's progress and assist their child's academic progress.
- With the assistance of Title I parents and families, the school educates staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.

5.30.17

- The school coordinates and integrates the Title I parent and family engagement program with other programs, and conducts other activities to encourage and support parents and families in more fully participating in the education of their children. Parent and family engagement is a key component at our school. School staff will, to the extent possible, coordinate efforts with other parent/family groups such as PTA, and ELAC, through their involvement with the School Site Council.
- The school distributes information related to school and family programs, meetings, and other activities to Title I parents and families in a format and language that the parents and families understand. Utilizing flyers and newsletter articles, information is communicated to parents and families regarding school and family programs and meetings. All newsletters and major information is distributed from all of our schools in both English and Spanish.

Accessibility

Virginia Peterson Elementary School provides opportunities for the participation of all Title I parents and families, including parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory students. Information and school reports are provided in a format and language that parents and families understand. Annual invitations to attend the annual Title I meeting will go out in a flyer and in newsletters, inviting all parents and families of eligible students. These flyers and newsletters are released in both English and Spanish. Facilities where the Title I meetings will be held will be handicapped accessible. Child care and Spanish translation will be provided during these meetings.

5.30.17

Parent, Family, and Community Engagement Calendar

August	September	October
Kg Orientation SPED Family Orientation	PTA ELAC	PTA ELAC

	School Site Council Back To School Night Annual Title I Meeting Parent Teacher Conferences	School Site Council Pioneer Day Parade Community Garden Family Work Day Parent Conferences Fun Run Lunch with your Panda
November	December	January
PTA ELAC School Site Council Family PRIDE Night Grade Level Awards Assemblies	PTA ELAC School Site Council Holiday Lights Parade Family Movie Night	PTA ELAC School Site Council Community Garden Family Work Day Almond Blossom Festival Family Game Night Winter Fundraiser
February	March	April
PTA ELAC School Site Council Kindergarten Registration Mtgs Lunch with Your Panda	PTA ELAC School Site Council Family Literacy Night & Read Across America Day Read-a-thon Parent Teacher Conferences Family Dance Positive Parenting Part I Grade Level Awards Assemblies	PTA ELAC School Site Council Family Cooking Night Eat Lunch with You Kid Day Parent Ed Opps Family STEM Night Positive Parenting Part II Family Movie Night
May	June	
PTA ELAC School Site Council Community Garden Family Work Day District Writing Celebration 5th Grade Maturation Parent Mtg Open House	PTA Mtg Reclassification Celebration Family Game Night Community Garden Family Work & Cooking Day Grade Level Awards Assemblies	

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).

Parent, teacher, and classified staff input gathered in SSC, ELAC, and PTA meetings. Teachers input was gathered via grade level PLC recommendations, during staff meetings, and through the leadership teams. Parent input indicates a need in improved student

progress monitoring and communication to families. Teacher input indicates a need for increased support in development of best teaching practices in alignment of current curriculum and analyzing assessment data to guide instruction.

Classroom Observations

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

Classroom observations provide immediate feedback regarding best first teaching practices and provide specific feedback on instructional practices including developing learning intentions, success criteria and lesson objectives aligned with the rigor of the standard, using differentiated small group instructional to better match instruction to students' assessed levels of readiness, and student goal setting. Observations demonstrate teachers have been collaborating with peers to write and articulate language embedded objectives that are aligned with standards and clearly outline the student task, planning instruction, and use common assessments. Additionally, observations indicate that teachers are focused on the use of differentiated small group instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Virginia Peterson uses state assessments, MAP, progress monitoring assessments, curriculum based assessments, and additional formative assessments to inform instruction. Classroom teachers deliver core instruction and differentiate instruction for students of all performance abilities during the ELA block. Teachers collaborate to plan and organize curriculum to support these multiple performance levels. District pacing plans are revised as needed and MAP is given in the fall, winter and spring. Students performing significantly below grade level benchmarks are identified for Tier II and Tier III reading intervention. They are progress monitored and reviewed at the end of each cycle.

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

Grade levels PLCs meet weekly to analyze data from common formative assessments and share best practices so that others can adopt strategies that have proven successful in supporting the wide range of learners in the classroom. The instructional coach support teachers during collaboration by suggesting strategies and/or providing additional resources to support students in small groups.

Staffing and Professional Development

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

100% of Virginia Peterson teachers are highly qualified.

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

Teachers receive high-quality staff development two times per month at staff meetings, as well on staff development days. The focus of staff development is utilizing best first teaching practices and research based strategies that have shown to be effective in serving a wide range of learners in the classroom. Staff development also focuses on using assessment data to form universal access and intensive intervention groups.

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

Staff development is planned to ensure classroom instruction is aligned with CCSS, effective teaching practice and results in increased learning for students. Professional Learning Communities are focused on analyzing student progress with priority standards and planning support that take place both in the general education classroom and our intervention program. Classroom observation occur at least once bi-weekly to provide instructional feedback on implementation of practices.

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

Administration supports teachers through formal observation and evaluations as well as informal observations. An instructional coach and additional district specialists are utilized for professional development as necessary.

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

Teachers collaborate weekly in PLCs.

Teaching and Learning

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

Virginia Peterson uses the district adopted curriculums Wonders, My Math, California approved programs. Supplemental programs such as iRead, ST Math, and Ready Common Core are used to support students and accelerate learning. Grade level pacing plans have been established by the district Curriculum Committee comprised of teachers and district personnel.

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

Virginia Peterson meets the requirement for instructional minutes in ELA and math.

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

Pacing has been determined by district wide curriculum team for each grade level and pacing plans have been created for both ELA and Math. Intervention groups are determined by MAP assessment data and teacher provided formative assessments. Each grade level has access to 40-60 minutes of intensive ELA intervention daily. Students have access to differentiated instruction in math during the core math block.

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

State adopted curriculum and materials are available to all students as per the Williams Act.

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 highly qualified teachers use all SBE-adopted and standards-aligned instructional material for general education, interventions, and special education.

Opportunity and Equal Educational Access

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

Students performing below grade level have access to state adopted curriculum and standards based instruction daily. Teachers provide universal access time daily to meet the needs of students of all performance levels. Students in need of additional support receive intensive intervention 40-60 minutes daily with the Intervention TOSA or in the classroom during CLIMB. Identified EL students receive designated ELD instruction 4 days a week from their classroom teacher.

14. Research-based educational practices to raise student achievement

Teachers meet weekly in PLCs to discuss practices that are research based and share strategies that have proved to be successful with their students. Interventions are formed based on assessment data and the analysis of that data that takes place during those PLCs. Research-based practices discussed include but are not limited to: direct instruction model, concept attainment, inquiry, and cooperative learning.

Parental Involvement

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

School Compact, SST Process, Title I Support, ST Math, Saturday School, Paraeducator Support, and Intensive Reading Intervention.

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)

Parent involvement and membership is encouraged at both the site and district levels on the following committees: DELAC, ELAC, SSC, and PTA. Parent meetings are held to help Title I parents develop skills, strategies, and techniques to support and or improve their child's academic effort and progress. Parent Involvement Opportunities include: Back to School Night, Open House, Title I Meeting, Parent Conferences, Student Study Teams, Parent Volunteering, Teacher Newsletters, School Newsletters, School Website, Automated Dialing system.

Funding

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

Title I funds are used to support all students performing below proficiency levels. Funds will support the implementation of intervention services and supports for students who are performing below grade level.

18. Fiscal support (EPC)

Title I funds, LCAP services and the general education fund support student achievement.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	92	81	95	88	78	95	88	77	95	95.7	96.3	100
Grade 4	63	89	87	60	87	84	60	87	84	95.2	97.8	96.6
Grade 5	67	63	95	62	59	91	62	59	91	92.5	92.2	95.8
All Grades	222	233	277	210	224	270	210	223	270	94.6	95.7	97.5

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2388.8	2414.0	2394.6	8	18	15.79	18	29	28.42	39	26	16.84	35	27	38.95
Grade 4	2417.7	2422.6	2432.1	7	9	15.48	18	16	17.86	32	23	22.62	43	52	44.05
Grade 5	2458.3	2463.9	2481.7	13	12	13.19	23	31	29.67	16	25	26.37	48	32	30.77
All Grades	N/A	N/A	N/A	9	13	14.81	20	24	25.56	30	25	21.85	41	38	37.78

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	10	20	20.00	51	49	36.84	35	32	43.16	
Grade 4	12	11	19.05	40	41	41.67	45	47	39.29	
Grade 5	18	12	15.38	34	53	50.55	48	36	34.07	
All Grades	13	14	18.15	43	47	42.96	42	39	38.89	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	17	10.53	55	57	46.32	36	26	43.16
Grade 4	7	8	9.52	53	49	48.81	37	43	41.67
Grade 5	11	15	21.98	39	42	46.15	47	42	31.87
All Grades	8	13	14.07	50	50	47.04	40	37	38.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	14	13.68	63	71	65.26	24	14	21.05
Grade 4	8	8	13.10	70	60	57.14	18	32	29.76
Grade 5	16	14	16.48	52	64	61.54	32	22	21.98
All Grades	12	12	14.44	61	65	61.48	25	23	24.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	25	33.68	52	49	33.68	32	26	32.63
Grade 4	8	9	15.48	47	54	54.76	42	37	29.76
Grade 5	18	24	18.68	56	59	53.85	26	17	27.47
All Grades	13	18	22.96	52	54	47.04	33	28	30.00

Conclusions based on this data:

1. Reading continues to be a weak performing claim overall. Schoolwide focus on improvement of Core Reading instruction especially for students who are at-risk (performing significantly below grade level), foundational reading skills for all, and increasing small group differentiated instruction.
2. Targeted intensive interventions need to be utilized to support the large percentage of students who perform below grade level benchmark. Full implementation of RtI with cycles of progress monitoring, data review and instructional problem solving & decision making.
3. Core reading instruction must include language objectives to improve reading, writing, listening and speaking for all students, especially for English Learners.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	92	81	95	90	80	95	88	80	95	97.8	98.8	100
Grade 4	63	89	88	60	86	86	60	86	86	95.2	96.6	97.7
Grade 5	67	63	95	63	61	92	63	61	92	94.0	95.3	96.8
All Grades	222	233	278	213	227	273	211	227	273	95.9	97	98.2

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2400.8	2415.8	2394.3	6	13	13.68	30	30	22.11	24	28	18.95	38	30	45.26
Grade 4	2445.0	2439.8	2433.8	7	5	6.98	15	22	12.79	50	37	45.35	28	36	34.88
Grade 5	2461.6	2460.9	2475.8	16	3	7.61	6	16	21.74	27	39	29.35	51	41	41.30
All Grades	N/A	N/A	N/A	9	7	9.52	19	23	19.05	32	34	30.77	39	35	40.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	25	21.05	39	41	23.16	44	34	55.79
Grade 4	8	20	10.47	47	29	38.37	45	51	51.16
Grade 5	16	11	16.30	25	44	32.61	59	44	51.09
All Grades	14	19	16.12	37	37	31.14	49	43	52.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	13	20.00	50	50	43.16	38	38	36.84
Grade 4	12	7	11.63	40	51	43.02	48	42	45.35
Grade 5	16	3	7.61	35	34	45.65	49	62	46.74
All Grades	13	8	13.19	43	46	43.96	44	46	42.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	19	20.00	53	58	42.11	34	24	37.89
Grade 4	10	5	10.47	53	45	45.35	37	50	44.19
Grade 5	10	5	13.04	43	49	43.48	48	46	43.48
All Grades	11	10	14.65	50	51	43.59	39	40	41.76

Conclusions based on this data:

1. VP saw an overall 2% decline in math performance from the previous year.
2. Rigor of math instruction and questioning inconsistently matching the rigor of the standard. Lack of understanding of the the learning intentions, success criteria and learning progression for each priority standard and how to accurately assess them.
3. Significant achievement gaps exist between white and hispanic groups (55%EL) as well as SED and non SED subgroups.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			13	25		13	25	***	13		***	50	50	***	13
1	5	5	6	23	28	9	45	31	42	5	28	9	23	8	33
2	7	2	3	29	20	26	48	52	45	10	16	16	7	9	11
3		10	3	41	41	9	31	36	59	22	8	15	6	5	15
4	6	15	4	46	38	40	29	36	32	6	9	12	14	2	12
5	17	17		50	43	56	11	20	24	11	13	12	11	7	8
Total	5	9	4	35	33	25	35	36	40	11	15	15	13	6	16

Conclusions based on this data:

1. ELD needs to be integrated into daily instruction occurring in general education classroom. The writing and articulation of language embedded objectives is a continued focus to ensure this practice.
2. Professional development in the area of designated and integrated ELD instruction is needed.
3. EL students need a dedicated ELD time that is strategic and addresses areas of reading and writing.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	5		2	2		5	17	15	10	26	35	31	50	50	52
1	5	5	6	23	28	8	45	30	39	5	28	8	23	10	39
2	7	2	3	28	19	28	47	50	43	9	17	15	9	13	13
3		10	3	40	39	9	30	37	59	22	7	15	8	7	15
4	6	13	4	46	37	37	29	38	33	6	8	11	14	4	15
5	15	15		55	42	50	10	18	21	10	12	14	10	12	14
Total	5	7	3	30	27	21	32	32	34	14	18	16	20	16	26

Conclusions based on this data:

1. Attention needs to be placed on delivering high quality ELD lessons both in and out of the general education classroom.
2. Providing instruction at the intermediate level in order to ensure advancement of EL students is necessary.
3. ELD instruction needs to occur regularly and consistently for all students, and regular monitoring of assessment data needs to take place to ensure students are making yearly progress towards English language fluency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	192	202	
Percent with Prior Year Data	100%	99.5%	
Number in Cohort	192	201	
Number Met	120	127	
Percent Met	62.5%	63.2%	
NCLB Target	60.5	62.0%	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	208	19	217	32		
Number Met	62	13	65	17		
Percent Met	29.8%	68.4%	30.0%	53.1%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		

Conclusions based on this data:

- 1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	1207	1,146	
Percent with Prior Year Data		99.8	
Number in Cohort	1207	1,144	
Number Met	720	619	
Percent Met	59.7	54.1	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	916	485	946	452		
Number Met	230	253	224	170		
Percent Met	25.1	52.2	23.7	37.6		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: ELA
LEA GOAL:
<p>Performance Goal #1 Student Success and Student Achievement</p> <p>Performance Goal #2 All English Learner students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>Performance Goal #3 All students will be taught by highly qualified teachers</p>
LCAP GOAL:
<p>Goal #2 PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas and provide access to visual and performing arts (VAPA) and services for advanced learners (GATE, Honors, AP and Dual Enrollment)</p> <p>Goal #3 All PRJUSD students will have access to core curriculum taught by highly qualified teachers that is aligned to the new California Standards (Common Core) including ELA, mathematics, history social science and science.</p>
SCHOOL GOAL #1:
By Spring of 2018, 54% of 3-5 students will meet or exceed standards in ELA as measured by CAASPP (an increase of 14% from 16-17) and all students in grades K-5 will demonstrate growth with 75% meeting or exceeding their growth projection as measured by MAP (an increase of 31% from 16-17).
Data Used to Form this Goal:
ESGI Assessments (Kg), STAR (EAP classes 1-2) NWEA Measures of Academic Progress (MAP), CA English Language Development Test (CELDT), CA Assessment of Student Performance and Progress (CAASPP)
Findings from the Analysis of this Data:
40% of VP students in grades K-5 are currently performing at the equivalent of grade level proficiency in ELA and approximately 35% of K-5 students are performing significantly below grade level.
How the School will Evaluate the Progress of this Goal:
VP staff will review curriculum based and classroom assessments including those from iRead, System 44, ST Math weekly. At each trimester, staff will analyze PRJUSD Benchmark Assessments. NWEA MAP data (STAR for EAP only) will be reviewed in September, December and March. For students receiving a Tier II or Tier III intervention, assessments will be taken weekly and reviewed in 8 week cycles. Parents will be surveyed in May.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide supplemental pushed in support to for small group differentiation in ELA for EL and at risk students daily	8/21/17-6/15/18	Para-educators 5 x 5.5 hours	Pushed in support for small group differentiation in ELA 1.5 hours per day per classroom grades 1-5	2000-2999: Classified Personnel Salaries	Title I	120,072
2. Professional Development for teachers and paraeducators. a. 3 days per year teacher/grade level assessment data analysis and collaboration b. Sustained professional development and coaching on effective literacy instructional practices c. substitutes, training fees, professional development materials, and all other costs associated with training and professional development	8/21/17-6/15/18	Principal, teachers, para-educators, Instructional coach	Teachers by grade level will be given 3 days (one after each trimester) for performance data analysis, goal setting, action planning and collaboration.	1000-1999: Certificated Personnel Salaries	Title I	7,371.54
			Teachers will participate ongoing professional development and coaching on effective literacy instructional practices. Evaluation based upon attendance, curriculum based assessments, and classroom look-for's.	4000-4999: Books And Supplies	Title I	2,576.46

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Parent & family engagement opportunities to include such programs as Latino Family Literacy Project, Family Reading nights, "How to Help your child with homework" and other programs to improve parent education and involvement.	8/21/17-6/15/18	Principal, teachers, para-educators	School staff will also provide spoken translation for parent-teacher conferences and various parent-teacher meetings. Funds may be used for child care and light refreshments at meetings.	2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	1200
			Evaluation is based on yearly surveys given to families regarding school safety, family involvement and school success	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	Title I Parent & Family Engagement Title I Parent & Family Engagement	300 1474
4. Provide after school intervention & tutoring and enrichment opportunities for struggling students	8/21/17-6/15/18	ASES Supervisor, para-educators, teachers, principal			After School and Education Safety (ASES)	112,500

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	112,500.00
Title I	130,020.00
Title I Parent & Family Engagement	2,974.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	112,500.00
1000-1999: Certificated Personnel Salaries	7,371.54
2000-2999: Classified Personnel Salaries	121,272.00
4000-4999: Books And Supplies	2,876.46
5800: Professional/Consulting Services And Operating	1,474.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	After School and Education Safety (ASES)	112,500.00
1000-1999: Certificated Personnel Salaries	Title I	7,371.54
2000-2999: Classified Personnel Salaries	Title I	120,072.00
4000-4999: Books And Supplies	Title I	2,576.46
2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	1,200.00
4000-4999: Books And Supplies	Title I Parent & Family Engagement	300.00
5800: Professional/Consulting Services And	Title I Parent & Family Engagement	1,474.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	245,494.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Melanie Crawford	X				
Leonardo Palacios			X		
Cynthia Aguirre		X			
Christine Birkenfeld		X			
Andrew Wortman		X			
Keith Myers				X	
Luz Elena Avalos				X	
Wendy Rico				X	
Gus Ahumada				X	
Alisa Martinez				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.

School Advisory Committees Input

The School Site Council summarizes or lists input from all applicable school advisory committees.

