

School Year: **2018-19**



Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	The Arts Academy at Bauer Speck
Address	401 17th St. Paso Robles, CA 93447-7010
County-District-School (CDS) Code	40 75457 6043145
Principal	Dorothy Halic
District Name	Paso Robles Joint Unified School District
SPSA Revision Date	May 22, 2018
Schoolsite Council (SSC) Approval Date	May 22, 2018

Local Board Approval Date

June 26, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	4
School Profile.....	4
Stakeholder Involvement	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
CELDT Results	12
Equity Report	15
Detailed Report	23
Student Group Report.....	25
Goals, Strategies, & Proposed Expenditures.....	27
Goal 1.....	27
Goal 2.....	33
Goal 3.....	39
Goal 4.....	44
Annual Review and Update	49
Goal 1.....	49
Goal 2.....	53
Budget Summary and Consolidation	56
Budget Summary	56
Allocations by Funding Source.....	56
Expenditures by Funding Source	57
Expenditures by Budget Reference	58
Expenditures by Budget Reference and Funding Source	59
School Site Council Membership	60
Recommendations and Assurances	61

School Vision and Mission

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.

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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

A review of progress on goals from the 2017 - 2018 Single School Plan was made with the Academic Achievement Leadership Team (AALT) on May 8, 2018. . At that meeting progress on NWEA Map Goals in reading and mathematics were reviewed school wide, by grade level, and by subgroups of English Learner, Reclassified Fully English Proficient and Special Education. The AALT also discussed possible goal areas in Reading, for English Learners, Mathematics and Social Emotional Learning. Further consideration was made to what actions would most benefit student success in these areas. AALTeam met with teachers and made recommendations for goals and priority areas for student support and meeting those goals. Input was received from ELAC Committee at one of their meetings. The School Site Council reviewed recommendations made by teachers, Annual Review of data on goals from the 2017-2018 Single School Plan and developed goals and actions to achieve them.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.4%	1.04%	2	2	5
African American	1.8%	1.6%	1.67%	9	8	8
Asian	0.8%	0.8%	0.42%	4	4	2
Filipino	1.2%	0.6%	0%	6	3	0
Hispanic/Latino	68.3%	68.0%	68.54%	347	335	329
Pacific Islander	0.2%	0.4%	1.04%	1	2	5
White	22.1%	23.9%	24.38%	112	118	117
Multiple/No Response	2.6%	1.6%	1.46%	13	8	7
Total Enrollment				508	493	480

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	101	100	93
Grade 1	69	77	81
Grade 2	81	57	79
Grade3	84	84	61
Grade 4	91	84	88
Grade 5	82	91	78
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	508	493	480

Conclusions based on this data:

1. Largest subgroup at the school is Hispanic/Latino at 68.4%

2. The second largest subgroup at the school is White at 24.38%
3. While there has been a slight decline in enrollment over the past 3 years, the subgroups have remained consistent.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	242	207	198	47.6%	42.0%	41.3%
Fluent English Proficient (RFEP)	23	42	46	4.5%	8.5%	9.6%
Reclassified Fluent English Proficient (RFEP)	16	57	22	7.6%	23.6%	10.6%

Conclusions based on this data:

1. Due to the increase in the number of reclassified students during the 2016 - 2017 school year, the number of English Learners decreased in 2017-18.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	84	82		82	81		82	81		97.6	98.8	
Grade 4	94	81		91	80		91	80		96.8	98.8	
Grade 5	85	90		81	88		81	88		95.3	97.8	
All Grades	263	253		254	249		254	249		96.6	98.4	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2372.	2397.		7	9.88		17	19.75		28	35.80		48	34.57	
Grade 4	2421.	2420.		10	10.00		24	18.75		19	20.00		47	51.25	
Grade 5	2453.	2453.		6	7.95		23	20.45		23	27.27		47	44.32	
All Grades	N/A	N/A	N/A	8	9.24		22	19.68		23	27.71		47	43.37	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	7	9.88		39	39.51		54	50.62		
Grade 4	14	8.75		40	53.75		46	37.50		
Grade 5	14	12.50		30	48.86		57	38.64		
All Grades	12	10.44		36	47.39		52	42.17		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	16.05		48	53.09		49	30.86	
Grade 4	9	12.50		49	41.25		42	46.25	
Grade 5	9	9.09		51	56.82		41	34.09	
All Grades	7	12.45		49	50.60		44	36.95	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	9.88		57	70.37		32	19.75	
Grade 4	10	12.50		67	50.00		23	37.50	
Grade 5	5	10.23		59	56.82		36	32.95	
All Grades	9	10.84		61	59.04		30	30.12	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	13.58		44	54.32		41	32.10	
Grade 4	9	13.75		55	48.75		36	37.50	
Grade 5	21	13.64		57	42.05		22	44.32	
All Grades	15	13.65		52	48.19		33	38.15	