NOTE: The SPSA must be developed with the review, certification, and advice of school advisory committees.
EC 64001 (a)

1. Input from the English Learner Advisory Committee:

(Example)

*Parents are satisfied with our family reading nights
Parents appreciate having a bilingual clerk in the office
Parents appreciate having a bilingual paraeducator
Parents would like more tutoring available
Parents have inquired about ESL classes*

Parents are satisfied with the change of drop-off/pick up on Meadowlark.
Parents are disappointed due to low enrollment there will be no K EAP next year.
Parents appreciate having a bilingual clerk in the office and translation available at all family functions.
Parents would like to expand primary book lending library.
Parents would like more tutoring/homework support available for students who are not in ASES.
Parents would like PIQE year 2 offered.

2. Input from other School Advisory Committees:

N/A

Annual SPSA Evaluation

Evaluation Year: 2016-2017

Plan Priorities

- 1) Identify the top priorities of the current SPSA. (No more than 2–3)

Increase growth and proficiency in reading K-5.

- 2) Identify the major expenditures supporting these priorities.

Reading intervention: teacher (.48) and 2 paraeducators (5.5 hour) (one bilingual)

Chromebooks and accessories for reading intervention 3-5 - (\$16,000)

Push-in classroom paraeducators to support small group, differentiated ELA instruction for EL and at risk learners daily: 5 paraeducators (5.5 hours)

classroom independent reading libraries (\$55,000)

teacher professional development and collaboration (\$45,000)

Plan Implementation

- 1) Identify strategies in the current SPSA that were fully implemented as described in the plan.

reading intervention (Tier II and Tier III)

small group, differentiated instruction for core ELA

professional development and collaboration in ELA

- 2) Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- a) What specific actions related to those strategies were eliminated or modified during the year?

Strategies that were not fully implemented: Provide additional ELA support and instruction beyond the school day for EL and at-risk students who are not meeting grade level standards.

Develop a parent and community engagement plan.

- b) Identify barriers to full or timely implementation of the strategies identified above.

Strategies were added in December with additional funds. School was unable to implement due to lack of staff capacity, and due to lack of qualified candidates in applicant pool, school was unable to hire an additional bilingual paraeducator.

Strategies and Activities

- 1) Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Effective strategies included:
Reading Intervention K-2
Increased small group differentiated instruction for ELA
Professional Development and Collaboration

Evidence of impact:

because of continuous progress monitoring of K-2 students receiving Tier II intervention and review of data at trimesters and after 6 week cycles, there were students who met goals nearing benchmark and were exited, students who remained in intervention with added goals to continue progress toward benchmark, students who were not making progress and increased to tier III, and some students who were referred for further assessment for SPED.

decrease in number and frequency of SST meetings held due to ongoing review of students for academic support
increase of students with final report card grades meeting or approaching standards in ELA
increase of student time spent reading during ELA instruction and engagement due to small group instruction

2) Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Reading Intervention 3-5

a) Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

X Lack of timely implementation

Limited or ineffective professional development to support implementation
Lack of effective follow-up or coaching to support implementation
Not implemented with fidelity
Not appropriately matched to student needs/student population

Other:

Lack of timely implementation due to addition of new intervention program in grades 3-5, issues with students overqualified for System 44, changing over existing licenses to Read 180U. This meant 4th and 5th graders only got 4 weeks in the intervention

b) Based on the analysis of this practice, would you recommend:

X Eliminating it from next year's plan

Continuing it with the following modifications: now that licenses are updated, students will be able to begin in intervention in first month of school.

Other:

Involvement/Governance

1) How was the SSC involved in development of the plan?

SSC met monthly to monitor current plan, discuss data as it came available and to develop new plan.

2) How were advisory committees involved in providing advice to the SSC?

ELAC members are also members on SSC. Principal met with ELAC board members.

3) How was the plan monitored during the school year?

SSC met monthly to monitor current plan, make revisions when additional allocation became available, and discuss data as it came available,

- 4) What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Dedicated time at ELAC meeting after trimester data reviews for reporting progress and seeking feedback.

Outcomes

- 1) Identify any goals in the current SPSA that were met, not met, or were only partially met.

Partially met:

By Spring of 2017, 70% of all students in grades K-5 will meet or exceed standards in ELA as measured by CAASPP and/or MAP.

AND

By Spring all students in grades K-5 (including English learners) will meet or exceed their growth targets for reading as measured by MAP assessment.

- a. List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Final MAP and CAASPP data is unavailable at the time of development of this plan. Goals were partially met based upon student growth measurements in January and projections.

- 2) Based on this information, what might be some recommendations for future steps to meet this goal?

Continue with this goal. Continue with strategies for intervention, differentiated small group instruction for ELA, and professional development & collaboration. When carry-over funds become available add before & after school support for at-risk & EL students who are not enrolled in ASES.

<p>Keith Myers _____ Typed Name of SSC Chairperson</p>	 _____ Signature of SSC Chairperson	<p>5/30/17 _____ Date</p>
<p>Melanie Crawford _____ Typed Name of School Principal</p>	 _____ Signature of School Principal	<p>5/30/17 _____ Date</p>

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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 Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/13/18.

Attested:

Melanie Crawford

Typed Name of School Principal

Signature of School Principal

2/13/18

Date

Keith Myers

Typed Name of SSC Chairperson

Signature of SSC Chairperson

2/13/18

Date

The Single Plan for Student Achievement

School: Georgia Brown Elementary School
CDS Code: 40754576043137
District: Paso Robles Joint Unified School District
Principal: Michele Tesauro
Revision Date: 2/06/2018

The Single 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: Michele Tesauro
Position: Principal
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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Georgia Brown Elementary School's Vision and Mission Statements

District Profile

Located halfway between Los Angeles and San Francisco, the City of El Paso de Robles is a community of approximately 30,556 residents. The community lies in the northern area of San Luis Obispo County. Paso Robles is bordered on the west by mountains and on the east by rolling hills of barley and grapes.

The school district consists of six elementary schools, two middle schools, one comprehensive high school, one alternative high school, an independent study high school, one independent study center, and one culinary arts academy all of which serve just over 6,700 students.

The City of Paso Robles and the surrounding area sustained a rapid growth pattern for most of the past 20 years. Community support has changed from predominantly ranching and agriculture to a mixed economic base. Light industry, tourism and the wine industry, along with surrounding government agencies, construction, and retail sales, now complement agriculture to make up a more diverse economic base.

The belief of the district is that "Every student will have success" and our vision is that "Every student will be prepared for success in college, career, and community." To make this a reality, the school district offers a wide variety of programs to meet the needs of students and families. There is a TK-12 Dual Immersion (DI) program that begins at Georgia Brown DI Magnet School. The DI program provides the opportunity for all participating students to receive the California State Seal of Biliteracy in English and Spanish. There is a TK – 5 Visual and Performing Arts (VAPA) Magnet School at Bauer-Speck Elementary and this is aligned to our 6-12 VAPA program. The successful piloted all-day kindergarten program is now offered district-wide. It will include a six hour paraeducator in each of the kindergarten classrooms. There are Transitional Kindergarten (TK) classes at four of the elementary school sites designed for young children prior to the age of 5. VAPA, athletics, and Gifted and Talented Education (GATE) is provided to all students in grades K-8 and aligned to our high school programs which includes extensive honors, AP, and dual enrollment classes. Working with our local university, Cal Poly, all grade 3-5 students receive integrated STEM (Science, Technology, Engineering and Mathematics) activities. There are an extensive number of Career Technical Education (CTE) pathways that lead to careers either directly from high school or at the completion of two year certifications or four year college degree programs. These programs are designed to give parents and student options while providing a world class education for all students.

Guiding Principles

"One Team, One Dream!"

Mission

Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values

- Leadership
- Integrity
- Innovation
- Continuous Improvement
- No Excuses

School Vision/Mission

The goal of Georgia Brown Elementary School is to provide excellence in education through outstanding programs, services, and activities that ensure all exiting 5th grade student are bilingual and biliterate in Spanish and English. Georgia Brown Elementary has created a Two-way Language and Immersion Program with an extended learning year to accelerate language and academic achievement for all students. Our vision is to provide a well-rounded high quality education for all students while maintaining our commitment to a bilingual bi-cultural environment. Students have the opportunity to become fully bilingual and biliterate in two languages while increasing multicultural awareness and academic success.

The objectives for the program are:

- Fully integrated classrooms (composed of near equal numbers) of Spanish and English speaking students.
- Students will develop biliteracy in Spanish and English by the end of fifth grade with a commendation for the Seal of Biliteracy.
- Students will demonstrate increased self confidence and academic achievement in both languages.

- Teachers will plan collaboratively on a weekly basis in order to develop and support a strong content and language-based program.
- Spanish and English instruction will focus on standards based curriculum for strong academic achievement in both languages.
- Students, parents, and staff will develop an understanding and acceptance of the diversity in our community.
- Students and parents will make a commitment to continue in the program for a full six years, with the opportunity to continue at Flamson Middle School and Paso Robles High School.
- Dual Language Immersion Program, emphasizing full literacy in Spanish and English through 12th grade for the opportunity to receive the California Seal of Biliteracy on the High School Diploma.
- Georgia Brown will maintain involvement in our community.

We are Tigers!

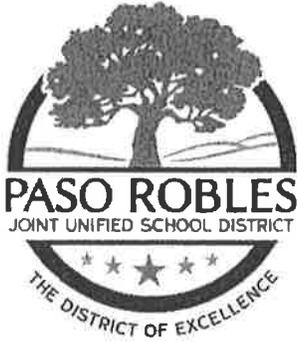
We take care

We have Integrity

We are Georgia Brown

We show Excellence in everything we do and say

We show and have Respect!



Paso Robles Joint Unified School District

GUIDING PRINCIPLES



Superintendent
Chris Williams

Cabinet Members

Jennifer Gaviola
Carol Kenyon
Laura Becker
Dana Budd
Rich Clayton
Amber Gallagher
Kristen Shouse
Joseph Williams

Board of Trustees

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**ONE
TEAM
ONE
DREAM!**

Belief: Every student will have success.

Vision: Every student will be prepared for success in college, career, and community.

Mission: Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values:

- Leadership
- Integrity
- Innovation
- Continuous Improvement
- No Excuses

Goal 1: Student Success and Student Achievement

Every year, every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: Staff Recruitment and Professional Development for Student Success and Student Achievement

Every year, every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice, and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.

Goal 3: Support Systems for Student Success and Student Achievement

Every year, every support system, department, and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

School Profile

Georgia Brown Elementary School serves a diverse population due to the uniqueness of the Dual Immersion Program offered. The students come from the city of El Paso de Robles, surrounding areas, adjoining cities. Students come from single-family homes, local apartment units, and mobile home parks. Some families receive Section 8 support. Georgia Brown also attracts students from other parts of Paso Robles, Templeton, Atascadero, San Luis Obispo, San Miguel, and Cambria.

Georgia Brown Elementary School is located in the northern region of Paso Robles and serves students in grades transitional kindergarten through five following a traditional calendar. For the 2017-18 school year, 591 students are enrolled, including 8.7% in special education, 45.6% qualifying for English Language Learner support, and 62% qualifying for free or reduced price lunch.

Parent Involvement Policy

Title I School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I Parent and Family Engagement requirements.

Title I School-Level Parent and Family Engagement Policy Georgia Brown Elementary School

Georgia Brown Elementary School has developed a written Title I Parent and Family Engagement policy with input from Title I parents and families. The Title I Parent and Family Engagement Policy is reviewed and revised during the annual Title I meeting. It has distributed the policy to parents and families of Title I students by placing the Title I Parent and Family Involvement Policy on the district website, and including it in the annual student handbook each fall, and including it in the Single Plan for Student Achievement. The policy describes the means for carrying out the following Title I Parent and Family Engagement requirements [20 USC 6318 Section 1116(a)-(g) inclusive].

Involvement of Parents and Families in the Title I Program

To involve parents and families in the Title I program at Georgia Brown Elementary School the following practices have been established:

- Georgia Brown Elementary convenes an annual meeting to inform parents and families of Title I students about Title I requirements and about the right of parents and families to be involved in the Title I program. A minimum of one Title I meeting is held each year to explain the Title I program at Georgia Brown Elementary School, revise the Title I Parent and Family Engagement policy, review data and provide input regarding the effectiveness of the program that will be forwarded to site administration as well as the School Site Council.
- The school offers a flexible number of meetings for Title I parents and families, such as meetings in the morning or evening. Parents and family schedule their own parent conferences with the teachers at the convenience of their own schedules. Additionally, as stated above, there will be a minimum of one meeting per year. Additional meetings can be scheduled as needed.
- The school involves parents and families of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent and family involvement policy. The school will solicit input from the Title I parents and families and advise the School Site Council at least once per year.
- The school provides parents and families of Title I students with timely information about Title I programs. Information involving the Title I program will be communicated regularly through the monthly newsletters and the school site web page.
- The school provides parents and families of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
During Fall Parent Conferences and at the annual meeting, achievement data, including CST ELA, CST Math, and CELDT data will be made available explained to the parents and families.

- If requested by parents and families of Title I students, the school provides opportunities for regular meetings that allow the parents and families to participate in decisions relating to the education of their children. Parents and families will be given the option to council with their son or daughter's teacher during parent conferences twice per year. Parents and families can always request to meet with their teacher upon request. Parents and families are invited to serve on the School Site Council and/or can are always welcome to attend the School Site Council meetings whether serving on the Board or not. Data review and explanation, program effectiveness, and revisions to the parent and family involvement policy, and the current School-Parent Compact will be agenda items during the annual Title I parent and family meetings.

School-Parent Compact

Georgia Brown Elementary School distributes to parents and families of Title I students a school-parent compact. The compact, which has been jointly developed with parents and families, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and families of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents and families will be responsible for supporting their children's learning
- The importance of ongoing communication between parents, families and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and families to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Georgia Brown Elementary School engages Title I parents and families in meaningful interactions with the school. It supports a partnership among staff, parents, families, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During the annual meeting/s school staff will explain to the parents and families the content standards, assessments, will explain the data and its significance.
- The school provides Title I parents and families with materials and training to help them work with their children to improve their children's achievement. During the annual meeting/s school staff will discuss ways the parents and families can use grades and assessment data to monitor their student's progress and assist their child's academic progress.
- With the assistance of Title I parents and families, the school educates staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- The school coordinates and integrates the Title I parent and family involvement program with other programs, and conducts other activities to encourage and support parents and families in more fully participating in the education of their children. School staff will, to the extent possible,

coordinate efforts with other parent groups such as PTA, and ELAC, through their involvement with the School Site Council.

- The school distributes information related to school and parent and family programs, meetings, and other activities to Title I parents and families in a format and language that the parents and families understand. All newsletters and major information is distributed from all of our schools in both English and Spanish.
- The school provides support for parental and family involvement activities requested by Title I parents and families.

Accessibility

Georgia Brown Elementary School provides opportunities for the participation of all Title I parents and families, including parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory students. Information and school reports are provided in a format and language that parents and families understand.

Annual invitations to attend Fall Parent Conferences and the annual Title I meeting will go out in the first newsletter of each year (September) inviting all parents and families of students. These newsletters are released in both English and Spanish. Facilities where the Title I meetings will be held will be handicapped accessible. Child care will be provided during these meetings if needed.

Parent, Family, and Community Engagement Calendar

August	September	October
Kinder CAMP	Back to School Night, Annual Title I Meeting, PTA, ELAC, SSC, Dad's Club,	DEAR day, Movie Night, PIQE (9 week parent sessions), SSC, PTA, Parent

	Coffee with Principal, Pathway to Seal of Biliteracy Informational Meeting	Teacher conferences, Awards Assembly, Pioneer Day Parade/volunteering
November	December	January
Flamson visits, Book Fair, Awards Assemblies, ELAC pot luck, Garden Work Saturday, PTA, PIQE parent classes, Student Council speeches, coffe with Principal	Tigers Cook Night, Garden Club, PIQE Parent graduation, Studio in the Park Celebration of G. Brown student Art work, SSC, Flamson Band visits, Winter Garden Party	Reading/Literacy Night, Showcase of Student Art work , Awards Assembly, ELAC, SSC, PTA, Safety Informational Night, coffee with Principal
February	March	April
Math/Science Night, PTA, SSC	Salsa Day / Window to Latin America Night, Dr. Seuss Celebration of Reading, Awards Assembly, ELAC, PTA, SSC, coffee with Principal	Garden volunteering,
May	June	
Awards Assembly, ELAC, PTA, SSC, Open House, coffee with Principal	5th grade Recognition Ceremony, First Grade Author's Tea, 2nd grade Presentation	

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).

Georgia Brown Elementary School students in 4th and 5th grades completed the Healthy kids survey (CHKS). The results are a window into how these students view Georgia Brown. School connectedness was high, but Feeling Safe at School was below 50%; Caring Relationships was between 70% and 80%. A new PBIS structure at G. Brown will recognize students in all areas of the school with a Dog Tag with that area pictured.

We are addressing how to boost attendance for this school year with Daily announcements and promoting the district attendance challenge. Classes with 100% attendance get a daily Star on their Classroom chart and will be recognized with an end of year celebration.

The G. Brown staff completed the Guiding Principles Survey XSpring 2017. Of the 7 Strands, Instruction received one of the higher responses as "Full" meaning those structures are in place. Staff and Professional Development were in the 'Minimal' area as Strands that still needed to be fulfilled. Secondly, was the Strand on 'Support and Resources' as a further need to our Dual Immersion program. The Leadership team recommends seeking assessment tools and intervention materials which better match the Dual Immersion program.

Teachers in the upper grades have recommended we seek a program that would support students engaging with Non-Fiction Informational Text to strengthen students' meeting ELA CCSS standards.

To that end, the following Spanish assessment tools and resources are being pursued and reviewed:
Fast Bridge, STAR, EDL2, Fointas & Pinnell/Spanish, Achieve 3000

Suggestions for supporting our staff in Professional Development are:

Estrellita / Early Spanish Literacy training

- New ELPAC parameters and implications for instruction
- STAR training and matching to Spanish instruction

Achievement Team / Visible Learning

- Grade level Formative Assessments
- GLAD-for new teaching staff

Gramatica sin Excusas (Spanish grammar alignment for K-5) Instructional Coach support

Classroom Observations

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

Classroom observations range from short informal drop-ins to more lengthy formal observations. Observations are conducted daily. Teachers who are Probationary are visited at least 3-4 times per week. Tenured teachers are visited 2-3 times per week by the principal and the Guidance Specialist. There is evidence that most students are being engaged in the learning intention, and beginning to create goals for their main content areas. We are isinbg

There is still the expectation that instructional delivery evolve to incorporate DOK 3 and 4 into their instructional practice. Teachers are posting the learning intentions along with Success Criteria on the board or visible area. The language objective is being additionally posted.

The staff had a presentation by the Instructional coach on Grammar without Excuses.