Conclusions based on this data:

- 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.
- 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 Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	84	82		83	81		82	81		98.8	98.8	
Grade 4	93	81		93	80		93	80		100	98.8	
Grade 5	85	90		83	90		83	90		97.6	100	
All Grades	262	253		259	251		258	251		98.9	99.2	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2393.	2419.		6	13.58		26	34.57		21	22.22		48	29.63	
Grade 4	2429.	2420.		5	2.50		17	18.75		37	32.50		41	46.25	
Grade 5	2454.	2442.		10	2.22		12	8.89		28	34.44		51	54.44	
All Grades	N/A	N/A	N/A	7	5.98		18	20.32		29	29.88		46	43.82	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	21	32.10		34	32.10		45	35.80		
Grade 4	12	7.50		30	25.00		58	67.50		
Grade 5	14	5.56		27	24.44		59	70.00		
All Grades	16	14.74		30	27.09		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			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	16	18.52		30	49.38		54	32.10		
Grade 4	6	6.25		49	42.50		44	51.25		
Grade 5	12	1.11		31	37.78		57	61.11		
All Grades	11	8.37		38	43.03		51	48.61		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	20.99		56	58.02		34	20.99	
Grade 4	11	7.50		40	46.25		49	46.25	
Grade 5	7	5.56		41	38.89		52	55.56	
All Grades	9	11.16		45	47.41		45	41.43	

Conclusions based on this data:

- 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 inn 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.
- 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 Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					5		10	27		41	34		49	34	
1				***				***						***	
2	***									***			***		
3				20	25		20	25		20	25		40	25	
4													***	***	
5				17			17	***					67	***	
Total	2			5	6		11	27		34	29		49	37	

Conclusions based on this data:

1. Most students fall in the area of Beginning and Early Intermediate in both years represented.
2. There were more students in Intermediate and Early Advanced in 2016-17 than the previous year.

School and Student Performance Data

CELDT Results Annual Assessment Results

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

Conclusions based on this data:

- 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).
- 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.
- 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 Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					6		13	31		42	33		45	29	
1	3	2		31	16		34	56		24	14		7	12	
2	2			27	5		34	53		24	26		12	16	
3				28	6		28	61		28	24		16	9	
4	11	6		30	29		32	37		9	17		18	11	
5	10	10		38	27		21	43		15	13		15	7	
Total	4	3		24	15		26	45		24	22		21	15	

Conclusions based on this data:

- CELDT Test is no longer being given. A new state assessment, the ELPAC was 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).
- 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.
- 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

Equity Report

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

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	3
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	1
Mathematics (3-8)		5	3

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

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

Conclusions based on this data:

- English Learner progress was the strongest
- Mathematics is weakest area followed by English Language Arts, both areas targeted for improvement in the plan.
- Suspension rate appears as low growth area, however data analysis revealed situation to particular students, creating a weighted finding.

School and Student Performance Data

Status and Change Report Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		534	Medium 1.9%	Increased +0.6%

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

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		534	Medium 1.9%	Increased +0.6%
English Learners		222	Very Low 0%	Declined -0.4%
Foster Youth		6	*	*
Homeless		69	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		428	Medium 2.1%	Increased +0.8%
Students with Disabilities		89	Very High 7.9%	Increased Significantly +3.2%
African American		9	*	*
American Indian		3	*	*
Asian		4	*	*
Filipino		4	*	*
Hispanic		366	Low 0.6%	Maintained 0%
Pacific Islander		2	*	*
Two or More Races		13	Very High 7.7%	Increased Significantly +7.7%
White		124	High 4.8%	Increased Significantly +2.4%

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

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

Conclusions based on this data:

1. White, two or more races, and Student with Disabilities student groups increased significantly. These results are consistent with school internal data review and will be addressed for improvement.
2. There was a decline in English Learner student group, and Homeless, Hispanic maintained.

School and Student Performance Data

Status and Change Report English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		211	Medium 74.9%	Increased Significantly +10.7%

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

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.4%
English Learner Progress (1-12)		Medium 74.9%	Increased Significantly +10.7%
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Low 63.6 points below level 3	Increased +13.6 points
Mathematics (3-8)		Low 69.6 points below level 3	Increased +7 points

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

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

Conclusions based on this data:

1. There was growth for English Learner students in both ELA and Mathematics. Efforts will continue to increase to the next level.
2. There was a decline in suspension rate for English Learner students.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

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

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		239	Low 44.8 points below level 3	Increased +9.5 points