The classroom observations have provided opportunity to observe how Spanish is spoken and used in the instructional delivery by the teaching and support staff. It is evident that there is a minority of native Spanish speaking teachers. The paraeducators are mostly native speakers. The rest of the teaching staff speaks Spanish as a second language. This recruiting period proved to be most difficult in finding and securing high quality Spanish speakers with preferred experience.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Georgia Brown Elementary School uses multiple measures throughout the school year to inform instruction toward a comprehensive Dual Immersion program by employing state assessments, trimester benchmarks, unit assessments, and formative assessments. Each grade level team met for 1/2 day or full day with the principal and instructional coach to study all available student data results (MAP, CAASPP, Math unit data, Student Writing samples, New STAR Spring 2018 data), determine the student's strengths and weaknesses in the areas of ELA, and Mathematics. These discussions lead to next steps to be taken with instructional planning and delivery, resources to be used to promote student engagement (GLAD), and besty interevntion structures.

This year MAP assessments will be used every trimester to provide progress monitoring, statistical information as to student growth and goal attainment, and guide next learning steps for students. This information informs teachers as to what concepts to reteach, refine and/or extend to support student's success with priority standards. This data is also used by the intervention team to form groups. Teachers in the upper grades have received workshop sessions on how to use the CAASPP Interim assessments to familiarize students with this testing structure and increase the rigor of the lessons. There is the District writing data to be analyzed by grade teams from all elementary schools as a broader support to the classroom teacher.

Grade level teams collaborate (weekly Professional Learning time and staff meetings) toward creating formative assessments (pre/post) that measure student's progress toward agreed upon essential outcomes, and guide new lesson planning. These results cause lesson to be adjusted and differentiated to meet the needs of all learners. The students who do not meet or nearly meet the performance standards are offered additional support. The classroom teacher is responsible for delivering the core curriculum to all students in their class. Teachers are expected to differentiate their instructional delivery during daily small group time.

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

Each grade level team meets weekly to analyze data collected from various formative assessments (pre/post) and common Unit assessments. Teachers share their best practices, resources and materials. Each grade level team meetas for one day with the principal to look at all the available, and most current data from state assessments, district benchmarks (MAP) and language specific assessments . The TOSA/Intervention teacher analyzes data with the teachers she provides small group support and with Intervention para-educators continually to assist teachers in identifying the neediest students to receive intervention support. Intervention team re-teaches concepts in small groups and assess students to determine proficiency with CCSS.

Staffing and Professional Development

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

100% of the staff at G. Brown is highly qualified.

There is a serious need to consider placing only Native Spanish speaking teachers with a high level of language use as demonstrated by their writing, reading comprehension and oral/vocabulary competency evaluated by possible placement assessments. These teachers should then be compensated above the regular certificated teacher due to the additional work load and the expertise they bring to the D.I. program.

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

Georgia Brown has credentialed teachers in all classrooms.

Teachers have received preliminary professional development sessions on the new adopted reading program-wonders/Maravillas. Professional Development days are being planned to support teachers (Darling-Hammond 2009) due to the new initiatives and adoptions that require not only professional training but long term coaching to truly bring positive impact to student learning. New teachers received additional professional development days before school started. There is a focus on Best First Teaching (John Hattie/Visible Learning), DOK, English language development strategies and writing language embedded goals.

Staff have received professional development on Visible Learning / Achievement Teams through Steve Ventura.

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

The need to fulfill some of the ten recommendations given by the outside evaluator, Rosa Molina, to align the D.I. program to the 90/10 model. This work has begun with curriculum mapping drafts, addressing the 3rd grade teaching structure (70/30 or 60/40). To address how to increase the acquisition of academic vocabulary and close the gap in ELD program (K-2 grade), training in GLAD (Guided Language Acquisition Design) was provided Nov. 4-5, 2016. The need to follow up with the program guidelines of: 4 days of GLAD classroom observations, coaching and planning must be addressed. There is the need to scale up the student learning of grade level CCSS in mathematics. Professional development should include the best strategies for teaching mathematics. Teachers are requesting help on navigating and using Illuminate.

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

Administration provides support for teachers through the formal observation process, as well as informal/drop-ins, feedback, and modeling. Additionally, teachers receive instructional support through staff meetings, Professional Learning communities, district sponsored PD-Mathematics, and

DOK training, Spanish language focus, Goal setting, and English Language development.

The part-time instructional coach has assisted teachers with a presentation on writing language embedded learning goals, Grammar without Excuses, Learning Intentions/success Criteria, and follow-up coaching on many areas as requested by teachers. Modeling and one on one assistance has been provided by the instructional coach and TIP teacher. There is a need for GATE training to address GATE clusters and engaging/extending learning for all students. Half day GATE sessions were provided by the District GATE coordinator. There is the need for further support and assistance on how to strengthen the mathematics curriculum, and for planning days for teachers to analyze new data (Benchmarks, writing samples, running records, DIBELS) to modify instruction and plan short/long term learning goals and lessons.

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

All grade level teachers meet more than once a week to collaborate, analyze formative data, realign their lesson plans and assist one another with ideas, resources and materials. Monthly staff meetings have been modified to support a 2.5 hour time once a month with a 1.5 hour time once a month. The longer staff time allows for in-depth PD, training, and development of Dual Immersion specific needs.

Teachers meet a minimum of 75 minutes on Wednesday afternoons as professional learning communities for Spanish language acquisition, planning and unpacking content units with the Achievement team format.

Teaching and Learning

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

PRJUSD has adopted California approved a new reading program for English and Spanish: Wonders/Maravillas. My Math/My MATE is an year by year program used for mathematics. iRead is used for strategic instruction in English for grades 1-3. ST math is used to supplement student's learning of mathematics. Achieve 3000 will be implemented to support student's engagement with non-fiction informational text which aligns with CAASPP and MAP platform. Estrellita (Early Spanish Literacy) has provided a strong foundational support for the intervention in Kindergarten and 1st grade.

Additionally, the Learning Center is providing support to students without an IEP but who are below grade level in Booster Clubs. Joining cohort 1 for MTSS, and completing the Fidelity components leads the way to develop a unique united approach (at G. Brown) that should ensure all academic, social/emotional, cultural and linguistic challenges are addressed and communicated for its full impact.

The Dual Immersion program at Georgia Brown presents unique challenges: aligning to a true 90/10 model, scaling up Academic English Language Development, Language Acquisition, selection of Language of Instruction to which content standards, Valid & Reliable assessment tools in Spanish, Curricular materials and support, Highly qualified (Biliterate) Native Spanish speaking staff, and parent and community outreach and participation. This challenging work has begun.

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

The Dual Immersion program at Georgia Brown follows a 90/10 instructional teaching model which specifies the instructional minutes for the delivery of grade level content standards in English and in Spanish. All instruction adheres to the CCSS grade level standards and California expectations.

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

Pacing has been determined by a collaboration with district staff and site curriculum leads. Intervention groups are determined by formative assessments given at the beginning of the school year and taken from the end of year state assessments. Each grade level is scheduled for 30 minutes of intervention time 3 or more times per week.

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

State adopted curriculum and materials are available to all students as per the Williams Act.

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 highly qualified teachers use all SBE adopted and standards-aligned instructional materials for general education, interventions, and special education.

Opportunity and Equal Educational Access

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

Underperforming students have access to state adopted curriculum and standards based instruction on a daily basis. All students participate in instructional blocks that adhere to the 90/10 dual Immersion model for Spanish/SLA, mathematics, ELA/AELD, and science/social studies. students who need extra support receive intervention 3 or more times per week for 30 minutes. Upper grade students are provided with an ELD program: GLAD and 3D given by the TOSA teacher. All primary grades receive English language development daily through the 90/10 model, through participation in VAPA, and elementary sports activities.

14. Research-based educational practices to raise student achievement

Georgia Brown teachers meet weekly as a Professional Learning Community to discuss student learning and at-risk students. Teachers provide universal access for all students and differentiate the learning goals to meet the needs of at-risk and struggling students by reteaching, modeling and adjusting the activities that provide practice and independent learning (small groups/one on one with para-educator/push-in). These students are provided with intervention support weekly for 30 minutes, 3 or more times per week. Teachers use GLAD strategies, visuals, peer buddies, formative assessments, manipulatives, learning walls, computer apps and direct interactive instruction to engage all students in learning grade level standards and expected skills.

Parental Involvement

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

School compact
Adult classes through Cuesta College
First 5 parent classes to help parents read with their children
Coffee with Principal, every other month
Parent Informational meetings with School tours
SST process
Title 1 support
Parent University by the District at other locations
Parent volunteers to assist in and out of classroom
Parent volunteers for the School Garden (mentoring socio-emotional needy students)
Book bags in primary grades to take home to read
All materials provided in two languages: Spanish and English
Intervention team
Technology / devices available to all students
Differentiated materials
Para Educators
Resources on school website

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)

Parental involvement is crucial to the academic and socio-emotional success of all our students, as they are the primary stakeholders. Parent volunteers are an important part of our school community. Parent education and training are provided by First 5, Cuesta College, and Parent Institute for Quality Education (9 week sessions), and district personnel to assist Title 1 parents to develop leadership skills, strategies, and techniques to support and help improve their child's academic success and achievement.

Parent involvement includes:

- Back to School Night
- Title 1 Literacy Nights
- Open House
- Talent show
- STEAM Night
- Parent Conferences
- Student Study Teams
- Parent volunteering
- Teacher newsletters/on-line teacher page/District Peachjar
- School website
- School newsletter in Spanish and English
- Automated dialing system for communicating school information
- School Site Council meetings
- English Language Advisory Committee
- District ELAC
- PTA
- Elementary Sports
- DEAR day Read Across America Week
- Cultural Activities/events/ Hispanic Heritage month
- Pioneer Parade
- Dad's Club
- First 5 on site Literacy for toddlers/parents
- Parent visits to other school sites / conferences (CABE)

Funding

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

Services provided by categorical funds that enable underperforming students to meet CCSS grade level standards.

18. Fiscal support (EPC)

Title 1, LCAP services and the general fund support student success and student achievement .

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	82	89	82	80	86	82	80	86	82	97.6	96.6	100
Grade 4	78	76	78	75	75	77	75	75	77	96.2	98.7	98.7
Grade 5	76	72	73	75	71	72	75	71	72	98.7	98.6	98.6
All Grades	236	237	233	230	232	231	230	232	231	97.5	97.9	99.1

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2407.7	2380.6	2380.3	18	15	13.41	14	19	15.85	38	14	20.73	31	52	50.00
Grade 4	2435.3	2444.5	2444.3	16	17	20.78	16	20	16.88	24	23	25.97	44	40	36.36
Grade 5	2483.9	2511.0	2534.3	16	24	25.00	21	32	38.89	29	13	23.61	33	31	12.50
All Grades	N/A	N/A	N/A	17	19	19.48	17	23	23.38	30	16	23.38	36	42	33.77

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	20	15.85	48	34	28.05	35	47	56.10
Grade 4	16	19	14.29	40	44	49.35	44	37	36.36
Grade 5	16	25	27.78	47	42	61.11	37	32	11.11
All Grades	17	21	19.05	45	40	45.45	39	39	35.50

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	12	15.85	50	30	30.49	34	58	53.66
Grade 4	15	12	18.18	47	51	50.65	39	37	31.17
Grade 5	19	28	41.67	49	42	47.22	32	30	11.11
All Grades	17	17	24.68	49	41	42.42	35	43	32.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	14	13.41	68	60	60.98	15	26	25.61
Grade 4	13	11	11.69	59	73	62.34	28	16	25.97
Grade 5	16	20	22.22	65	66	70.83	19	14	6.94
All Grades	16	15	15.58	64	66	64.50	20	19	19.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	21	13.41	51	36	43.90	31	43	42.68
Grade 4	12	15	22.08	47	55	45.45	21	31	32.47
Grade 5	25	38	37.50	55	45	54.17	20	17	8.33
All Grades	18	24	23.81	51	45	47.62	24	31	28.57

Conclusions based on this data:

1. 3rd grade overall scores indicate that 50% are not meeting grade standards
2. 4th grade scores indicate a 36% not meeting yet. 5th grade scores indicate that less than 13% are not meeting. Growth is evident in the higher grades.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	82	89	82	80	87	82	80	87	82	97.6	97.8	100
Grade 4	78	76	78	76	75	77	76	75	77	97.4	98.7	98.7
Grade 5	76	72	73	75	71	71	75	71	71	98.7	98.6	97.3
All Grades	236	237	233	231	233	230	231	233	230	97.9	98.3	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2420.6	2402.1	2393.2	10	9	17.07	29	24	14.63	39	28	21.95	23	39	46.34
Grade 4	2446.0	2444.1	2447.8	8	8	10.39	16	15	27.27	46	48	31.17	30	29	31.17
Grade 5	2473.4	2475.9	2491.5	13	10	14.08	11	17	12.68	31	32	40.85	45	41	32.39
All Grades	N/A	N/A	N/A	10	9	13.91	19	19	18.26	39	36	30.87	32	36	36.96

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	21	18	21.95	45	40	30.49	34	41	47.56			
Grade 4	13	12	16.88	37	39	35.06	50	49	48.05			
Grade 5	11	18	15.49	33	31	45.07	56	51	39.44			
All Grades	15	16	18.26	39	37	36.52	46	47	45.22			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	14	15.85	43	53	39.02	36	33	45.12
Grade 4	9	9	11.69	51	52	46.75	39	39	41.56
Grade 5	11	6	14.08	29	55	52.11	60	39	33.80
All Grades	14	10	13.91	41	53	45.65	45	37	40.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	13	18.29	59	63	47.56	20	24	34.15
Grade 4	5	9	14.29	55	56	57.14	39	35	28.57
Grade 5	16	11	11.43	36	44	54.29	48	45	34.29
All Grades	14	11	14.85	50	55	52.84	35	34	32.31

Conclusions based on this data:

1. 3rd grade Overall scores indicate that 50% are not meeting grade level standards
2. 4th grade scores indicate 46 % are not meeting grade standards; 5th grade scores are stronger-indicating that just 12.5 % are not meeting grade standards.
3. 3rd grade at G. Brown is being to develop ELA skills. The need to strengthen English fluency and language proficiency and working understanding is a challenge at this ratio of 65% Spanish and 35% English instruction. 4th and 5th show a strong growth.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			6		8		11	38	44	22	15	13	67	38	38
1	4	2	2	11	17	22	43	43	41	20	20	17	22	17	19
2				11	13	2	46	34	36	28	30	52	15	23	9
3	2	4	3	34	19	10	48	38	38	11	21	25	5	17	25
4	7	11	3	23	41	36	50	41	39	17	8	14	3		8
5	12	12	16	61	28	48	27	52	32		4	4		4	
Total	4	5	4	25	21	20	42	40	38	16	18	23	13	15	15

Conclusions based on this data:

1. 3rd grade data indicates that English language development is still not strong but increases in the 4th grade.
2. 3rd grade will have additional support this next year in ELA.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			1	3	4	1	14	15	21	17	28	28	66	53	49
1	4	2	2	10	16	21	42	44	39	22	18	16	22	20	23
2				10	13	2	45	34	35	29	30	50	16	23	13
3	2	4	3	34	18	10	48	39	38	11	20	25	5	18	25
4	7	11	5	23	41	35	50	41	38	17	8	14	3		8
5	12	12	16	61	31	48	27	50	32		4	4		4	
Total	3	3	3	20	17	16	36	34	33	17	21	25	24	25	24

Conclusions based on this data:

1. There is the need to understand the new ELPAC parameters to support ELD instruction and student language development.
2. CELDT results for primary grades are being supported by GLAD strategies and ELD through instruction in content areas.
3. Kinder data is consistent with the EL population joining our D.I. program

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	208	215	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	208	215	
Number Met	123	114	
Percent Met	59.1%	53.0%	
NCLB Target	60.5	62.0%	
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	235	33	257	25		
Number Met	33	24	42	10		
Percent Met	14.0%	72.7%	16.3%	40.0%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		

Conclusions based on this data:

- 1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	1207	1,146	
Percent with Prior Year Data		99.8	
Number in Cohort	1207	1,144	
Number Met	720	619	
Percent Met	59.7	54.1	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	916	485	946	452		
Number Met	230	253	224	170		
Percent Met	25.1	52.2	23.7	37.6		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Development/ English Language Arts (ELD/ELA) and Spanish Language Arts (SLA)
LEA GOAL:
This goal aligns with the district's LEA Plan Performance Goal #2: All English learner students will become proficient in English and reach high academic standards, at a minimum attaining proficiency in reading/language arts and mathematics.
LCAP GOAL:
This goal aligns with the district's LCAP Goal #2: PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas.
SCHOOL GOAL #1:
By June 2018, Georgia Brown students will demonstrate a 10% increase in English Language Arts/English Language Development as evidenced in 2017 Mid and 2018 End of year for ELA in MAP and Spring 2018 CAASPP in response to baseline data from CAASPP, MAP and Common Formative Assessments, and 10% increase in Spanish language arts as evidenced for K-2 nd grade assessments (Sistema de Evaluacion-Lectura, Dibels, Estrellita/Maravillas Fluency/Spanish STAR), and demonstrated in 3rd to 5th grades in Maravillas fluency, Achieve 3000 Spanish / English reading comprehension/Lexial growth, district writing, and Spring 2018 MAP /English, and EDL 2.
Data Used to Form this Goal:
California Common Core State Standards for Spring 2017 English Language Arts/English Language Development, MAP Reading assessments (Fall 2017/ Spring 2018), CAASPP Summative Assessments Spring 2017, CELDT AMAO data 2016-17, Anchor Standards for Writing K-5, Grade level formative assessment measures/rubric of grade level Writing, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) English & STAR Spring 2018 Spanish assessments, CAASPP assessments, PRJUSD Benchmark Assessments (Wonders/Maravillas fluency), California English Language Development Test (LPAC)), Student Writing samples, also reading comprehension/ Lexiel level as evidenced in Achieve 3000 data/ English & Spanish.
Findings from the Analysis of this Data:
An analysis of 2017 Spring ELA CAASPP data indicates 63% of 5th graders were at Grade level or exceeded grade level proficiency in English Language Arts, 3rd and 4th graders were below 50% proficiency; there was growth from Spring 2017 MAP ELA to Fall 2017. English Language Learners continue to need support in learning English language arts skills, working with informative text and writing skills. Further analysis indicates that the regular and careful monitoring of students' achievement in writing reveals the extent of student understanding/ comprehension of English and Spanish written expression, including academic language. Further growth data will be sourced from Achieve 3000 (reading comprehension) participation by students in 3rd to 5th grades...including increase in student Lexiel level as evidenced from LevelSet assessment measure.
How the School will Evaluate the Progress of this Goal:
Systematic Monitoring of data will be accomplished by continual review by grade level Achievement teams action plans (responding to available data), review of ELPAC language assessment data, review of unit plans with differentiation, progress monitoring within Common Formative assessment cycle, and results of student goal setting aligned to grade level priority standards (learning intentions/success criteria). Additionally, monitoring of student writing portfolios, Interim and summative assessment data. March 2018 review

of student data in reading comprehension (Achieve 3000). Access and implement Spanish assessment tools to ensure there is evidence of Spanish growth from Kinder to 5th grade..