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

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		239	Low 44.8 points below level 3	Increased +9.5 points
English Learners		130	Low 63.6 points below level 3	Increased +13.6 points
Homeless		29	Low 50.2 points below level 3	Maintained -2 points
Socioeconomically Disadvantaged		189	Low 53.8 points below level 3	Increased +6.1 points
Students with Disabilities		56	Very Low 97.4 points below level 3	Increased +9.1 points
African American		4	*	*
American Indian		2	*	*
Asian		2	*	*
Filipino		3	*	*
Hispanic		169	Low 60.9 points below level 3	Increased +6.2 points
Pacific Islander		2	*	*
Two or More Races		8	*	*
White		47	Medium 4.4 points below level 3	Increased +11.2 points

Additional ELA Assessment Data for English Learners (EL)

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

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	49	Low 14.3 points below level 3	Increased Significantly +23.6 points
EL - English Learner Only	81	Very Low 93.5 points below level 3	Increased +11.6 points
English Only	107	Low 23.6 points below level 3	Increased +6.1 points

ELA California Alternate Assessment (CAA) Data

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

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	0			

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

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

Conclusions based on this data:

- All student groups increased except for Homeless which maintained.
- Largest growth was with English Learners, followed by White and then Students with Disabilities.

School and Student Performance Data

Status and Change Report Mathematics (Math)

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

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		239	Low 56 points below level 3	Maintained +1.4 points

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

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		239	Low 56 points below level 3	Maintained +1.4 points
English Learners		130	Low 69.6 points below level 3	Increased +7 points
Homeless		29	Low 53.6 points below level 3	Increased +6 points
Socioeconomically Disadvantaged		189	Low 62.6 points below level 3	Maintained -1.2 points
Students with Disabilities		56	Very Low 104 points below level 3	Declined -3.6 points
African American		4	*	*
American Indian		2	*	*
Asian		2	*	*
Filipino		3	*	*
Hispanic		169	Low 68.4 points below level 3	Maintained +1.4 points
Pacific Islander		2	*	*
Two or More Races		8	*	*
White		47	Medium 18.1 points below level 3	Increased +3.8 points

Additional Math Assessment Data for English Learners

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

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	49	Low 33.6 points below level 3	Increased Significantly +15.8 points
EL - English Learner Only	81	Low 91.4 points below level 3	Increased +4.5 points
English Only	107	Low 39.6 points below level 3	Declined -3.6 points

Math California Alternate Assessment (CAA) Data

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

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	0			

Mathematics (3-8)

0

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

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

Conclusions based on this data:

1. Decrease in Students with Disabilities and maintained in Socioeconomically Disadvantaged and Hispanic. Areas to focus mathematics support.
2. Increase in English Learner, Homeless and White.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	64.2%	74.9%

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

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

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

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	54.3 points below level 3	44.8 points below level 3
Mathematics	57.4 points below level 3	56 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. There was an increase in growth among English Learner Student Group.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1.2% (7)	1.9% (10)

Conclusions based on this data:

1. There was an increase in suspensions.

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

- Growth in mathematics is lowest, with the most support needed in Students with Disabilities, Socioeconomically Disadvantaged and English Learners.

2. Growth in English Language arts was lowest in Students with Disabilities, followed by English Learners, Socioeconomically Disadvantaged and Hispanic.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

In reading, 75% of students at each grade level, Kindergarten through 5th, will meet or exceed the MAP projected reading goal by Spring 2019.

LCAP Goal

LCAP Goals 2, 3, and 4

Basis for this Goal

MAP assessment data, PRJUSD

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA MAP Reading Assessment	Reading scores Spring 2018 NWEA MAP: Percentage of students reaching or exceeding the MAP Reading projected growth. 1st grade 45% 2nd grade 59% 3rd grade 69% 4th grade 52% 5th grade 44%	In reading, 75% of students at each grade level will meet or exceed the MAP projected reading goal by Spring 2019.

Planned Strategies/Activities

Strategy/Activity 1

Provide intensive reading intervention programs for students in grades K-5.

Students to be Served by this Strategy/Activity

All students as well as English Learner students.

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Intervention, TOSA, 1 FTE

Proposed Expenditures for this Strategy/Activity

Amount	101,895
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide strategic to intensive reading support/interventions for students with strategic to intensive needs in grades TK - 5 as well as ELD support.

Strategy/Activity 2

Provide strategic to intensive reading support /interventions for students with strategic to intensive needs in grades TK-5 as well as ELD support.

Students to be Served by this Strategy/Activity

All students.

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

(2) 2.5 hour paraeducators.