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide intensive English Language Development /ELA intervention for students (K-5) which includes writing skills.	August 2017 through June 2018	(1) FTE .48% TOSA .52% LCAP	Results of District and curriculum based progress monitoring assessments	1000-1999: Certificated Personnel Salaries	Title I	44,156
2. Extra duty time for teachers to provide supplemental reading and writing intervention for low performing students in grades 3rd to 5th, outside of the school day (after school, spring break). Provide initial Kinder screening for incoming kinder students for balancing kinder classes, and providing intervention.	December 2017 through June 2018	Extra Duty Teachers	Results of District and curriculum based progress monitoring assessments	1000-1999: Certificated Personnel Salaries	Title I	494
3. Provide intensive English language arts intervention support for low performing students (K-5) not meeting grade level standards, and support kinder screening for class balance and possible intervention support.	August 2017 through June 2018	Paraeducators (2) 4.5 hr. (1) 4.0 hr.	Results of District and curriculum based progress monitoring assessments	2000-2999: Classified Personnel Salaries	Title I	50,992
4. Professional Development: Professional Development for certificated teachers, TOSA and para-educators which will include release days, Data Retreat days per grade level planning days, conference costs, substitute teachers, and coaching time to support and	August 2017 through June 2018	Principal, Teachers, Paraeducators	Documentation of attendance Results of District and curriculum based progress monitoring assessments	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I	3271

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>enhance ELA and ELD instruction. Cooperative Learning training for teachers. Attend Dual Immersion collaborative sessions, ATDLE/ CABE.</p> <p>*GLAD training (Guided Language Acquisition Design) *Best implementation/follow-up of writing instruction aligned to CCSS Writing *Academic English Language Development strategies for writing and reading comprehension. *Spanish language workshops/retreats (Estrellita online PD k-2nd) *Spanish language PD /Presentor on site/off site</p>				5000-5999: Services And Other Operating Expenditures		
<p>5. Materials and supports that directly impact the increase of English language performance and proficiency and support instructional delivery for low performing students such as*</p> <p>* Achieve 3000 ELA Support/Intervention for 3rd to 5th grade students *Spanish Early Literacy /SmartyAnts/Spanish * Sistema de Evaluacion-Lectura-Fountas & Pinnell/Spanish assessment K to 2nd * EDL 2/Pearson -Evaluacion del desarrollo de la lectura- Kinder to 5th grade (Spanish assessment kit) * Writing strategies/materials for</p>	August 2017 through June 2018	Principal, Teachers	<p>Results of District and curriculum based progress monitoring</p> <p>Achieve 3000</p> <p>Fountas/Pinnell</p> <p>Spanish early literacy /SmartyAnts</p> <p>Fountas & Pinnell Hi interest book set</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	Title I	8500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention support Grade level writing materials for student publishing of writing						
<p>6. Parent and Family Engagement will be supported by:</p> <ul style="list-style-type: none"> *Parent workshops on best practices at home to support students in reading and writing Literacy/Math Night *Sending home Book bags for family reading *Providing make and take workshops for parents to have materials to use at home Literacy/Math Night *Workshops on how to access online writing/reading/math apps for students' use *Include more resources for parents on the school website, and teacher's website *Transportation for parents not able to attend school parent conferences or SST meetings *Visits to other Dual Immersion schools/Achieve 300 classes (Transportation/Lunch), attend Statewide conferences for parents (hotel/meals/registration/transport). *Provide childcare for parents attending workshops, SST meetings *Provide light refreshments for parent group meetings *Provide translation to parents of other languages *Reading/Writing celebration (Dr. Seuss: G.Brown Celebrates reading) 	December 2017 through June 2018	Principal Teachers TOSA teacher Instructional Coach	<p>Documentation of attendance Parent Feedback</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	Title I Parent & Family Engagement	1758

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

Planned Improvements in Student Performance

School Goal #2

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Mathematics
LEA GOAL :
Goal 2: All students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL:
Goal 1: Paso Robles JUSD students will be College and Career Ready when they graduate.
SCHOOL GOAL #2:
By June 2018, Georgia Brown students will demonstrate 10% growth in their CCSS mathematics standards as evidenced in Winter 2017 and Spring 2018 MAP in Mathematics, and Spring 2018 CAASP in Mathematics in response to baseline data, MAP data, and 2017 Spring CAASPP Math data, and Interim assessments in Math (Spanish/English) for K to 2nd grade.
Data Used to Form this Goal:
California 2017 Spring CAASPP Mathematics data, Spring 2017 and Fall 2017 MAP/NWEA Math data:Fall 2017 and Spring 2018 and ST Math growth data; Future data (K-2nd grade) will be sourced from Interim assessments and CFA"s.
Findings from the Analysis of this Data:
An analysis of the data revealed that the regular and careful monitoring of student achievement and growth in mathematics would benefit the students in moving forward in any curriculum. With the advent of the CCCSS (California Common Core Content State Standards) and CAASPP (California Assessment of Student Performance and Progress) it will be necessary to monitor assessment, instruction, <u> pacing </u> and <u> practices </u> to meet and <u> improve </u> the needs of all students and <u> subgroups </u> .
How the School will Evaluate the Progress of this Goal:
Regular Monitoring of data/math growth will be done using results of Common Formative Assessments in Mathematics, MAP/NWEA assessments in Math Fall 2017 to Spring 2018 math growth comparisons, Math Unit Chapter assessments, Student Goal Setting results in Mathematics, . Monitoring and evaluation of data will occur regularly during weekly grade level collaboration time. Results from the CAASPP from Spring 2017 will be used in concert with 2017 Fall/Winter/2018 Spring MAP math data and other data monitoring instruments (including common formative Assessments) Possible data from STAR/Spanish math for <u> grades K to 2nd grades </u> .

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide intensive math intervention programs for students in grades K-5	August 2017 Through June 2018	(1) FTE .48% TOSA .52% LCAP	Results of District and curriculum based progress monitoring assessments Ready Common Core Math materials See Goal 1 Action 1	1000-1999: Certificated Personnel Salaries	Title I	
2. Extra duty time for teachers to provide supplemental math intervention for low performing students in grades K-5, outside of the school day (after school, spring break) in Mathematics.	August 2017 through June 2018	Principal Extra Duty Teachers	Results of District and curriculum based progress monitoring assessments	1000-1999: Certificated Personnel Salaries	Title I	1000
3. Provide intensive EL intervention program support for students not meeting math grade level standards.	August 2017 through June 2018	Paraeducators (2) 4.5 hr. (1) 4.0 hr.	Results of District and curriculum based progress monitoring See Goal 1 Action 3	2000-2999: Classified Personnel Salaries	Title I	
4. Professional Development: Professional Development for certificated teachers and classified para-educators which include release days for Grade level Data Retreat Day, planning, attend ELD/Mathematics workshops and conferences, substitutes for teachers and para-educators, and coaching time to support and meet the needs of students with low math achievement. Mathematics workshops/retreats	August 2017 through June 2018	Principal, Teachers, Para educators	Documentation of attendance Results of District and curriculum based progress monitoring assessments	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5. Materials and supports that directly impact the increase of mathematical functions, skills and reasoning for low performing students. Mathematics teacher supports/ Mathematics student materials</p>	August 2017 through June 2018	Principal, TOSA	Results of District and curriculum based progress monitoring assessments Excel Math materials - 5th grade	4000-4999: Books And Supplies	Title I	1200
<p>6. Parent and Family Engagement will be provided but not limited to:</p> <ul style="list-style-type: none"> *Math night *Parent workshops on best math practices and grade level standards *Attendance to Parent workshops by county office of education *School and teacher websites with math resources, articles, and strategies *Transportation to parent conferences *Light refreshments for parent workshops *Childcare for parent workshops 	August 2017 through June 2018	Principal, Teachers, Paraeducators	Assessment Reports Data Monitoring Protocols Documents	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Parent & Family Engagement	1381

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	111,613.00
Title I Parent & Family Engagement	3,139.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	52,302.00
2000-2999: Classified Personnel Salaries	52,750.00
4000-4999: Books And Supplies	9,700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	50,921.00
2000-2999: Classified Personnel Salaries	Title I	50,992.00
4000-4999: Books And Supplies	Title I	9,700.00
1000-1999: Certificated Personnel Salaries	Title I Parent & Family Engagement	1,381.00
2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	1,758.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,171.00
Goal 2	5,581.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michele Tesauro	X				
Cynthia Mosely		X			
Heidi Cooper		X			
Maribel Stout		X			
Marilu Gomez			X		
Susana Perez				X	
Todd Hill				X	
Lupe Mendez				X	
Theresa Smith				X	
Karla Butterfield				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.

School Advisory Committees Input

The School Site Council summarizes or lists input from all applicable school advisory committees.

NOTE: The SPSA must be developed with the review, certification, and advice of school advisory committees.
EC 64001 (a)

1. Input from the English Learner Advisory Committee:

(Example)

Parents are satisfied with our family reading nights

Parents appreciate having a bilingual clerk in the office

Parents appreciate having a bilingual paraeducator

Parents would like more tutoring available

Parents have inquired about ESL classes

Parents are interested in having G. Brown students wear uniforms.

Parents how their children can get after-school support in Math and English, and with homework. Math tutoring is in place.

Parents are interested in help supporting their child with behavior and socio/emotional issues.

Parents would like to receive more opportunities for enrichment and parent classes. We have connected them with Marilu Gomez of First 5, and informed them of the District outreach.

Parents want to be sure their children are learning English. The new ELPAC is explained to them.

2. Input from other School Advisory Committees:

Parents support the purchase of Achieve 3000

Parents are happy to be more involved with the SSC process.

Parents would like an informational meeting on the Pathway to Biliteracy, and the Milestone Awards

Annual SPSA Evaluation
Evaluation Year: 2016-2017

Plan Priorities

- 1) Identify the top priorities of the current SPSA. (No more than 2–3)

Top priorities : English and Spanish literacy, and Math fluency.

- 2) Identify the major expenditures supporting these priorities.

Personnel was major expenditure, followed by purchase of needed technology and materials.

Plan Implementation

- 1) Identify strategies in the current SPSA that were fully implemented as described in the plan.

Math support/Intervention was fully implemented.

Purchase of Chromebooks

Purchase of Spanish Early Literacy materials was purchased.

Staff release days for planning, visiting other D. I. schools, analyzing data and going to ATDLE conference were provided.

- 2) Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- a) What specific actions related to those strategies were eliminated or modified during the year?

Not Fulfilled: Obtaining a Spanish assessment of Spanish proficiency
ELD/ELA and Spanish after-school tutoring not fulfilled;
Professional Books to support best instructional strategies eliminated;
Hiring highly qualified staff not a Title 1 expenditure.

- b) Identify barriers to full or timely implementation of the strategies identified above.

1. Not Finding a reliable/valid Spanish assessment for measuring Spanish proficiency...lack of Spanish assessments
2. No After-School tutoring for ELD/ELA/SLA-no staff available
3. Not able to purchase Achieve 3000...technology at school site not upgraded yet.
4. No purchase of professional books for staff
5. Fountas and Pinnell were eliminated due to not addressing upper grades or no technology support
6. Positive school climate was already supported by district implementation at all schools of PBIS
7. Highly qualified teachers selection was an HR endeavor

Strategies and Activities

- 1) Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Providing math After-School tutoring was an added support to students that needed further math instruction at their level...evidenced in math benchmark and MAP assessments.

Providing Intervention support in ELD for upper grades -evidenced in reading comprehension/fluency and writing samples

Providing Intervention in Spanish language arts was evidenced in Fluency and Reading benchmark assessments, and DIBELS
Providing professional development to staff to address Spanish language development
Providing GLAd training

- 2) Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

After-school tutoring for ELD/ELA/SLA would have provided significant support for struggling students

- a) Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- X Lack of timely implementation
- X Limited or ineffective professional development to support implementation
Lack of effective follow-up or coaching to support implementation
Not implemented with fidelity
Not appropriately matched to student needs/student population
- X Other:
More funding for GLAD training for more staff

- b) Based on the analysis of this practice, would you recommend:

- X Eliminating it from next year's plan
Continuing it with the following modifications:
Other:
Strategic plan for After-school tutoring
Which professional development needs match the gaps in students' success and achievement

Involvement/Governance

- 1) How was the SSC involved in development of the plan?

They provided insight and suggestions

- 2) How were advisory committees involved in providing advice to the SSC?

They were informed of the site plan goals and their input

- 3) How was the plan monitored during the school year?

Reports of the progress were made to SSC

- 4) What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Increase periodic reports to all stakeholders

Outcomes

1) Identify any goals in the current SPSA that were met, not met, or were only partially met.

Goal 2 was met, Goals 1 and 3 not fully implemented met, and Goals 4 & 5 not met.

a. List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Goal 1 and 3 did not have After-school tutoring or any intensive in-house support apart form Intervention in ELD/ELA OR SLA; Spanish proficiency assessment not obtained;

Goal 4 & 5 were not implemented due to systems already in place by the district

2) Based on this information, what might be some recommendations for future steps to meet this goal?

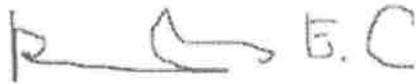
Replace English 3D with GLAD strategies for reading comprehension and academic langauge development.

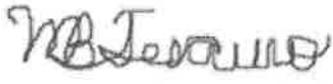
Professional development for Spanish Early Literacy program-Estellita for Kinder teachers, their para-educators and First grade teachers

Connect with the After-school Study Center to support student's homework/tutoring time that aligns to Goals 1 & 3.

Develop Formative assessments for Spanish language proficiency

Upgrade the school Internet susem to support on-line apps and programs

Christina Coons		June 7, 2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

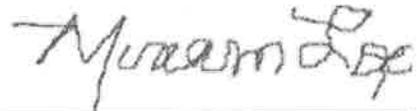
Michele Tesauro		June 6, 2017
Typed Name of School Principal	Signature of School Principal	Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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 Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature


English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

Signature

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 February 6, 2018.

Attested:

Michele Tesauro

Typed Name of School Principal



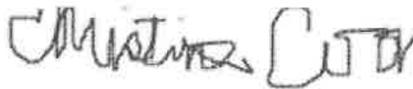
Signature of School Principal

2/6/2018

Date

Christina Coons

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: The Arts Academy at Bauer Speck
CDS Code: 40 75457 6043145
District: Paso Robles Joint Unified School District
Principal: Dorothy Halic
Revision Date: Feb. 13, 2018

The Single 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: Dorothy Halic
Position: Principal
Phone Number: (805) 769-1350
Address: 401 17th St.
Paso Robles, CA 93447-7010
E-mail Address: dhalic@pasoschools.org

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

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School Vision and Mission

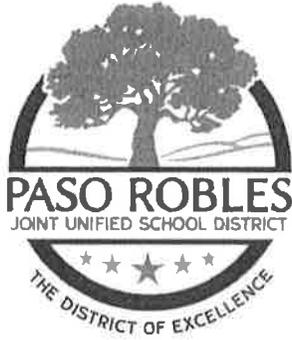
The Arts Academy at Bauer Speck's Vision and Mission Statements

School Vision

Bauer Speck's VAPA Magnet Elementary School's vision is to encourage individual student talents, creativity, passion, and their love of the arts. Students are focused and guided toward reaching their fullest potential in academics, as measured by the California State Standards. Equally important are students' positive attitudes, and their participation in the arts within a well-defined, cohesive, comprehensive, and standards-based instructional program. The school community will inspire each student to give his/her personal best effort to achieve individual success at school.

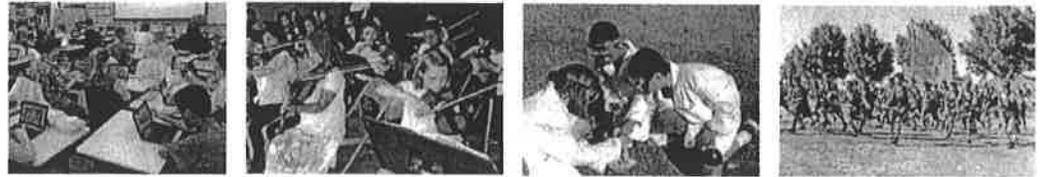
School Mission

Bauer Speck's VAPA Magnet Elementary School's mission is to provide a safe, positive, and creative learning environment, which maximizes opportunities for its diverse student population to develop academically, socially, and emotionally. We are committed to high standards of excellence for students in an environment that promotes the arts. This will be achieved by providing a comprehensive standards-based education in academics, as well as in visual and performing arts. The school program will be instructed by NCLB Highly Qualified professional staff.



Paso Robles Joint Unified School District

GUIDING PRINCIPLES



Superintendent

Chris Williams

Cabinet Members

Jennifer Gaviola

Carol Kenyon

Laura Becker

Dana Budd

Rich Clayton

Amber Gallagher

Kristen Shouse

Joseph Williams

Belief: Every student will have success.

Vision: Every student will be prepared for success in college, career, and community.

Mission: Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values:

- Leadership
- Integrity
- Innovation
- Continuous Improvement
- No Excuses

Board of Trustees

Chris Bausch

Tim Gearhart

Field Gibson

Kathleen Hall

Matt McClish

Joel Peterson

Joan Summers

Goal 1: Student Success and Student Achievement

Every year, every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: Staff Recruitment and Professional Development for Student Success and Student Achievement

Every year, every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice, and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.

Goal 3: Support Systems for Student Success and Student Achievement

Every year, every support system, department, and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

**ONE
TEAM
ONE
DREAM!**

School Profile

The Arts Academy at Bauer Speck is located in the central region of Paso Robles and serves students in grades kindergarten through five following a traditional calendar. For the 2017-18 school year, 460 students are enrolled, including 13.75% in special education, 41.25% qualifying for English Language Learner support, and 83% qualifying for free or reduced price lunch.

Parent Involvement Policy

Title I School-Level Parent & Family Engagement

This policy describes the means for carrying out designated Title I Parental and Family Engagement requirements.

Title I School-Level Parent and Family Engagement Policy

The Arts Academy at Bauer Speck

The Arts Academy at Bauer Speck has developed a written Title I Parent and Family Engagement Policy with input from Title I parents and families. The Title I Parent and Family Engagement Policy is reviewed and revised as necessary during the annual Title I meeting. This policy has been distributed to the parents and families of Title I students by placing the Title I Parent and Family Engagement Policy on the district website, and including it in the Single Plan for Student Achievement. The Policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1116(a)-(g) inclusive].

Involvement of Parents and Families in the Title I Program

To involve parents and families in the Title I program at *The Arts Academy at Bauer Speck* the following practices have been established:

- The school convenes an annual meeting to inform parents and families of Title I students about Title I requirements and about the right of parents and families to be involved in the Title I program. A minimum of one Title I meeting is held each year to explain the Title I program at The Arts Academy at Bauer Speck, to review, and to revise as necessary the Title I Parent and Family Engagement policy, review data and provide input regarding the effectiveness of the program.
- The school offers a flexible number of meetings for Title I parents and families, such as meetings in the morning or evening. As stated above, there will be a minimum of one meeting per year. Additional meetings can be scheduled as needed.
- The school involves parents and families of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parent and Family Engagement Policy. The school will solicit input from the Title I parents and families and advise the School Site Council at least once per year.
- The school provides parents and families of Title I students with timely information about Title I programs. Issues involving the Title I program will be communicated regularly through monthly newsletters and the school site web page.
- The school provides parents and families of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During the annual meeting, achievement data, including CAASPP results in English and Math, as well as CELDT data will be made available and explained to parents and families.
- If requested by parents and families of Title I students, the school provides opportunities for regular meetings that allow the parents and families to participate in decisions relating to the education of their children. Parents and families will be given the option to meet with their son or daughter's teacher during parent conferences twice per year. Parents and families can always request to meet with their teacher. Parents and families are invited to serve on the School Site Council and are always welcome to attend the School Site Council meetings as visitors whether serving on the Board or not. Data review and explanation, program effectiveness, and revisions to the Parent and Family Engagement Policy, and the current School-Parent Compact will be agenda items during the annual Title I meeting.

School-Parent Compact

The Arts Academy at Bauer Speck distributes to parents and families of Title I students a school-parent compact. The compact, which has been jointly developed with parents and families, outlines how parents and families, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and parents and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents and families will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and families and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

The Arts Academy at Bauer Speck engages Title I parents and families in meaningful interactions with the school. It supports a partnership among staff, parents and families, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During the annual meeting/s school staff will explain to the parents and families the content standards, assessments, and will explain the data and its significance.
- The school provides Title I parents and families with materials and training to help them work with their children to improve their children's achievement. During the annual meeting/s school staff will discuss ways parents and families can use grades and assessment data to monitor their student's progress and assist with their child's academic progress.
- With the assistance of Title I parents and families, the school educates staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- The school coordinates and integrates the Title I parent and family involvement program with other programs, and conducts other activities, to encourage and support parents and families in more fully participating in the education of their children. School staff will, to the extent possible, coordinate efforts with other parent and family groups such as PTO, and ELAC, through their involvement with the School Site Council.
- The school distributes information related to school and parent and family programs, meetings, and other activities to Title I parents and families in a format and language that the parents understand. All newsletters and major information is distributed from all of our schools in both English and Spanish.
- The school provides support for parent and family involvement activities requested by Title I parents and families.

Accessibility

The Arts Academy at Bauer Speck provides opportunities for the participation of all Title I parents and families, including parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory students. Information and school reports are provided in a format and language that parents and families understand.

Annual invitations to attend the annual Title I meeting will go out in the first parent and family newsletter of each year (September) inviting all parents. Since we are a School-wide Title I school, all parents and families will receive the information. These newsletters are released in both English and Spanish. Facilities where the

Title I meetings will be held will be handicapped accessible. Child care will be provided during these meetings if needed.

Parent, Family, and Community Engagement Calendar

August	September	October
8/17: 2:30 Parent / Family Kindergarten Meeting	9/7 : 3pm PTO Mtg	10/5: 6 pm PTO Mtg 10/10: 3pm SSC Mtg

8/17: 3:30 New Student / Parent / Family Meeting 8/31: 5:30 Title I Meeting 8/31: 6:00 - 7:00 Back to School Night	9/13 : 3 pm SSC, 3 pm 9/20 : 6 pm ELAC Mtg	10/11: 5:30 - 7:00 pm Hoe Down 10/14: 10:00 am - 12pm Pioneer Day Parade 10/17: ROAR / PBIS Assemblies / All day by grade level 10/23: 7:30 am Fruits with Families 10/25-29: Parent/Family/Teacher Conferences
November	December	January
11/2 : 3 pm PTO Mtg 11/7: 3 pm SSC Mtg 11/8 : 6 pm, ELAC Mtg, 6 pm	12/1: Trimester 1 Awards Ceremonies all day, by grade level 12/2: 7 pm Holiday Lights Parade 12/7: 3pm PTO Mtg 12/12: 3 pm, SSC Mtg 12/12: 4 pm, Studios on the Park, all student art opening 12/13: 6 pm Family Sing Along	1/11: 6 pm PTO Mtg 1/23 : 3 pm SSC Mtg 1/24 : 6 pm ELAC Mtg 1/26: 7:30 am Fruits with Families 1/26: ROAR / PBIS Assemblies / All day by grade level
February	March	April
2/5 : 3pm PTO Mtg 2/13 : 3 pm SSC Mtg	3/1 : 3pm PTO Mtg 3/8: 5:30 pm STEAM Night 3/9: Trimester 2 Awards Assemblies all day, by grade level. 3/19: 3 pm, SSC Mtg 3/ 7: 6 pm, ELAC Mtg 3/12 - 3/16: Parent Teacher Conferences	4/10: 3pm SSC Mtg 4/12: 3pm PTO Mtg 4/21: 6 pm Family Dance
May	June	
5/3: 3 pm PTO Mtg 5/15 : 3 pm SSC Mtg, 3pm 5/9: 6 pm ELAC Mtg, 6pm 5/17: 5:30 - 7:00, Open House	6/5 : 3pm SSC Mtg 6/7 : 3 pm PTO Mtg 6/8: 6 pm Family Outdoor Movie Night 6/14: End of year awards ceremonies. All day by grade level.	

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Teacher surveys results indicated that teachers are interested in improving meeting the instructional needs of all students and particularly the need to effectively intervene in both Tier 2 and Tier 3 academic interventions. They expressed an interest in further staff development in the following areas:

- 1) Differentiation and planning appropriate standards based lessons for students.
- 2) Support for the development of Common Formative Assessments in Unit Planning Design
- 3) A structured system for Tier 2 and Tier 3 supports
- 4) Time to plan with teams effective strategies in the delivery of lessons to reach all students and modalities of learning.
- 3) Data analysis of MAP data to target instruction and improve student success.

Parent and Families were surveyed at both SSC and ELAC meetings. While parents were satisfied with the education students are receiving at The Arts Academy at Bauer Speck they had an interest in providing additional supports for all students struggling academically, for English Learners to attain proficiency in English Language Development.

Classroom Observations

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

The purpose of classroom observation is to assure a consistent basis of instructional delivery with a focus on Best First Teaching that engages all learners. This directly supports the District Goal #1, Student Success and Student Achievement.

Classrooms are visited weekly (or twice weekly) by the Principal or Guidance Specialist for 5 to 10 minutes, they are also frequently visited informally. Currently 11 teachers are probationary and have each had 2 informal and 2 formal observations completed where the observations last from 30 minutes to one hour. Classroom observations provide an opportunity for teachers to receive productive feedback on their progress on the California Standards for the Teaching Profession (CSTP), continuum.

Observations further support

- 1) District Professional Development and teacher growth in Unit Plans that include: Common Formative Assessment, Learning Intentions, Lesson Progressions and Success Criteria
- 2) Site based professional development in, Rigor in lessons, Standards and Measurable Language embedded objectives, and the ongoing development of Unit Plans that include: Proactive classroom management, Planned student engagement, and Lesson structure and sequence.

Summary of Findings:

Teachers are doing an admirable job of developing unit plans, clarity for teacher and students, and language embedded objectives. Solid classroom management has also been observed. All teachers have been observed to be working to include rigor and more support could be provided in this area as well as the "strategic" use of strategies for both engagement and differentiation in lessons.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Bauer Speck Elementary uses multiple measures throughout the school year to inform instruction: state assessments, CAASPP, MAP testing, iRead assessments, and adopted textbook assessments as well as formative assessments.

At the beginning of the 2017 - 18 the teaching staff reviewed and analyzed student performance on state testing as well as district end of year MAP assessments to determine areas of strength and need within the standards for ELA and Math. Teachers meet in grade level teams to discuss the data which is also reviewed with the Leadership team and administrator. This process clarifies what effective instructional practices to build upon and focus areas to ensure student learning. This data is also used to determine initial intervention groups which is later refined through additional assessments.

In the 2017 - 18 school year teachers have continued in the use of MAP testing as well as other formative assessments. These assessments reflect student understanding of the common core standards for teachers to adjust their teaching as well as determine intervention groups. During collaboration time teachers discuss what may need to be re-taught and discuss best instructional practices to ensure student mastery of standards.

Grade level teams work regularly during collaboration time to review formative assessment that measure each student's progress toward proficiency of standards. They also work with the Academic Intervention Team who review the same data as well as data from their programs including, but not limited to, System 44, Read 180, running records and DIBELS data. Results from these assessments are used to plan instruction that meets the needs of all learners. The academic intervention team also reviews State and District data to determine student additional support is provided for students at risk in achieving grade level standards. Students needing support beyond the Universal Access time in reading or intervention in math are provided Title I support extended time. (Tier 2 and 3 interventions).

The classroom teacher is responsible for delivering the core curriculum to all students. Teachers differentiate instruction for students during daily Universal Access time as well as provide differentiation in core curricular lessons. Both formal and informal assessments (pre and post lesson/chapter/unit) of students' skill guide teachers' instruction.

Through weekly Professional Learning Community meetings (collaboration), data is analyzed to adjust daily instruction, instructional programs as well as determine appropriate interventions for students. There are also bi-monthly meetings where the Academic Intervention Team meet to review students referred to formalized Tier 2 and Tier 3 interventions, as well as remove students from these interventions when they have acquired the skills to go back to the regular classroom.

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

Grade level teams meet weekly to analyze data from common assessments which cover standards currently being taught or that have been taught. The teachers analyze results from these assessments in their Professional Learning Communities and use the data to modify instructional practice to ensure student learning. They also share best practices as well as re-teach concepts in their Universal Access time. Another assessment is given to determine student proficiency with standards re-taught. Together the teams discuss the best teaching practices that improve teaching and learning for all students and what interventions can be provided to assist the struggling student to meeting proficiency with the Common Core priority standards.

Staffing and Professional Development

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

100% of the staff is highly qualified.

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

High quality professional development training occurs on staff development days throughout the school year. A portion of monthly staff meetings also targeted for staff development and at one extended PLC per month. Teachers are given opportunities to attend trainings, conferences, and are able to visit other exemplary classrooms. The focus for the 2017 - 2018 Professional Development includes:

- * Development of Achievement Teams with a focus on Unit Design that includes: Learning Intention, Common Formative Assessment, Lesson Progressions, Student Success Criteria
- * iRead training grades K-2
- * English 3D - ELD Program grades 4-5
- * Read 180 and System 44 for intervention teachers
- * Visible Learning - The Hattie Effect
- * DOK, Rigor
- * MAP data analysis, tying into learning continuums
- * Implementation of Tier II and Tier II PBIS
- * Growth Mindset
- * Continued implementation of the new Wonders Reading Program
- * Continued training on ST Math
- * Continued training in the Next Generation Science Standards
- * Math Collaboratives

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

Staff development is planned to ensure effective instruction and increased student learning. It includes effective teaching strategies as well as effective implementation of our new ELA Curriculum adoption. Staff meetings and teacher planning days are designed to provide teachers with instructional strategies to develop appropriate rigor with Common Core State Standards and time in Professional Learning Communities to identify what students need to learn; develop any additional assessments to determine what students have learned; and implement intervention/enrichment in classrooms. Regular drop ins are provided as well as Formal and Informal observations with post conferences for teachers on cycle to provide instructional feedback on Common Core Standards implementation and the effective use of Best First Teaching that has been learned the last few years in our district as well as provided to teachers new to our school through staff development.

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

Administration provides support for teachers through the formal observation process as well as through informal "drop ins" and feedback. Teachers also receive instructional support through staff meetings, Professional Learning Communities, District Professional Development. Teachers also receive instructional support from an Instructional Coach. Teachers are provided with pacing guides in core academics developed through collaboration of District Teachers and Administrators that are utilized during Professional Learning Community time. One full time Title I teacher to provide small group instruction for struggling students. There are also two part time para educators funded through Title I funds to assist with intervention instruction for students needing additional academic support.

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

Teachers have regular collaboration for 60 minutes on Wednesday afternoons in their Professional Learning Communities for English Language Arts and Math.

Teaching and Learning

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

PRJUSD has adopted California approved textbooks in the areas of English Language Arts, Mathematics, Science, and Social Studies. ST Math and Ready Common Core Math are provided as supplements to the Math program. English 3D is used to support identified English Language Learners in 4th and 5th grades, Wonders ELD is used for students in grades K-3. iRead is provided as a supplement to the ELA program in grades TK - 2nd. PRJUSD provides all teachers with pacing guides for their grade level in ELA and Math.

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

PRJUSD adheres to the K-5 state recommended instructional minutes for ELA and Mathematics.

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

Pacing has been determined by district-wide PLCs for each grade level. Bauer Speck follows these pacing guides. Intervention groups are determined from MAP, CAASPP, benchmark and other assessments. In grades K-5 Interventions are scheduled for at risk students in 30 minute blocks 4 to 5 days a week. Paraeducators as well as two certificated intervention teaches provide intervention pull out as well as push in services. There are also more intensive reading interventions for grades 3,4,5 that are 1 hour 4 days a well. Flexibility is built into the schedule so that as student needs change, schedules, service and service delivery can be modified to best meet student needs.

Intervention groups are determined by the Academic Intervention team with collaborative input from teachers.

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

State adopted curriculum and materials are available to all students as per the Williams Act.

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 highly qualified teachers use all SBE-adopted and standards-aligned instructional materials for general education, interventions and special education.

Opportunity and Equal Educational Access

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

Underperforming students have access to state adopted curriculum and standards based instructional on a daily basis. All students participate in consistent instructional blocks for ELA and Mathematics. Students in need of extra support receive intervention 4 to 5 times per week for 20 to 30 minutes each session depending on grade level in reading. In math students in 4th and 5th grade receive math intervention for 30 minutes 5 times a week. Identified Kindergarten students receive 20 minutes 5 times a week additional reading intervention. All identified EL students receive daily designated English Language Development instruction from a credentialed teacher.

Students with greater need in grades 3,4,5 in reading receive 1 hour of additional reading intervention 4 days a week. Students identified as "newcomers" receive additional support in English, reading and math from a para-educator.

14. Research-based educational practices to raise student achievement

Teachers meet in Professional Learning Communities

The school is in the process of implementing Tier 2 interventions in both reading and math, as well as consistent Tier 3 intervention in reading. Teachers meet in PLC teams to identify students who need additional interventions beyond the Tier 1 classroom support and share their recommendations with the Academic Achievement Team. Students who also need additional behavioral supports to be successful academically are identified. Common formative assessments to assess student learning and progress towards proficiency on grade level standards are used. Research-based reading interventions are provided to students 4 to 5 times a week for approximately 20 to 30 minutes, more intensive reading support in grades 3,4,5 is 1 hour 4 days a week. Students who are not making progress after six to 8 weeks are discussed by grade level teams to identify other interventions or support that can be implemented. A student may be referred to the Student Success Team.

Research - based practices to raise student achievement include:

- * Small group instruction
- * Differentiated instruction and materials - graphic organizers, sentence stems, visuals, leveled materials, tiered instruction, length or intensity of instruction
- * Enrichment opportunities
- * Use of technology - iPads, computers, document cameras, internet, etc.
- * Research-based computer programs (iRead, ST Math)
- * Best First Teaching
- * English 3D
- * Early Reading Intervention for kindergarten
- * SIPPS
- * Read Naturally
- * System 44 and Read 180
- * Beyond the school day support (Saturday School, ASES, Summer School)

Parental Involvement

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

- School Compact
- Interagency services - The Link and SAFE referral
- ASES after school program
- SST process
- Title I Support
- Instructional Assistants
- Parent Volunteers to assist in small group work
- Reading Buddies
- Summer School
- Title I Parent Information Night
- DELAC, ELAC, GATE, SSC Advisory Meetings and PTO
- Family STEAM Night
- Back to School Night / Open House
- Fall Hoe Down
- Newsletters in English and Spanish
- Saturday 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)

- Back to School Night
- Annual Title I Parent Meeting
- School Compact
- Open House
- Parent Conferences
- Student Study Teams
- Parent Volunteering
- Teacher Newsletters
- School Newsletters
- School Website
- Automated dialing system for communicating information
- After School sports
- After School VAPA
- Parents and community members are consistently invited and encouraged to serve on school site committees that support the overall goals for the school

Funding

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

- Full time Title I Intervention teacher
- Two part time para educators to assist students needing academic assistance.
- Professional Development
- Research / Evidence based instructional support programs and materials.
- LCAP funded intervention teacher
- LCAP funded 6 hour paraeducator

18. Fiscal support (EPC)

Title I, LCAP services, and the general fund support student achievement.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	94	84	82	89	82	81	89	82	81	94.7	97.6	98.8
Grade 4	83	94	81	80	91	80	80	91	80	96.4	96.8	98.8
Grade 5	74	85	90	73	81	88	72	81	88	98.6	95.3	97.8
All Grades	251	263	253	242	254	249	241	254	249	96.4	96.6	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2375.1	2372.7	2397.7	10	7	9.88	16	17	19.75	27	28	35.80	47	48	34.57
Grade 4	2393.4	2421.4	2420.2	9	10	10.00	11	24	18.75	15	19	20.00	65	47	51.25
Grade 5	2445.1	2453.3	2453.4	4	6	7.95	21	23	20.45	26	23	27.27	48	47	44.32
All Grades	N/A	N/A	N/A	8	8	9.24	16	22	19.68	23	23	27.71	53	47	43.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	7	9.88	38	39	39.51	51	54	50.62
Grade 4	10	14	8.75	31	40	53.75	59	46	37.50
Grade 5	6	14	12.50	38	30	48.86	57	57	38.64
All Grades	9	12	10.44	36	36	47.39	55	52	42.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	4	16.05	49	48	53.09	47	49	30.86
Grade 4	8	9	12.50	36	49	41.25	56	42	46.25
Grade 5	15	9	9.09	44	51	56.82	40	41	34.09
All Grades	8	7	12.45	44	49	50.60	48	44	36.95

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	11	9.88	47	57	70.37	40	32	19.75
Grade 4	8	10	12.50	48	67	50.00	45	23	37.50
Grade 5	7	5	10.23	54	59	56.82	39	36	32.95
All Grades	9	9	10.84	49	61	59.04	41	30	30.12

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	15	13.58	44	44	54.32	43	41	32.10
Grade 4	8	9	13.75	39	55	48.75	54	36	37.50
Grade 5	8	21	13.64	50	57	42.05	42	22	44.32
All Grades	10	15	13.65	44	52	48.19	46	33	38.15

Conclusions based on this data:

1. Comparison CAASP 2016 to 2017 scores in ELA those MEETING OR EXCEEDING STANDARD:

3rd grade increased from 24% to 29.63 / 4th grade decreased from 34% to 28.75% / 5th grade slight decrease from 29% to 28.40%.

Comparison CAASP 2016 to 2017 scores in ELA those NEARLY MEETING OR NOT MEETING STANDARD:

3RD grade decreased from 76% to 70.37% / 4th grade increased from 66% to 71.25% / 5th grade increased from 70% to 71.54%

The weakest performance area by all 3 grades was Reading: Literary and nonfiction text and is identified as an area of focus.