Proposed Expenditures for this Strategy/Activity

Amount	9,882
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classroom small group intervention support by one 2.5 para-educator
Amount	10,372
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classroom small group intervention support by one 2.5 para-educator

Strategy/Activity 3

Professional Development:

Provide Professional Development for certificated and classified staff in reading, math, ELD, SEL, in the following areas, but not limited to:

- * Through PLC meetings
- * Grade Level PLC Planning time / Data Retreats)
- * After school or Saturdays workshops or trainings, after duty hours.
- * Opportunity to attend trainings, workshops or conferences including materials, transportation, and all other costs associated with training and professional development f
- * 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

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Teachers
Principal/Admin
Paraeducators/classified

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	50
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	50
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Providing (but not limited to) supplemental technology, books, literature and programs and supplies to enhance and support core and supplemental intervention instruction for targeted English Learners and students with intensive needs in reading, mathematics and SEL.

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Teachers
Principal / Admin

Proposed Expenditures for this Strategy/Activity

Amount	76
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Providing (but not limited to) supplemental technology, books, literature and programs and supplies to enhance and support core and supplemental intervention instruction for targeted English Learners and students with intensive needs in reading, mathematics and SEL.

Strategy/Activity 5

Parent and Family Engagement:

Provide the following, but not limited to: Activities, services, childcare, verbal and written translation, light refreshments, guest speakers and materials that will promote and enhance parent and family engagement and involvement.

Fruits with Families
STEAM Night
Back to School Night
Open House
Title I Meeting
Family Information Nights

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Teachers
Principal / admin
Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Parent & Family Engagement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare and translation services during parent participation meetings.
Amount	400
Source	Title I Parent & Family Engagement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	For presentations/trainings offered to families.
Amount	2,200

Source	Title I Parent & Family Engagement
Budget Reference	4000-4999: Books And Supplies
Description	Materials to deliver parent trainings, including, but not limited to: Books, brochures, posters, technology, computer aps and other related materials/supplies.
Amount	176
Source	Title I Parent & Family Engagement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Light refreshments for families and children at events/meetings.

Strategy/Activity 6

Assessment to Support Intervention:

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.

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Teachers
Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time and/or extra-duty time for certificated personnel to deliver, or certificated personnel to administer progress monitoring assessments.
Amount	100
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Release time and/or extra-duty time for classified personnel to deliver, or certificated personnel to administer progress monitoring assessments.
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description

Programs, books, supplies that are, or support, progress monitoring.

Strategy/Activity 7

After School Intervention and Tutoring: Provide intervention, tutoring and enrichment opportunities for struggling students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18 through 6/8/19

Person(s) Responsible

Teachers
Administrators
After-School Staff

Proposed Expenditures for this Strategy/Activity

Amount

122,850

Source

After School and Education Safety (ASES)

Budget Reference

None Specified

Description

Teachers
Administrators
After-School Staff

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Learners

Goal Statement

English Learner students grades kindergarten through 5 will progress one ELD level from Fall 2018 to Spring 2019 as measured by the District ELD assessment.

LCAP Goal

LCAP Goals 2, 3, and 4

Basis for this Goal

California English Language Development Test (CELDT) from 2017 and MAP Reading Spring 2018.
Fall 2017 MAP Reading scores indicated that 19% of English Learner Students were Average to High Readers.
Spring 2018 MAP reading scores indicated the following English Learner students met or exceeded their projected MAP reading goals

1st grade: 33%
2nd grade: 54%
3rd grade: 47%
4th grade: 55%
5th grade: 24%
All grades: 38%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
16% of English Learner students were proficient on CELDT 2017. Fall 2017 MAP Reading scores indicated that 19% of English Learner Students were Average to High Readers. Spring 2018 MAP reading scores indicated the following English Learner students met or exceeded their projected MAP reading goals 1st grade: 33% 2nd grade: 54% 3rd grade: 47% 4th grade: 55% 5th grade: 24% All grades: 38%	Fall 2017 MAP Reading scores indicated that 19% of English Learner Students were Average to High Readers. Spring 2018 MAP reading scores indicated the following English Learner students met or exceeded their projected MAP reading goals 1st grade: 33% 2nd grade: 54% 3rd grade: 47% 4th grade: 55% 5th grade: 24% All grades: 38%	English Learner students will increase one ELPAC level or more from Fall 2018 to Spring 2019 as measured by District ELD assessment

Planned Strategies/Activities

Strategy/Activity 1

Provide differentiated ELD support for EL students in grades K-5.

Students to be Served by this Strategy/Activity

All students including English Learner Students.

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Intervention, TOSA, 1 FTE

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 1

Strategy/Activity 2

Provide intensive reading intervention program support for EL students with intensive needs in grades K-5 and support ELD.

Students to be Served by this Strategy/Activity

All students including English Learner students.

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

(2) 3 hour paraeducators.