Students demonstrating an understanding of literary and nonfiction text needs to be an area of emphasis as it is vital for students to be prepared for 21st century college and career readiness. The adoption of the Wonders Reading Program in grades K - 5 in 2016 will continue to be used to provide all students with a cohesive program to meet the rigorous Common Core Standards. In grades K-5 Interventions are scheduled for at risk students in 30 minute blocks 4 to 5 days a week. Paraeducators as well as two certificated intervention teaches provide intervention pull out as well as push in services. There are also more intensive reading interventions for grades 3,4,5 that are 1 hour 4 days a well. Flexibility is built into the schedule so that as student needs change, schedules, service and service delivery can be modified to best meet student needs. After school and Saturday school intervention and enrichment opportunities will developed as funding permits for identified students.

2. The MAP Learning Continuum will be use to identify ELA skills students are ready to learn in grades 1 - 5 and provide small group instruction.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	94	84	82	92	83	81	92	82	81	97.9	98.8	98.8
Grade 4	83	93	81	81	93	80	81	93	80	97.6	100	98.8
Grade 5	74	85	90	73	83	90	73	83	90	98.6	97.6	100
All Grades	251	262	253	246	259	251	246	258	251	98.0	98.9	99.2

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2381.5	2393.3	2419.9	4	6	13.58	22	26	34.57	21	21	22.22	53	48	29.63
Grade 4	2408.2	2429.0	2420.1	1	5	2.50	10	17	18.75	37	37	32.50	52	41	46.25
Grade 5	2441.4	2454.8	2442.8	1	10	2.22	14	12	8.89	33	28	34.44	52	51	54.44
All Grades	N/A	N/A	N/A	2	7	5.98	15	18	20.32	30	29	29.88	52	46	43.82

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	21	32.10	32	34	32.10	54	45	35.80
Grade 4	6	12	7.50	27	30	25.00	67	58	67.50
Grade 5	4	14	5.56	37	27	24.44	59	59	70.00
All Grades	9	16	14.74	32	30	27.09	60	54	58.17

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	16	18.52	38	30	49.38	52	54	32.10
Grade 4	5	6	6.25	51	49	42.50	44	44	51.25
Grade 5	3	12	1.11	36	31	37.78	62	57	61.11
All Grades	6	11	8.37	41	38	43.03	52	51	48.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	10	20.99	48	56	58.02	47	34	20.99
Grade 4	2	11	7.50	35	40	46.25	63	49	46.25
Grade 5	3	7	5.56	33	41	38.89	64	52	55.56
All Grades	4	9	11.16	39	45	47.41	57	45	41.43

Conclusions based on this data:

1. Comparison CAASP 2016 to 2017 scores in MATH those MEETING OR EXCEEDING STANDARD:
3rd grade increased from 32% to 48.15 / 4th grade slight decrease from 22% to 21.25% / 5th grade decrease from 22% to 11.11%.

Comparison CAASP 2016 to 2017 scores in MATH those NEARLY MEETING OR NOT MEETING STANDARD:
3RD grade decreased from 45% to 35.8% / 4th grade increased from 78% to 78.75% / 5th grade increased from 79% to 88.88%

Student performance was weaker in grades 4th and 5th when comparing 2017 results to 2016. (2017 results were stronger than 2015 for 4th grade but not for 5th grade).

The lowest area of performance was Concepts and Procedures, however, given the number of students not proficient in all grades emphasis and support is:

Professional development has focused on understanding the eight Standards for Student Mathematical Practices as well as lesson planning that assures emphasis on key Standards. This has included articulation of standards between grade levels to assure the grade level standards are being taught/learned at each grade.

Supplemental resources including Ready Common Core Math program have been implemented in all grades to provide students with additional math practice in both theory and application. A before school segment of ST Math is available to students as well.

2. Teachers will use the MAP Learning Continuum to determine what skills students are ready to learn and will provide small group instruction.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						10	***	50	50	***	50	30			10
1	7	4	2	24	29	17	34	36	56	20	25	15	15	7	10
2				18	29	5	56	37	53	18	24	26	9	11	16
3				17	29	3	50	29	66	25	29	24	8	13	7
4	21	12	6	23	30	29	31	33	38	13	9	18	13	16	9
5	11	12	11	39	42	30	36	21	44	7	18	15	7	6	
Total	8	5	4	23	31	18	41	32	51	17	21	19	11	11	8

Conclusions based on this data:

1. CELDT Test is no longer being given. A new state assessment, the ELPAC will be given between March and May 2018.

There is a trend for students in the beginning level and Early Intermediate level to become less as they progress in grade. The largest concentration of students is at the Intermediate level (except for kindergarten, there are 31 intermediate and 33 Early Intermediate).

2. Implementation of the state standards in English Language Development continues to be a top priority for the school during the 2017 - 2018 school year. We are working to integrate ELD standards into core academic areas with the support of our Instructional Coach. By integrating the standards, teachers will be better able to address the ongoing academic needs of the second language learner. English 3D is used to support identified English Language Learners in 4th and 5th grades, Wonders ELD is used for students in grades K-3.
3. The school teachers, administrators and support staff will continue to analyze the areas of EL students' academic weaknesses and provide academic supports in those areas to aide them in improvement and reclassification.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						6	19	13	31	41	42	33	41	45	29
1	6	3	2	24	31	16	31	34	56	18	24	14	20	7	12
2		2		16	27	5	53	34	53	16	24	26	16	12	16
3				15	28	6	48	28	61	23	28	24	15	16	9
4	20	11	6	25	30	29	30	32	37	13	9	17	13	18	11
5	10	10	10	38	38	27	34	21	43	7	15	13	10	15	7
Total	6	4	3	20	24	15	36	26	45	19	24	22	18	21	15

Conclusions based on this data:

1. CELDT Test is no longer being given. A new state assessment, the ELPAC will be given between March and May 2018.

There is a trend for students in the beginning level and Early Intermediate level to become less as they progress in grade. The largest concentration of students is at the Intermediate level (except for kindergarten, there are 31 intermediate and 33 Early Intermediate).

2. Implementation of the state standards in English Language Development continues to be a top priority for the school during the 2017 - 2018 school year. We are working to integrate ELD standards into core academic areas with the support of our Instructional Coach. By integrating the standards, teachers will be better able to address the ongoing academic needs of the second language learner. English 3D is used to support identified English Language Learners in 4th and 5th grades, Wonders ELD is used for students in grades K-3.
3. Use of the NWEA MAP Learning Continuum to identify what standards students are ready to learn. The school will continue to analyze the areas of EL student's academic weaknesses that cause students not to be reclassified and to provide academic supports in those areas

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	180	184	128
Percent with Prior Year Data	100%	100.0%	98.4
Number in Cohort	180	184	126
Number Met	97	106	77
Percent Met	53.9%	57.6%	61.1%
NCLB Target	60.5	62.0%	63.50
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	187	27	202	35	165	4
Number Met	40	11	46	17	18	1
Percent Met	21.4%	40.7%	22.8%	48.6%	10.9%	25.0%
NCLB Target	24.2	50.9	25.4%	52.8%	26.7%	26.75%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1. SUMMARY AMAO 1:

2014-15 Target was 60.5% and 53.9% attained target.

2015-16 Target was 62% and 57.6% attained target.

2016-17 Target was 63.5% and 61.1% attained target.

While target was not met the percentage of students achieving it has increased yearly, missing the target by less than 2% 2016-17.

Continued emphasis on Language Embedded Learning Objectives, implementation of GLAD units being modeled and provided by Instructional Coach.

Differentiation in core subjects to further English Language Development for students.

EL students needing reading intervention are receiving it. Use of ELD programs, Wonders ELD and 4th - 5th ELD program.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	1207	1,146	
Percent with Prior Year Data		99.8	
Number in Cohort	1207	1,144	
Number Met	720	619	
Percent Met	59.7	54.1	
NCLB Target	60.5	62.0%	63.50
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	916	485	946	452		
Number Met	230	253	224	170		
Percent Met	25.1	52.2	23.7	37.6		
NCLB Target	24.2	50.9	25.4%	52.8%	26.7%	26.75%
Met Target	Yes	Yes	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Arts
LEA GOAL:
This Goal aligns with the District LEA Performance Goal #1 - Student Success and Student Achievement: Every year, every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.
LCAP GOAL:
This Goal aligns with the District LCAP Goal #2 - PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas.
SCHOOL GOAL #1:
Using our baseline data from the Spring 2017 MAP Reading data. We would like to see the MAP Spring 2018 Reading scores change 1st Grade: Using a baseline score of 30% of students being Average or Above Readers, we would like to see the number increase to 50% 2nd Grade: Using a baseline score of 34 % of students being Average or Above Readers, we would like to see the number increase to 55% 3rd Grade: Using a baseline score of 41% of students being Average or Above Readers, we would like to see the number increase to 60% 4th Grade: Using a baseline score of 35% of students being Average or Above Readers, we would like to see the number increase to 55% 5th Grade: Using a baseline score of 37% of students being Average or Above Readers, we would like to see the number increase to 55%
Data Used to Form this Goal:
MAP assessment data, PRJUSD Benchmark assessments, and California English Language Development Test (CELDT)
Findings from the Analysis of this Data:
An analysis revealed that the regular and careful monitoring of student achievement would benefit the students, particularly in at risk subgroups, in moving forward in any curriculum. With the advent of the CCCSS and CAASPP it will be necessary to monitor assessment, instruction, pacing and practices to meet and improve the needs of all students and subgroups.
How the School will Evaluate the Progress of this Goal:
Monitoring of data will be done using the MAP Reading Assessments as well as District Benchmark and classroom formative assessments. Monitoring and evaluation of data will occur regularly during weekly collaboration time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide intensive reading intervention programs for students in grades K-5.	8/16/17 through 6/18/18	Intervention, TOSA, 1 FTE		1000-1999: Certificated Personnel Salaries	Title I	96,954
2. Provide intensive reading intervention program support for students with intensive needs in grades K-5.	8/16/17 through 6/18/18	(2) 3 hour paraeducators.		2000-2999: Classified Personnel Salaries	Title I	11,851
				2000-2999: Classified Personnel Salaries	Title I	11,109
3. Professional Development: Provide the following, but not limited to: Substitute teachers, extra duty hours, conference costs, training fees, professional development materials, transportation, and all other costs associated with training and professional development for certificated and classified employees Teacher Planning Days during school year: 5,600 Paraeducator release days: 500 Books / Service: 500 Conference costs: 1,400	8/16/17 through 6/18/18	Teachers Principal/Admin Paraeducators/classified		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Title I Title I Title I	5,600 500 500 1,400
4. Providing (but not limited to) supplemental technology, programs and supplies to enhance and support core and supplemental intervention instruction for targeted English Learners and students with intensive needs. Chromebook Cart of 36 \$13,100 108 Mice and Headsets: \$3,100 Mice Headsets for new chromebooks \$175	8/16/17 through 6/18/18	Teachers Principal		4000-4999: Books And Supplies	Title I	19,901
				4000-4999: Books And Supplies	Title I	2,442

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Microphones for Intervention \$500 RAZ Kids \$330 Levelled Readers \$1,500						
<p>5. Parent and Family Engagement:</p> <p>Provide the following, but not limited to: Activities, services, childcare, translation, culinary, and materials that will promote and enhance parent and family engagement and involvement.</p> <p>Fruits with Families STEAM Night Back to School Night Open House Title I Meeting Family Information Nights</p> <p>Portable projection system for parent meetings: 1,200 Books for parent / students 1,430</p>	8/16/17 through 6/18/18	Teachers Principal Paraeducators		2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies None Specified	Title I Parent & Family Engagement Title I Parent & Family Engagement	707 2,630
<p>6. Assessment to Support Intervention:</p> <p>Provide, the following, but not limited to: Materials, and assessment tools/programs to be administered. Provide release time for teachers with substitutes, and/or pay teachers, classified extra duty time or subs to assess students and other supports needed for the administration and use of assessment data.</p>	8/16/17 through 6/18/18	Teachers Paraeducators		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I Title I Title I	2,000 300 2,600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Provide beyond the school day opportunities for students. Including but not limited to teacher and paraeducator support, materials for academically at-risk students to participate in Saturday School, an extended school day, or week.	8/16/17 through 6/18/18	Teachers Principal Classified		1000-1999: Certificated Personnel Salaries	Title I	800
				2000-2999: Classified Personnel Salaries	Title I	200
8. After School Intervention and Tutoring: Provide intervention, tutoring and enrichment opportunities for struggling students.	8/16/17 through 6/18/18	Teachers Administrators After-School Staff			After School and Education Safety (ASES)	112,500

Planned Improvements in Student Performance

School Goal #2

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Learners
LEA GOAL :
Performance Goal #2 - All English Learner students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and math.
LCAP GOAL:
Goal #2 - PRJUSD will increase student success and student achievement and close the achievement gap of pupil subgroups in core content areas.
SCHOOL GOAL #2:
Official CELDT scores are not yet available on Data Quest. Preliminary District/Site level reports were used to formulate this goal. Using preliminary District / Site CELDT results our baseline data indicates that 16% of our students were proficient or above on the CELDT. We would like to see that number increase to 30% for 2017-2018.
Data Used to Form this Goal:
California English Language Development Test (CELDT)
Findings from the Analysis of this Data:
An analysis of the data revealed that the regular and careful monitoring of student achievement would benefit the students in moving forward in any curriculum. With the advent of the CCCSS and CAASPP we will continue to monitor assessment and target specific areas of instruction for students to improve the English Language Development. of all students and subgroups.
How the School will Evaluate the Progress of this Goal:
Monitoring of data will be done using the Illuminate data monitoring system for the annual CELDT data and all PRJUSD Benchmark assessments for EL students. MAP data will be analyzed using the NWEA monitoring system. Where an assessment is not available through the Illuminate data system, teachers will use in-class assessment results (e.g. chapter assessments from the ELA program.) Monitoring and evaluation of data will occur regularly during weekly collaboration time. Results from the CAASPP from 2017 will be used and in concert with the other data monitoring instruments enumerated above.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide differentiated ELD support for EL students in grades K-5.	8/16/17 through 6/18/18	Intervention, TOSA, 1 FTE	See Goal 1, Action 1		Title I	
2. Provide intensive reading intervention program support for EL students with intensive needs in grades K-5.	8/16/17 through 6/18/18	(2) 3 hour paraeducators.	See Goal 1, Action 2		Title I	
<p>3. Professional Development:</p> <p>Provide the following, but not limited to: Substitute teachers, extra duty hours, conference costs, training fees, professional development materials, transportation, and all other costs associated with training and professional development for certificated and classified employees</p> <p>Teacher Planning Days during school year: 5,600 Paraeducator release days: 500 Books / Service: 500 Conference costs: 1,400</p>	8/16/17 through 6/18/18	Teachers Principal/Admin Paraeducators/classified	See Goal 1, Action 3		Title I	
4. Providing (but not limited to) supplemental technology, programs and supplies to enhance and support core and supplemental intervention instruction for targeted English Learners and students with intensive needs.	8/16/17 through 6/18/18	Teachers, Principal, Admin Paraeducators	See Goal 1, Action 4		Title I	
5. Parent and Family Engagement:	8/16/17 through 6/18/18	Teachers, Principal Paraeducators	See Goal 1, Action 5		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide the following, but not limited to: Activities, services, childcare, translation, culinary, and materials that will promote and enhance parent and family engagement and involvement.</p> <p>Fruits with Families STEAM Night Back to School Night Open House Title I Meeting Family Information Nights</p>						
<p>6. Assessment to Support Intervention:</p> <p>Provide, the following, but not limited to: Materials, and assessment tools/programs to be administered. Provide release time for teachers with substitutes, and/or pay teachers, classified extra duty time or subs to assess students and other supports needed for the administration and use of assessment data.</p>	8/16/17 through 6/18/18	Teachers, Paraeducators	See Goal 1, Action 6		Title I	
<p>7. Provide beyond the school day opportunities for students. Including but not limited to teacher and paraeducator support, materials for academically at-risk students to participate in Saturday School, an extended school day, or week.</p>	8/16/17 through 6/19/18	Teachers, Principal	See Goal 1, Action 7		Title I	
<p>8. After School Intervention and Tutoring: Provide intervention, tutoring and enrichment opportunities for struggling students.</p>	8/16/17 through 6/19/18	Teachers Administrators After-School Staff	See Goal 1, Action 8		After School and Education Safety (ASES)	

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	112,500.00
Title I	156,157.00
Title I Parent & Family Engagement	3,337.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	105,354.00
2000-2999: Classified Personnel Salaries	24,667.00
4000-4999: Books And Supplies	28,073.00
5000-5999: Services And Other Operating Expenditures	1,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	After School and Education Safety (ASES)	112,500.00
1000-1999: Certificated Personnel Salaries	Title I	105,354.00
2000-2999: Classified Personnel Salaries	Title I	23,960.00
4000-4999: Books And Supplies	Title I	25,443.00
5000-5999: Services And Other Operating	Title I	1,400.00
2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	707.00
4000-4999: Books And Supplies	Title I Parent & Family Engagement	2,630.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	271,994.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dorothy Halic	X				
Brian Ezzell		X			
Terri Pearl		X			
Katherin McClure			X		
Savannah Donovan				X	
Leroy Holland				X	
Michelle Kelly-Burris				X	
Elia Maya				X	
Numbers of members of each category:	1	2	1	4	

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.

School Advisory Committees Input

The School Site Council summarizes or lists input from all applicable school advisory committees.

NOTE: The SPSA must be developed with the review, certification, and advice of school advisory committees.
EC 64001 (a)

1. Input from the English Learner Advisory Committee:

(Example)

*Parents are satisfied with our family reading nights
Parents appreciate having a bilingual clerk in the office
Parents appreciate having a bilingual paraeducator
Parents would like more tutoring available
Parents have inquired about ESL classes*

Parents appreciated having Parent Literacy Nights

Parents appreciated receiving "summer backpacks" from Migrant Education that provided summer work for their students.

Parents would like to have a second level of PIQE (Parent Involvement for Quality Education) offered.

Parents would like to have after school tutoring available for students, especially in math.

Parents support getting more technology to support student learning.

2. Input from other School Advisory Committees:

Input from PTO

Parents appreciate the positive changes that PBIS has brought to the school.

Parents appreciate that the District paid for buses for students to see "Peter and the Wolf"

Parents would like more parents/families to be involved in the school.

Parents believe that fieldtrips are further enrich student learning. They would like the district to pay for them so that the PTO could put funding efforts towards other items to further support students.

Annual SPSA Evaluation
Evaluation Year: 2016-2017

Plan Priorities

- 1) Identify the top priorities of the current SPSA. (No more than 2–3)

Increase the number of students proficient or above in ELA; specifically reading, writing and listening

Increase the number of students proficient or above in Math; Concepts and Principles, Problem Solving and Communicating Reasoning.

- 2) Identify the major expenditures supporting these priorities.

Approximately \$146,000 for 1 FTE Intervention teacher for the entire school year and 1 FTE intervention teacher for 5 months.

Approximately \$21,000 for 2 - part time para-educators to provide small group intensive support in reading for students.

Approximately \$26,000 for Professional Development to support differentiated lesson design, outside training for new programs and effective implementation of reading data and determining interventions to support areas of student need.

Approximately \$50,000 on supplies. Included expenditures of individual student devices to support iRead program and System 44.

Approximately \$ 1,700 on assessment to support data collection of students in intervention.