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 2
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 2

Strategy/Activity 3

Professional Development:

Provide Professional Development for certificated and classified staff in reading, math, ELD, SEL, in the following areas, but not limited to:

* Through PLC meetings

- * Grade Level PLC Planning time / Data Retreats)
- * After school or Saturdays workshops or trainings, after duty hours.
- * Opportunity to attend trainings, workshops or conferences including materials, transportation, and all other costs associated with training and professional development f
- * 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

Students to be Served by this Strategy/Activity

All Students inclusive of English Learner Students.

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Teachers
Principal/Admin
Paraeducators/classified

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 3
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 3
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 3
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	See Goal 1, Action 3

Strategy/Activity 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.

Students to be Served by this Strategy/Activity

All Students inclusive of English Learners

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Teachers, Principal, Admin
Paraeducators

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

See Goal 1, Action 4

Strategy/Activity 5

Parent and Family Engagement:

Provide the following, but not limited to: Activities, services, childcare, verbal and written translation, food/beverages, guest speakers and materials that will promote and enhance parent and family engagement and involvement.

Fruits with Families
STEAM Night
Back to School Night
Open House
Title I Meeting
Family Information Nights

Students to be Served by this Strategy/Activity

All students inclusive of English Learners.

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Teachers, Principal
Paraeducators, Classified Staff.

Proposed Expenditures for this Strategy/Activity

Source

Title I Parent & Family Engagement

Budget Reference

2000-2999: Classified Personnel Salaries

Description

See Goal 1, Action 5

Source

Title I Parent & Family Engagement

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

See Goal 1, Action 5

Source

Title I Parent & Family Engagement

Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 5
Source	Title I Parent & Family Engagement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	See Goal 1, Action 5

Strategy/Activity 6

Assessment to Support Intervention:

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.

Students to be Served by this Strategy/Activity

All Students inclusive of English Learners.

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Teachers, Paraeducators

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 6

Strategy/Activity 7

After School Intervention and Tutoring: Provide intervention, tutoring and enrichment opportunities for struggling students.

Students to be Served by this Strategy/Activity

All Students including English Learners.

Timeline

8/16/18 through 6/6/19

Person(s) Responsible

Teachers
Administrators
After-School Staff

Proposed Expenditures for this Strategy/Activity

Source	After School and Education Safety (ASES)
Budget Reference	None Specified
Description	See Goal 1, Action 7

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Mathematics

Goal Statement

In Mathematics, 75% of students at each grade level, Kindergarten through 5th, will meet or exceed the MAP projected reading goal by Spring 2019.

LCAP Goal

LCAP Goals 2, 3, and 4

Basis for this Goal

NWEA MAP Mathematics

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA MAP Mathematics	Mathematics scores Spring 2018 NWEA MAP: Percentage of students reaching or exceeding the MAP Reading projected growth. 1st Grade: 54% 2nd Grade: 55% 3rd Grade: 51% 4th Grade: 45% 5th Grade: 48%	In Mathematics 75% of students at each grade level will meet or exceed the MAP projected reading goal by Spring 2019.

Planned Strategies/Activities

Strategy/Activity 1

Professional Development:

Provide Professional Development for certificated and classified staff in reading, math, ELD, SEL, in the following areas, but not limited to:

- * Through PLC meetings
- * Grade Level PLC Planning time / Data Retreats)
- * After school or Saturdays workshops or trainings, after duty hours.
- * Opportunity to attend trainings, workshops or conferences including materials, transportation, and all other costs associated with training and professional development f
- * 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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/16/18 - 6/6/19

Person(s) Responsible

Teachers
Principal / Admin
Paraeducators / Classified

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 3
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 3
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 3
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	See Goal 1, Action 3

Strategy/Activity 2

Providing (but not limited to) supplemental technology, programs and supplies to enhance and support core and supplemental intervention instruction for students with strategic / intensive needs.

Students to be Served by this Strategy/Activity

All Students.

Timeline

8/16/18 - 6/6/19

Person(s) Responsible

Teachers, Principal, Admin
Paraeducators

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 4
Source	Title I Parent & Family Engagement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 5
Source	Title I Parent & Family Engagement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 5
Source	Title I Parent & Family Engagement
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 5
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 6

Strategy/Activity 3

Parent and Family Engagement:

Provide the following, but not limited to: Activities, services, childcare, verbal and written translation, food/beverages, guest speakers and materials that will promote and enhance parent and family engagement and involvement.

Fruits with Families
STEAM Night
Back to School Night
Open House
Title I Meeting
Family Information Nights

Students to be Served by this Strategy/Activity

All Students.

Timeline

8/16/18 - 6/6/19

Person(s) Responsible

Teachers
Principal / Administrators
Paraeducators / Classified

Proposed Expenditures for this Strategy/Activity

Source Title I Parent & Family Engagement

Budget Reference 2000-2999: Classified Personnel Salaries

Description See Goal 1, Action 5

Source Title I Parent & Family Engagement

Budget Reference 1000-1999: Certificated Personnel Salaries

Description See Goal 1, Action 5

Source Title I Parent & Family Engagement

Budget Reference 4000-4999: Books And Supplies

Description See Goal 1, Action 5

Source Title I Parent & Family Engagement

Budget Reference 0001-0999: Unrestricted: Locally Defined

Description See Goal 1, Action 5

Strategy/Activity 4

Assessment to Support Intervention:

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.

Students to be Served by this Strategy/Activity

All Students.

Timeline

8/16/18 - 6/6/19

Person(s) Responsible

Teachers, paraeducators

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 6

Strategy/Activity 5

After School Intervention and Tutoring: Provide intervention, tutoring and enrichment opportunities for struggling students.

Students to be Served by this Strategy/Activity

All Students.

Timeline

8/16/18 - 6/6/19

Person(s) Responsible

Teachers
Administrators
After School Staff

Proposed Expenditures for this Strategy/Activity

Source	After School and Education Safety (ASES)
Budget Reference	None Specified
Description	See Goal 1, Action 7

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Social Emotional Learning

Goal Statement

There will be an increase from 93% to 98% in area 1.11 on the Tiered Fidelity Inventory (associated with PBIS) by Spring 2019

LCAP Goal

LCAP Goals 2, 3, and 4

Basis for this Goal

Tiered Fidelity Inventory associated with PBIS

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Tiered Fidelity Inventory (TFI) associated with PBIS	Spring 2018 score of 93% in 1.11: Student and Family Involvement	By Spring 2019 a score of 98% or greater will be attained on the Tiered Fidelity Inventory (TFI) associated with PBIS

Planned Strategies/Activities

Strategy/Activity 1

Professional Development:

Provide Professional Development for certificated and classified staff in reading, math, ELD, SEL, in the following areas, but not limited to:

- * Through PLC meetings
- * Grade Level PLC Planning time / Data Retreats)
- * After school or Saturdays workshops or trainings, after duty hours.
- * Opportunity to attend trainings, workshops or conferences including materials, transportation, and all other costs associated with training and professional development f
- * 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

Students to be Served by this Strategy/Activity

All Students.

Timeline

8/16/18 - 6/6/19

Person(s) Responsible

Teachers
Principal / Admin
Paraeducators / Classified

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 3
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 3
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 3
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	See Goal 1, Action 3

Strategy/Activity 2

Providing (but not limited to) supplemental technology, programs and supplies to enhance and support core and supplemental intervention instruction for students with strategic / intensive needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/16/18 - 8/6/19

Person(s) Responsible

Teachers, principal - admin, classified

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 4

Strategy/Activity 3

Parent and Family Engagement:

Provide the following, but not limited to: Activities, services, childcare, verbal and written translation, food/beverages, guest speakers and materials that will promote and enhance parent and family engagement and involvement.

Fruits with Families
STEAM Night
Back to School Night
Open House
Title I Meeting
Family Information Nights

Students to be Served by this Strategy/Activity

All Students

Timeline

8/16/18 - 6/6/19

Person(s) Responsible

Teachers
Principal / Administrators
Paraeducators / Classified

Proposed Expenditures for this Strategy/Activity

Source	Title I Parent & Family Engagement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 5
Source	Title I Parent & Family Engagement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 5
Source	Title I Parent & Family Engagement
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 5
Source	Title I Parent & Family Engagement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	See Goal 1, Action 5

Strategy/Activity 4

Assessment to Support Intervention:

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/16/18 - 6/6/19

Person(s) Responsible

Teachers, Paraeducators

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Action 5

Strategy/Activity 5

After School Intervention and Tutoring: Provide intervention, tutoring and enrichment opportunities for struggling students.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/16/18 - 6/6/19