Approximately \$5,000 for after school tutoring in math to support students at risk in that area.

Plan Implementation

- 1) Identify strategies in the current SPSA that were fully implemented as described in the plan.

Students with intensive needs were provided with additional intensive intervention support from credentialed teachers.

Use of the para-educators was implemented to assist with small group instruction in reading.

Professional Development to plan units of study and differentiation for students.

Support for assessment (use of substitutes to allow for interventions to occur while teachers tested) was done.

- 2) Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- a) What specific actions related to those strategies were eliminated or modified during the year?

The FTE intervention teacher hired beginning January 2017 to teach reading and math intervention.

After school math intervention tutoring by certificated staff.

Not all professional development was utilized.

b) Identify barriers to full or timely implementation of the strategies identified above.

The FTE intervention teacher hired beginning January 2017 to teach reading and math intervention. Teacher was hired in January. Lack of assessments with clear targeted areas for intervention in math. Lack of curriculum for math intervention. Finally, teacher went out on Family Leave Act which facilitated the use of a substitute teacher, breaking continuity for instruction.

After school math intervention tutoring by certificated staff. Was to be implemented in January. Difficulty in finding a certificated teacher who wanted to teach. Unable to secure enough teachers to make a consistent impact at any given grade level. Lack of data for selection of students, lack of curriculum.

Not all professional development was utilized. This was in regards to the outside professional development. Many were in February and teachers did not want to be out of their classrooms for several days as it was getting close to CAASPP testing.

Strategies and Activities

1) Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Use of small group reading intervention with Triumphs program, as well as with _____. Evidence is improvement in scores on MAP reading assessment.

2) Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Wonders ELD, English 3D and System 44.

Math intervention after school.

a) Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- X Lack of timely implementation
- X Limited or ineffective professional development to support implementation
- X Lack of effective follow-up or coaching to support implementation
- X Not implemented with fidelity
- X Not appropriately matched to student needs/student population
- X Other:
Explanations for each bullet marked as follows;
Received Wonders ELD program, English 3D and System 44 in December.

Not enough professional development prior to implementation.

There was follow up training for English 3D and Wonders ELD, but more needed.

With limited training, fidelity wasn't assured.

and Other;
Lack of curriculum for math intervention

b) Based on the analysis of this practice, would you recommend:

- X Eliminating it from next year's plan
Continuing it with the following modifications:
Based on data at this point the recommendations are:
1. Keep Triumphs for students who fit the criteria
 2. Keep System 44 and implement with fidelity and from beginning of year
 3. Keep English 3D for students who fit the criteria
 4. Keep Wonders ELD with modification as needed through District curriculum support in this area.
- Other:
Implement the use of Read 180U, a new reading program purchased by the District for students with requiring intensive support in reading.

Involvement/Governance

1) How was the SSC involved in development of the plan?

Review of data available and surrounding circumstances, such as training teachers received, receipt of materials.

2) How were advisory committees involved in providing advice to the SSC?

Input was solicited at advisory committee meetings and provided to the SSC at a regular meeting. Information from ELAC and PBIS meetings were considered.

3) How was the plan monitored during the school year?

At meeting in December as more monies came in, a review took place to determine additional goal and method to meet the goal (goal #3 in math).

4) What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Regular review of MAP data along with iRead data would benefit monitoring of overall goals. This would occur 3 times a year when MAP testing is complete.

Outcomes

1) Identify any goals in the current SPSA that were met, not met, or were only partially met.

The reading, math and English learner goals were based on CAASPP scores which will not be available until July. A look at end of year MAP assessment indicates that there is likely progress toward the goals that were developed. A full review of them will be conducted once the CAASPP data is available.

a. List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Reading and English Learner Goals: Wonders ELD, Wonder Works, English 3D and System 44 were not fully implemented as curriculum arrived late and there needed to be more training and ongoing support to new programs.

Math goal: Minimally effective: Not fully implemented due to teacher being out.

2) Based on this information, what might be some recommendations for future steps to meet this goal?

Begin interventions at the beginning of the year.

Additional support and training, fidelity checks.

Curriculum for math intervention.

Terri Pearl

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Dorothy Halic

Typed Name of School Principal

Signature of School Principal

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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 Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

Alicia Lopez

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on Feb. 13, 2018.

Attested:

Dorothy Halic

Typed Name of School Principal



Signature of School Principal

02-22-2018

Date

Terri Pearl

Typed Name of SSC Chairperson



Signature of SSC Chairperson

02-22-2018

Date

The Single Plan for Student Achievement

School: Pat Butler Elementary School
CDS Code: 40754576109151
District: Paso Robles Joint Unified School District
Principal: Damien Capalare
Revision Date: Feb. 8, 2018

The Single 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: Damien Capalare
Position: Principal
Phone Number: (805) 769-1750
Address: 700 Nicklaus Street
Paso Robles, CA 93447
E-mail Address: dmcapalare@pasoschools.org

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

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School Vision and Mission

Pat Butler Elementary School's Vision and Mission Statements

Staff and parents work together to foster a creative, safe, interactive learning environment that teaches critical thinking skills, responsibility, inquiry methods and problem solving strategies, in addition to core basic skills.

School Mission

Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge and attitudes necessary for success in an ever-changing world.

Districts' Guiding Principles



Paso Robles Joint Unified School District

GUIDING PRINCIPLES



Superintendent
Chris Williams

Cabinet Members
Rich Clayton
Babette DeCou
Amber Gallagher
Jennifer Gaviola
Carol Kenyon
Marcia Murphy
Frank Panian
Duane Wolgamott

Board of Trustees
Chris Bausch
Tim Gearhart
Field Gibson
Kathleen Hall
Dave Lambert
Joel Peterson
Joan Summers

**ONE
TEAM
ONE
DREAM!**

Belief: Every student will have success.

Vision: Every student will be prepared for success in college, career, and community.

Mission: Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values:

- Leadership
- Integrity
- Innovation
- Continuous Improvement
- No Excuses

Goal 1: Student Success and Student Achievement

Every year, every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: Staff Recruitment and Professional Development for Student Success and Student Achievement

Every year, every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice, and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.

Goal 3: Support Systems for Student Success and Student Achievement

Every year, every support system, department, and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

School Profile

District Profile

Located halfway between Los Angeles and San Francisco, the City of El Paso de Robles is a community of approximately 30,556 residents. The community lies in the northern area of San Luis Obispo County. Paso Robles is bordered on the west by mountains and on the east by rolling hills of barley and grapes.

The school district consists of six elementary schools, two middle schools, one comprehensive high school, one alternative high school, an independent study high school, one independent study center, and one culinary arts academy all of which serve just over 6,800 students.

The City of Paso Robles and the surrounding area sustained a rapid growth pattern for most of the past 20 years. Community support has changed from predominantly ranching and agriculture to a mixed economic base. Light industry, tourism and the wine industry, along with surrounding government agencies, construction, and retail sales, now complement agriculture to make up a more diverse economic base.

The belief of the district is that “Every student will have success” and our vision is that “Every student will be prepared for success in college, career, and community.” To make this a reality, the school district offers a wide variety of programs to meet the needs of students and families. There is a TK-12 Dual Immersion (DI) program that begins at Georgia Brown DI Magnet School. The DI program provides the opportunity for all participating students to receive the California State Seal of Biliteracy in English and Spanish. There is a TK – 5 Visual and Performing Arts (VAPA) Magnet School at Bauer-Speck Elementary and this is aligned to our 6-12 VAPA program. The successful piloted all-day kindergarten program is now offered district-wide. It will include a six hour paraeducator in each of the kindergarten classrooms. There are Transitional Kindergarten (TK) classes at four of the elementary school sites designed for young children prior to the age of 5. VAPA, athletics, and Gifted and Talented Education (GATE) is provided to all students in grades K-8 and aligned to our high school programs which includes extensive honors, AP, and dual enrollment classes. Working with our local university, Cal Poly, all grade 3-5 students receive integrated STEM (Science, Technology, Engineering and Mathematics) activities. There are an extensive number of Career Technical Education (CTE) pathways that lead to careers either directly from high school or at the completion of two year certifications or four year college degree programs. These programs are designed to give parents and student options while providing a world class education for all students.

Guiding Principles

“One Team, One Dream!”

Mission

Our mission is to deliver an exemplary education, in a safe environment, which empowers students with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

Core Values

- Leadership
- Integrity
- Innovation
- Continuous Improvement
- No Excuses

Pat Butler Elementary School is located in the southern region of Paso Robles and serves students in grades transitional kindergarten through five following a traditional calendar. For the 2017-18 school year, 443 students are enrolled, including 11.18% in special education, 13.33% qualifying for English Language Learner support, and 43% qualifying for free or reduced price lunch.

Parent Involvement Policy

Paso Robles Joint Unified School District

Title I School-Level Parent and Family Engagement

This policy describes the means for carrying out designated Title I Parent and Family Engagement requirements.

Title I School-Level Parent and Family Engagement Policy

Pat Butler Elementary School

Pat Butler Elementary School has developed a written Title I Parent and Family Engagement Policy with input from Title I parents and families. The Title I Parent and Family Engagement Policy is reviewed and revised during the annual Title I meeting and as necessary. It has distributed the policy to parents and families of Title I students by placing the Parent and Family Engagement Policy on the district website, including it in the annual student handbook each fall, and including it in the Single Plan for Student Achievement. The policy describes the means for carrying out the following Title I Parent and Family Engagement requirements [20 USC 6318 Section 1116 (a)-(g) inclusive].

Involvement of Parents and Families in the Title I Program

To involve parents and families in the Title I program at Pat Butler Elementary School the following practices have been established:

- Pat Butler Elementary School convenes an annual meeting to inform parents and families of Title I students about Title I requirements and about the right of parents and families to be involved in the Title I program. A Title I meeting is held each year to explain the Title I program at Pat Butler Elementary School and to revise the Title I Parent and Family Engagement policy, review data and provide input regarding the effectiveness of the program that will be forwarded to site administration as well as the School Site Council.
- The school offers a flexible number of meetings for Title I parents and families, such as meetings in the morning or evening. As stated above, there is one meeting per year.
- The school involves parents and families of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parent and Family Engagement Policy. The school solicits input from the Title I parents and families at the yearly meeting and advises the School Site Council of the results of that meeting.
- The school provides parents and families of Title I students with timely information about Title I programs. At Open House teachers review Title I programs and services as well as hand out pamphlets. This is also done by teachers at Parent Teacher conferences (2 yearly). Issues involving the Title I program are communicated regularly through the monthly newsletters and the school site web page.
- The school provides parents and families of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- This occurs at the annual meeting where achievement data, including CAASPP ELA, CAASPP Math, and CELDT data are available and explained to the parents and families.
- If requested by parents and/or families of Title I students, the school provides opportunities for regular meetings that allow the parents and families to participate in decisions relating to the education of their children. Parents and families will be given the option to council with their son or daughter's teacher during parent conferences twice per year. Parents and families can always request to meet with their teacher upon request. Parents and families are invited to serve on the School Site Council and/or can be always welcome to attend the School Site Council meetings whether serving on the Board or not. Data review and explanation, program effectiveness, and revisions to the Title I Parent and Family

Engagement Policy, and the current School-Parent and Family Compact will be agenda items during the annual Title I meetings.

School-Parent and Family Compact

Pat Butler Elementary School distributes to parents and families of Title I students a School-Parent and Family Compact. The compact, which has been jointly developed with parents and families, outlines how parents and families, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and families of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents and families will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and families and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Pat Butler Elementary School engages Title I parents and families in meaningful interactions with the school. It supports a partnership among staff, parents and families, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents and families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

During the annual meeting school staff will explain to the parents and families the content standards, assessments, will explain the data and its significance.

- The school provides Title I parents and families with materials and training to help them work with their children to improve their children's achievement. During the annual meeting's school staff will discuss ways the parents and families can use grades and assessment data to monitor their student's progress and assist their child's academic progress. Classroom teachers also provide parents and families with suggestions and support materials to aide their students as appropriate.
- With the assistance of Title I parents and families, the school educates staff members about the value of parent and family contributions, and in how to work with parents and families as equal partners.
- The school coordinates and integrates the Title I Parent and Family Engagement program with other programs, and conducts other activities, to encourage and support parents and families in more fully participating in the education of their children. School staff coordinates efforts with other parent groups such as PTA and ELAC through their involvement with the School Site Council.
- The school distributes information related to school and parent and family programs, meetings, and other activities to Title I parents and families in a format and language that the parents and families understand. All newsletters and major information is distributed from all of our schools in both English and Spanish.
- The school provides support for Parent and Family Engagement activities requested by Title I parents and families.

Accessibility

Pat Butler Elementary School provides opportunities for the participation of all Title I parents and families, including parents and families with limited English proficiency, parents and families with disabilities, and parents and families of migratory students. Information and school reports are provided in a format and language that parents and families understand. Annual invitations to attend the annual Title I meeting will go out in the first newsletter of each year (September) inviting all parents and families. These newsletters are

released in both English and Spanish. Facilities where the Title I meetings will be held will be handicapped accessible. Child care will be provided during these meetings if needed.

Parent, Family, and Community Engagement Calendar

August	September	October
	Lunch with Your Bear Back to School Night	School Site Council Meeting PTA Meeting

	Title I Meeting School Site Council Meeting PTA Meeting ELAC Meeting School Dance	Parent Engagement Series Pioneer Day Parade Book Fair
November	December	January
Lunch with Your Bear Parent Conferences School Site Council Meeting PTA Meeting Grades K-5 Recognition Assemblies ELAC Meeting Parent Engagement Series Talent Show	School Site Council Meeting PTA Meeting Christmas Light Parade	School Site Council Meeting PTA Meeting ELAC Meeting Parent Engagement Series Science Night
February	March	April
Lunch with Your Bear School Site Council Meeting PTA Meeting	Parent Conferences School Site Council Meeting PTA Meeting Grades K-5 Recognition Assemblies ELAC Meeting Spring Musical Book Fair	School Site Council Meeting PTA Meeting
May	June	
Lunch with Your Bear School Site Council Meeting PTA Meeting Open House ELAC Meeting	School Site Council Meeting PTA Meeting Grades K-5 Recognition Assemblies	

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).

Parent, teacher, and classified staff input gathered in SSC, ELAC, and PTA meetings. Teachers input was gathered via grade level PLC recommendations, during staff meetings, and through the leadership team. Parent input indicates a need in improved student progress monitoring and communication to families. Teacher input indicates a need for increased support in development of best teaching practices in alignment of current curriculum and analyzing assessment data to guide instruction as well as the continued need for pull-out intervention services for ELA and collaboration time vertically and with grade levels.

Classroom Observations

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

Classroom observations provide immediate feedback regarding best first teaching practices and provide specific feedback on instructional practices including developing clear objectives aligned with the rigor of the standard, using engagement strategies to move students to deeper understanding of grade level concepts, and incorporating opportunities for students to respond to learning across content areas through writing. Observations demonstrate teachers have been collaborating with peers to write and articulate language embedded objectives that are aligned with standards and clearly outline the student task, planning instruction, and use common assessments. Additionally, observations indicate that teachers are focused on the use of academic vocabulary and utilizing collaborative conversations among peers. Observations indicate a need for professional development in the area of differentiating instructions to meet the needs of all students as well as teacher and student clarity.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Pat Butler uses state assessments, MAP progress monitoring assessments, unit assessments, and additional formative assessments to inform instruction. Classroom teachers deliver core instruction and differentiate instruction for students of all performance abilities during universal access and/or small group time. Teachers collaborate to plan and organize curriculum to support these multiple performance levels. District pacing plans are revised as needed and Benchmarks are given at each trimester. Unit exams and weekly assessments are used as tools to monitor student progress and determine intensive intervention needs.

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

Grade levels PLCs meet weekly to analyze data from common formative assessments and share best practices so that others can adopt strategies that have proven successful in supporting the wide range of learners in the classroom. The instructional coach supports teachers during collaboration by suggesting strategies and/or providing additional resources to support students in small groups.

Staffing and Professional Development

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

100% of Pat Butler teachers are highly qualified.

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

Teachers receive quality staff development two times per month at staff meetings, as well on staff development days. The focus of staff development is utilizing best first teaching practices and research based strategies that have shown to be effective in serving a wide range of learners in the classroom. Staff development also focuses on using assessment data to form universal access and intensive intervention groups.

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

Staff development is planned to ensure classroom instruction is aligned with CCSS, effective teaching practice and results in increased learning for students. Professional Learning Communities are focused on analyzing student progress with content standards and planning support that take place both in the general education classroom and our intervention program. Classroom observation occur at least once week to provide instructional feedback on implementation of practices.

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

Administration supports teachers through formal observation and evaluations as well as informal observations. An instructional coach and additional district specialists are utilized for professional development as necessary.

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

Teachers collaborate weekly in PLCs.

Teaching and Learning

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

Pat Butler uses the district adopted curriculums Wonders and My Math, California approved programs. Supplemental programs such as iRead and ST Math are used to support students and accelerate learning. Grade level pacing plans have been established by the district Curriculum Committee comprised of teachers and district personnel and adjusted as needed by grade level teams.

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

Pat Butler meets the requirement for instructional minutes in ELA and math.

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

Pacing has been determined by district wide curriculum team for each grade level and pacing plans have been created for both ELA and Math. Intervention groups are determined by MAP assessment data and teacher provided formative assessments. Each grade level has access to 40 minutes of intensive ELA intervention daily. Students have access to differentiated instruction in math during universal access time daily.

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

State adopted curriculum and materials are available to all students as per the Williams Act.

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 highly qualified teachers use all SBE-adopted and standards-aligned instructional material for general education, interventions, and special education.

Opportunity and Equal Educational Access

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

Students performing below grade level have access to state adopted curriculum and standards based instruction daily. Teachers provide universal access time daily to meet the needs of students of all performance levels. Students in need of additional support receive intensive intervention 40 minutes daily with the Intervention TOSA or in the classroom during universal learning time. Identified EL students receive ELD instruction 4-5 days a week from their classroom teacher and/or the Intervention TOSA.

14. Research-based educational practices to raise student achievement

Teachers meet weekly in PLCs to discuss practices that are research based and share strategies that have proved to be successful with their students. Interventions are formed based on assessment data and the analysis of that data that takes place during those PLCs. Research-based practices discussed include but are not limited to: direct instruction model, concept attainment, inquiry, and cooperative learning.

Parental Involvement

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

School Compact, SST Process, Title I Support, ST Math, Saturday School, Paraeducator Support, and Intensive Reading Intervention.

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)

Parent and family engagement and membership is encouraged at both the site and district levels on the following committees: DELAC, ELAC, SSC, Big Bears on Campus, and PTA. Parent meetings are held to help Title I parents develop skills, strategies, and techniques to support and or improve their child's academic effort and progress. Parent Involvement Opportunities include: Back to School Night, Open House, Title I Meeting, Parent Conferences, Student Study Teams, Parent Volunteering, Teacher Newsletters, STEAM Nights, School Newsletters, School Website, Remind, Automated Dialing system, and Lunch with your Bear.

Funding

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

Title I funds are used to support all students performing below proficiency levels. Funds will support the implementation of intervention services and supports for students who performing below grade level.

18. Fiscal support (EPC)

Title I funds, LCAP services and the general education fund support student achievement.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	94	66	70	93	64	69	93	64	69	98.9	97	98.6
Grade 4	61	92	61	59	91	61	59	91	61	96.7	98.9	100
Grade 5	87	57	91	85	57	89	85	57	89	97.7	100	97.8
All Grades	242	215	222	237	212	219	237	212	219	97.9	98.6	98.6

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2443.5	2441.1	2457.1	31	38	42.03	20	14	18.84	29	27	26.09	19	22	13.04
Grade 4	2468.3	2480.2	2481.2	20	35	36.07	34	20	21.31	20	19	16.39	25	26	26.23
Grade 5	2531.1	2526.4	2523.3	33	28	28.09	26	30	33.71	26	25	13.48	15	18	24.72
All Grades	N/A	N/A	N/A	29	34	34.70	26	21	25.57	26	23	18.26	19	23	21.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	34	28	34.78	32	41	44.93	33	31	20.29
Grade 4	27	33	32.79	46	37	39.34	27	30	27.87
Grade 5	34	32	33.71	42	42	38.20	24	26	28.09
All Grades	32	31	33.79	39	40	40.64	28	29	25.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	28	31.88	51	47	47.83	23	25	20.29
Grade 4	25	37	36.07	58	40	42.62	17	23	21.31
Grade 5	33	37	38.20	51	49	39.33	16	14	22.47
All Grades	29	34	35.62	52	44	42.92	19	21	21.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	30	33.33	63	56	60.87	14	14	5.80
Grade 4	24	14	22.95	61	66	52.46	15	20	24.59
Grade 5	24	19	32.58	64	72	51.69	13	9	15.73
All Grades	23	20	30.14	63	65	54.79	14	15	15.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	36	44.93	58	45	42.03	12	19	13.04
Grade 4	5	32	32.79	54	47	52.46	22	21	14.75
Grade 5	42	40	37.08	51	54	44.94	7	5	17.98
All Grades	28	35	38.36	54	49	46.12	13	16	15.53

Conclusions based on this data:

1. 60% of students scored at the "Met Standard" or "Exceeded Standard" level in the 2016-2017 CAASPP ELA assessment.
2. In 2016-2017, 40% of 3-5 did not meet the achievement standard in ELA on the CAASPP.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	94	66	70	92	64	70	91	64	70	97.9	97	100
Grade 4	61	92	61	59	91	61	58	91	61	96.7	98.9	100
Grade 5	87	57	91	85	57	89	85	57	89	97.7	100	97.8
All Grades	242	215	222	236	212	220	234	212	220	97.5	98.6	99.1

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2443.0	2448.3	2448.5	26	28	17.14	25	30	50.00	24	19	14.29	24	23	18.57
Grade 4	2475.6	2478.9	2482.1	17	21	18.03	29	29	32.79	34	27	32.79	19	23	16.39
Grade 5	2518.0	2516.0	2509.1	26	21	28.09	20	21	19.10	33	33	20.22	21	25	32.58
All Grades	N/A	N/A	N/A	24	23	21.82	24	27	32.73	30	26	21.82	22	24	23.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	40	47	37.14	33	28	42.86	27	25	20.00
Grade 4	29	37	29.51	38	30	39.34	33	33	31.15
Grade 5	29	28	37.08	35	39	25.84	35	33	37.08
All Grades	33	38	35.00	35	32	35.00	32	31	30.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	34	27.14	46	41	51.43	29	25	21.43
Grade 4	21	31	21.31	50	44	57.38	29	25	21.31
Grade 5	26	25	24.72	44	47	43.82	31	28	31.46
All Grades	24	30	24.55	46	44	50.00	29	26	25.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	31	35.71	51	50	51.43	18	19	12.86
Grade 4	22	29	27.87	48	42	47.54	29	30	24.59
Grade 5	19	21	34.83	54	51	29.21	27	28	35.96
All Grades	25	27	33.18	51	47	41.36	24	26	25.45

Conclusions based on this data:

1. 54% of students scored at the "Met Standard" or "Exceeded Standard" level in the 2016-2017 CAASPP Math assessment.
2. In 2016-2017, 45% of 3-5 did not meet the achievement standard in Math on the CAASPP.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						25	75	75	25			50	25	25	
1	17	14	13		43	63	33	29	13	50	14				13
2				40	40		60	60	***			***			
3			17	23	23	33	46	46	17	15	15	33	15	15	
4	17	17		44	44	40	17	17	40	11	11	20	11	11	
5	17	17		50	50	17	33	33	33			33			17
Total	10	9	5	31	36	35	37	36	30	13	9	24	10	9	5

Conclusions based on this data:

1. The percentage of students assessed at the Early Intermediate and Intermediate has increased. Additional collaboration focus and planning should be dedicated to instruction and strategies that will support students at these proficiency levels.
2. Students receive regular integrated and designated English Language Development instruction based on the state ELD standards. Teachers collaborate to determine best practices for instruction for both integrated and designated instruction and content area lessons have ELD language components embedded within the lesson objective.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						9	50	55	30	8	9	30	42	36	30
1	17	14	9		43	45	33	29	18	50	14				27
2				40	40		60	60	75			25			
3			14	23	23	29	46	46	14	15	15	29	15	15	14
4	17	17		44	44	45	17	17	36	11	11	18	11	11	
5	17	17		50	50	11	33	33	22			33			33
Total	8	8	3	27	32	23	37	37	29	13	10	23	15	13	22

Conclusions based on this data:

1. The percentage of students assessed at the Early Intermediate and Intermediate has increased.
2. Additional collaboration focus and planning should be dedicated to instruction and strategies that will support students at these proficiency levels.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	62	53	
Percent with Prior Year Data	100%	98.1%	
Number in Cohort	62	52	
Number Met	40	31	
Percent Met	64.5%	59.6%	
NCLB Target	60.5	62.0%	
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	62	11	51	8		
Number Met	20	11	18	3		
Percent Met	32.3%	100%	35.3%	37.5%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	Yes	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	1207	1,146	
Percent with Prior Year Data		99.8	
Number in Cohort	1207	1,144	
Number Met	720	619	
Percent Met	59.7	54.1	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	916	485	946	452		
Number Met	230	253	224	170		
Percent Met	25.1	52.2	23.7	37.6		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	Yes	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	98		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: ELA and Math Achievement
LEA GOAL:
Goal 1: Student Success and Student Achievement. Every year, every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.
LCAP GOAL:
Goal 2: PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas.
SCHOOL GOAL #1:
Every student in grades K-5 will attain grade level standard in Reading and Math as measured by the CAASPP or will have grown by greater than one year as measured by MAP assessment.
Data Used to Form this Goal:
Education Software for Guiding Instruction (ESGI) Assessments, Measure of Academic Progress (MAP), PRJUSD Benchmark Assessments, Curriculum Unit Exams, California English Language Development Test (CELDT), California Assessment for Student Performance and Progress (CAASPP). See CAASPP and MAP data below. ELA Reading Kindergarten: 41% High Average/High on Winter 2017-2018 MAP 1st Grade: 46% High Average/High on Winter 2017-2018 MAP 2nd Grade: 49% High Average/High on Winter 2017-2018 MAP 3rd Grade: 44% High Average/High on Winter 2017-2018 MAP 4th Grade: 39% High Average/High on Winter 2017-2018 MAP 4th Grade: 58% Met or Exceeded Standard on 2017 3rd Grade CAASPP 5th Grade: 42% High Average/High on Winter 2017-2018 MAP 5th Grade: 56% Met or Exceeded Standard on 2017 4th Grade CAASPP Math Kindergarten: 47% High Average/High on Winter 2017-2018 MAP 1st Grade: 47% High Average/High on Winter 2017-2018 MAP 2nd Grade: 58% High Average/High on Winter 2017-2018 MAP 3rd Grade: 34% High Average/High on Winter 2017-2018 MAP

4th Grade: 40% High Average/High on Winter 2017-2018 MAP
 4th Grade: 68% Met or Exceeded Standard on 2017 3rd Grade CAASPP
 5th Grade: 34% High Average/High on Winter 2017-2018 MAP
 5th Grade: 47% Met or Exceeded Standard on 2017 4th Grade CAASPP

Findings from the Analysis of this Data:

The achievement gap for students who are not meeting or exceeding the standard of state and formative local assessments in Reading and Math is not being closed at an adequate rate to ensure that all students will attain mastery of necessary skills to be College and Career ready. The alignment of our core curriculum and best first teaching practices, differentiation of instruction for students at all achievement levels, and targeted intensive intervention for students with the greatest achievement gaps will support our goal to close these gaps by increasing the percentage of students who meet or exceed standards and make more than one year's worth of growth per school year.

How the School will Evaluate the Progress of this Goal:

Progress of this goal will be evaluated using the winter and spring MAP assessment results and the 2018 CAASPP results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.	8/21/17 through 6/15/18	(1) FTE .48 Intervention TOSA .52 LCAP	Results of District and curriculum based progress monitoring assessments	1000-1999: Certificated Personnel Salaries	Title I	39,283
2. Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.	8/21/17 through 6/15/18	(1) 4 hour Para Educator (1) 5.5 Para Educator (LCAP)	Results of District and curriculum based progress monitoring assessments	2000-2999: Classified Personnel Salaries	Title I	13,650
3. Professional Development: Professional development conferences and all associated costs Site instructional Rounds/ Lesson Study teacher coverage Professional development for grade level collaboration (Substitutes)	8/21/17 through 6/15/18	Principal Guidance Specialist Intervention TOSA Instructional Coach Teachers Para-educators	Documentation of attendance	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Title I	8617 4800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. Parent and Family Engagement:</p> <p>Parent workshops series and all associated materials and costs</p> <p>Translation and childcare services for parent conferences and other parent participation meetings.</p>	8/21/17 through 6/15/18	Principal Guidance Specialist Intervention TOSA Instructional Coach Teachers Para-educators	<p>Documentation of attendance</p> <p>Parent Feedback</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Parent & Family Engagement</p>	1,634
<p>5. Purchase supplemental technology to enhance and support core and intervention instruction.</p>	2/13/18 through 6/15/18	Principal Guidance Specialist Teachers	<p>Purchase Orders</p> <p>Results of District and curriculum based progress monitoring assessments</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	8,019

Planned Improvements in Student Performance

School Goal #2

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Learner Achievement
LEA GOAL :
Goal 2: All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL:
Goal 2: PRJUSD will increase student success and achievement and close the achievement gap of pupil subgroups in core content areas.
SCHOOL GOAL #2:
Every English Language Learner in grades K-5 will show growth of greater than one year in Reading as measured by MAP assessment or attain grade level standard as measured by the CAASPP.
Data Used to Form this Goal:
Measure of Academic Progress (MAP), PRJUSD Benchmark Assessments, Curriculum Unit Exams, California English Language Development Test (CELDT), California Assessment for Student Performance and Progress (CAASPP). See CAASPP and MAP data below. ELA Reading 4th Grade: 0% English Language Learners Met or Exceeded Standard on 2017 3rd Grade CAASPP 5th Grade: 14% English Language Learners Met or Exceeded Standard on 2017 4th Grade CAASPP
Findings from the Analysis of this Data:
The achievement gap for English Language Learners who are not meeting or exceeding the standard of state and formative local assessments in Reading is not being closed at an adequate rate to ensure that all student will attain mastery of necessary skills to be College and Career ready. Additionally, the percentage of students who do not meet or exceed grade level standard increases as they move through the grades. The alignment of our core curriculum and best first teaching practices, differentiation of instruction for students at all achievement levels, and targeted intensive intervention for students with the greatest achievement gaps will support our goal to close these gaps by increasing the percentage of students who meet or exceed standards and make more than one year's worth of growth per school year.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated using the winter and spring MAP assessment results and the 2017 CAASPP results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.	8/21/17 through 6/15/18	(1) FTE .48 Intervention TOSA .52 LCAP	Results of District and curriculum based progress monitoring assessments See Goal 1 Action 1	1000-1999: Certificated Personnel Salaries	Title I	
2. Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.	8/21/17 through 6/15/18	(1) 4 hour Para Educator (1) 5.5 Para Educator (LCAP)	Results of District and curriculum based progress monitoring assessments See Goal 1 Action 2	2000-2999: Classified Personnel Salaries	Title I	
3. Professional Development: Professional development conferences and all associated costs Site instructional Rounds/ Lesson Study teacher coverage Professional development for grade level collaboration (Substitutes)	8/21/17 through 6/15/18	Principal Guidance Specialist Intervention TOSA Instructional Coach Teachers	Documentation of attendance See Goal 1 Action 3	5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I	
4. Parent and Family Engagement: Parent workshops series and all associated materials and costs Translation services for parent conferences	8/21/17 through 6/15/18	Principal Guidance Specialist Intervention TOSA Instructional Coach Teachers	Documentation of attendance Parent Feedback See Goal 1 Action 4	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	
5. Purchase supplemental technology to enhance and support core and intervention instruction.	2/13/18 through 6/15/18	Principal Guidance Specialist Teachers	Purchase Orders	4000-4999: Books And Supplies	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Results of District and curriculum based progress monitoring assessments	5000-5999: Services And Other Operating Expenditures		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	74,369.00
Title I Parent & Family Engagement	1,634.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	44,083.00
2000-2999: Classified Personnel Salaries	15,284.00
4000-4999: Books And Supplies	8,019.00
5000-5999: Services And Other Operating Expenditures	8,617.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	44,083.00
2000-2999: Classified Personnel Salaries	Title I	13,650.00
4000-4999: Books And Supplies	Title I	8,019.00
5000-5999: Services And Other Operating	Title I	8,617.00
2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	1,634.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,003.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Damien Capalare	X				
Irma Andrade		X			
Jennifer Moore		X			
Monica Pafumi		X			
Suzanne Balderrama			X		
Lisa Perez				X	
Shawn Scott				X	
Ryan Ward				X	
Laura Wollerman				X	
Tiffany Young				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.

School Advisory Committees Input

The School Site Council summarizes or lists input from all applicable school advisory committees.

NOTE: The SPSA must be developed with the review, certification, and advice of school advisory committees.
EC 64001 (a)

1. Input from the English Learner Advisory Committee:

(Example)

Parents are satisfied with our family reading nights

Parents appreciate having a bilingual clerk in the office

Parents appreciate having a bilingual paraeducator

Parents would like more tutoring available

Parents have inquired about ESL classes

Parents would like information on how the help students be academically successful.

Parents would like access to resources for parents with students with behavior support needs.

Parents would like monthly communication opportunities with teachers with the availability of translation services.

Parents would like activites to do in the morning.

Parents would like assessments that are more engaging so Fridays are less stressful.

Parents would like support in learning English.

Parents would like additional recess supervision.

Parents would like more Reading practice books instead of technology.

2. Input from other School Advisory Committees:

N/A

Annual SPSA Evaluation
Evaluation Year: 2016-2017

Plan Priorities

- 1) Identify the top priorities of the current SPSA. (No more than 2–3)

Grade level proficiency for all students

Reading growth for English Language Learners

- 2) Identify the major expenditures supporting these priorities.

Certificated intervention teacher

Certificated intervention paraeducator

Professional development for teachers

Increased access to technology for individualized instruction and support

Plan Implementation

- 1) Identify strategies in the current SPSA that were fully implemented as described in the plan.

The use of a certificated intervention teacher and paraeducator

Teachers participated in multiple professional development opportunities including a math mindset study group and professional development conferences.

Additional chromebook carts were purchased to increase access to individualized instruction and support.

- 2) Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- a) What specific actions related to those strategies were eliminated or modified during the year?

Math and ELA online intervention licences were not purchased

Several sub coverage days of vertical instructional rounds and grade level planning/pacing collaboration days were not utilized.

- b) Identify barriers to full or timely implementation of the strategies identified above.

The online intervention program was found to be redundant and conflicted with the district approved intervention supports.

The approved number of instructional rounds and planning/pacing collaboration days became overwhelming in frequency and utilizing all days by the end of the school year may have been detrimental to student success.

Strategies and Activities

- 1) Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Professional development-Math Mindset Study Group: Teachers who participated have increased their capacity to teach math aligned with the California Common Core State Standards and their willingness to collaborate with peers and utilize learned strategies as evidenced by their participation in the group and lesson studies as well as an increase in observed program aligned math instruction.

- 2) Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

The use of a certificated intervention teacher and paraeducator

- a) Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

- X Limited or ineffective professional development to support implementation
- X Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- X Not appropriately matched to student needs/student population
- Other:

- b) Based on the analysis of this practice, would you recommend:

- X Eliminating it from next year's plan
- X Continuing it with the following modifications:
 - Collaboration with other site administration and intervention teachers to develop best practice intervention plans, strategies, and timelines
 - Regularly scheduled collaboration for progress monitoring and next steps with the certification intervention teacher and site administration
 - Develop a plan for intervention periods including the standards being addressed and target student criteria
 - The use of additional formative data from the general education teacher to support student grouping.
 - Other:

Involvement/Governance

- 1) How was the SSC involved in development of the plan?

The results of the needs assessment was reviewed, feedback taken, and the goals and actions utilized in the SPSA were reviewed and approved by the SSC.

- 2) How were advisory committees involved in providing advice to the SSC?

Surveys and feedback from members of the English Language Advisory Committee were utilized in creating the SPSA. The plan was further approved by the committee.

3) How was the plan monitored during the school year?

Regular updates on the status of SPSA actions were provided during SSC meetings and amendments were created and approved throughout the school year.

4) What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Regular attendance of SSC meetings by additional stakeholder groups including non-council parents, teachers, classified staff, and members of the English Learner Advisory Committee.

Outcomes

1) Identify any goals in the current SPSA that were met, not met, or were only partially met.

Every student in grades K-5 will attain grade level standard in Reading and Math as measured by the CAASPP or will have grown by greater than one year as measured by MAP assessment (partially met).

Every English Language Learner in grades K-5 will show growth of greater than one year in Reading as measured by MAP assessment or attain grade level standard as measured by the CAASPP. (partially met).

- a. List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

The use of a certificated intervention teacher and paraeducator.

The use of substitute days for instructional rounds and grade level planning/pacing collaboration.

2) Based on this information, what might be some recommendations for future steps to meet this goal?

Additional administrator professional development and collaboration with other elementary sites in developing best practice intervention plans, strategies, and timelines.

The development of a professional development plan and calendar to map out an effective instructional rounds and planning/pacing plan.

Ryan Ward

Typed Name of SSC Chairperson



Signature of SSC Chairperson

2/8/18

Date

Damien Capalare

Typed Name of School Principal



Signature of School Principal

2/8/18

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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 Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

Signature

X English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/8/18.

Attested:

<p>Damien Capalare</p> <p>_____ Typed Name of School Principal</p>	<p>_____ Signature of School Principal</p>	<p>2/8/18</p> <p>_____ Date</p>
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<p>Ryan Ward</p> <p>_____ Typed Name of SSC Chairperson</p>	<p>_____ Signature of SSC Chairperson</p>	<p>2/8/18</p> <p>_____ Date</p>
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