Person(s) Responsible

Teachers
Administrators
After School Staff

Proposed Expenditures for this Strategy/Activity

Source	After School and Education Safety (ASES)
Budget Reference	None Specified

Description

See Goal 1, Action 7

Annual Review and Update

SPSA Year Reviewed: 2017-18

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%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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%	Outcome: 37%
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%	Outcome: 43%
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%	Outcome: 37%
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%	Outcome: 37%
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%	Outcome: 37%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Intervention, TOSA, FTE	Intervention TOSA, FTE Provided intervention to students.	Intervention TOSA, FTE 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 96,985	Intervention TOSA, FTE 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 96,954
(2) 3 hour para educators	(2) 3 hour para educators Worked to support students within classrooms. Provided	(2) 3 hour para educators 2000-2999: Classified Personnel	(2) 3 hour para educators 2000-2999: Classified Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	differentiated small group work with students.	Salaries Title I Part A: Allocation 22,960	Salaries Title I Part A: Allocation 22,367
<p>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 Paraeducator release days: Books / Services Conference costs</p>	<p>Teacher Planning Days during school year (Substitutes) Teachers had release days for data retreats and to implement training in implementing Learning Intention unit planning. Para educator release days. Training was provided for para educators. Books / Supplies: Books for Professional development were purchased. Conference costs; 2nd grade team went to guided reading training.</p>	<p>Teacher Planning Days during school year: 5,600 Paraeducator release days: 500 Books / Service: 500 Conference costs: 1,400 Title I Part A: Allocation 8,000</p>	<p>Teacher Planning Days during school year: 5,600 Paraeducator release days: 500 Books / Service: 500 Conference costs: 1,400 Title I Part A: Allocation 1,851</p>
<p>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.</p>	<p>Books and Supplies Guided reading books were purchased as was technology so students would have 1:1 devices for intervention programs. RAZ Kids was purchased to implement guided reading grades K-3.</p>	<p>Chromebook Cart of 36 \$13,100 108 Mice and Headsets: \$3,100 Mice Headsets for new chromebooks \$175 Microphones for Intervention \$500 RAZ Kids \$330 Levelled Readers \$1,500 4000-4999: Books And Supplies Title I Part A: Allocation 26,587</p>	<p>Chromebook Cart of 36 \$13,100 108 Mice and Headsets: \$3,100 Mice Headsets for new chromebooks \$175 Microphones for Intervention \$500 RAZ Kids \$330 Levelled Readers \$1,500 4000-4999: Books And Supplies Title I Part A: Allocation 25,924</p>
<p>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. Fruits with Families</p>	<p>Certificated Personnel Classified Personnel Books and Supplies None Specified</p>	<p>Portable projection system for parent meetings: 1,200 Books for parent / students 1,430 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 3,449</p>	<p>Portable projection system for parent meetings: 1,200 Books for parent / students 1,430 Translation and babysitting: 500 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2,866</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STEAM Night Back to School Night Open House Title I Meeting Family Information Nights Portable projection system for parent meetings: 1,200 Books for parent / students 1,430			
Assessment to Support Intervention: 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.	Teachers and para educators assessed students for progress monitoring. Assessments used were DIBELS, Running Records, BPST, SRI, MAP.	Certificated salaries (substitutes) 2,000 Classified salaries: 300 Books & supplies: 2,600 Title I Part A: Allocation 4,900	Certificated salaries (substitutes) 2,000 Classified salaries: 300 Books & supplies: 2,600 Title I Part A: Allocation 2,652
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.	Teachers provided after school tutoring for students. There were 2 Saturday School sessions.	Certificated Personnel: 800 Classified Personnel: 200 Title I Part A: Allocation 1,000	Certificated Personnel: 800 Classified Personnel: 200 Title I Part A: Allocation 0
After School Intervention and Tutoring: Provide intervention, tutoring and enrichment opportunities for struggling students.	Teachers, Administrators, After School Staff Provided support for struggling students after school as well as homework support and additional math and reading.	Teachers, Administrators, After School Staff: 112,500 After School and Education Safety (ASES) 112,500	Teachers, Administrators, After School Staff: 112,500 After School and Education Safety (ASES) 112,500

Analysis

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

Provide intensive reading intervention program support for students with intensive needs in grades K-5. Professional Development provided opportunity for teachers to plan Learning Intention Units to differentiate and meet diverse student needs. Conference provided training in guided reading so teachers could implement within their classrooms.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While there was improvement in reading, the goals set forth were not met. Students who received the intervention services improved their reading as evidenced by the meeting of MAP growth goals for these students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was approximately \$4,500 additional money in carryover received in carryover in the spring. Other than that there was minimal change in proposed and estimated expenditures.

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

A 2018-2019 goal for reading will be written to reflect growth rather than meeting proficiency. It will take time to move students out of the lowest quintile to become an average reader. This will be the new/updated reading goal. Data analysis of MAP reading data revealed that English Learner students are behind in their progress as compared to White Only, Intervention students receiving special education services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CELDT 16% of students were proficient on the CELDT.	30% of students would be proficient on the CELDT or ELPAC.	The CELDT was replaced by the ELPAC. There will not be official scores from the ELPAC for 2018.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Intervention TOSA, FTE Provided intervention to students.	Intervention TOSA, FTE Provided intervention to students.	Intervention TOSA, FTE Title I Part A: Allocation 96,985	Intervention TOSA, FTE Title I Part A: Allocation 96,954
2) 3 hour para educators	2) 3 hour para educators Worked to support students within classrooms. Provided differentiated small group work with students.	(2) 3 hour para educators Title I Part A: Allocation 22,960	(2) 3 hour para educators Title I Part A: Allocation 22,367
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	Teacher Planning Days during school year (Substitutes) Teachers had release days for data retreats and to implement training in implementing Learning Intention unit planning. Para educator release days. Training was provided for para educators. Books / Supplies: Books for Professional development were purchased. Conference costs; 2nd grade team went to guided reading training.	Teacher Planning Days during school year: 5,600 Paraeducator release days: 500 Books / Service: 500 Conference costs: 1,400 Title I Part A: Allocation 8,000	Teacher Planning Days during school year: 5,600 Paraeducator release days: 500 Books / Service: 500 Conference costs: 1,400 Title I Part A: Allocation 1,851

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Paraeducator release days: Books / Services Conference costs</p>			
<p>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.</p>	<p>Books and Supplies Guided reading books were purchased as was technology so students would have 1:1 devices for intervention programs. RAZ kids was purchased to implement guided reading grades K-3.</p>	<p>Chromebook Cart of 36 \$13,100 108 Mice and Headsets: \$3,100 Mice Headsets for new chromebooks \$175 Microphones for Intervention \$500 RAZ Kids \$330 Levelled Readers \$1,500 Title I Part A: Allocation 26,587</p>	<p>Chromebook Cart of 36 \$13,100 108 Mice and Headsets: \$3,100 Mice Headsets for new chromebooks \$175 Microphones for Intervention \$500 RAZ Kids \$330 Levelled Readers \$1,500 Title I Part A: Allocation 25,924</p>
<p>Parent and Family Engagement: 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. Fruits with Families STEAM Night Back to School Night Open House Title I Meeting Family Information Nights Portable projection system for parent meetings: 1,200 Books for parent / students 1,430</p>	<p>Certificated Personnel Classified Personnel Books and Supplies None Specified</p>	<p>Portable projection system for parent meetings: 1,200 Books for parent / students 1,430 Title I Part A: Parent Involvement 3,449</p>	<p>Portable projection system for parent meetings: 1,200 Books for parent / students 1,430 Translation and babysitting: 500 Title I Part A: Parent Involvement 2,866</p>
<p>Assessment to Support Intervention: Provide, the following, but not limited to: Materials, and assessment tools/programs to be administered. Provide release time for teachers with substitutes, and/or</p>	<p>Teachers and para educators assessed students for progress monitoring. Assessments used were DIBELS, Running Records, BPST, SRI, MAP.</p>	<p>Certificated salaries (substitutes) 2,000 Classified salaries: 300 Books & supplies: 2,600 Title I Part A: Allocation 4,900</p>	<p>Certificated salaries (substitutes) 2,000 Classified salaries: 300 Books & supplies: 2,600 Title I Part A: Allocation 2,652</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
pay teachers, classified extra duty time or subs to assess students and other supports needed for the administration and use of assessment data.			
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.	Teachers provided after school tutoring for students. There were 2 Saturday School sessions.	Certificated Personnel: 800 Classified Personnel: 200 Title I Part A: Allocation 1,000	Certificated Personnel: 800 Classified Personnel: 200 Title I Part A: Allocation 0
After School Intervention and Tutoring: Provide intervention, tutoring and enrichment opportunities for struggling students.	Teachers, Administrators, After School Staff Provided support for struggling students after school as well as homework support and additional math and reading.	Teachers, Administrators, After School Staff: 112,500 After School and Education Safety (ASES) 112,500	Teachers, Administrators, After School Staff: 112,500 After School and Education Safety (ASES) 112,500

Analysis

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

EL students in need of additional reading support were provided both strategic and intensive reading intervention. Professional Development provided opportunity for teachers to plan Learning Intention Units to differentiate and meet diverse student needs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While there was growth in reading for EL students in intervention, overall EL students exhibited less growth in reading than other subgroups.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was approximately \$4,500 additional money in carryover received in carryover in the spring. Other than that there was minimal change in proposed and estimated expenditures.

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

Data analysis of MAP reading data revealed that English Learner students are behind in their progress as compared to White Only, Intervention students receiving special education services. A 2018-2019 goal for reading will be written to reflect growth for EL students in the reading portion of the MAP assessment. Additionally there will be a goal written to reflect growth on a district developed ELD assessment to be given 3 times a year.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	127,101
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	127,101

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	123,825	0.00
Title I Parent & Family Engagement	3,276	0.00

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	122,850.00
Title I	123,825.00
Title I Parent & Family Engagement	3,276.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	103,695.00
2000-2999: Classified Personnel Salaries	20,904.00
4000-4999: Books And Supplies	2,326.00
5000-5999: Services And Other Operating Expenditures	176.00
None Specified	122,850.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	After School and Education Safety (ASES)	122,850.00
1000-1999: Certificated Personnel Salaries	Title I	103,295.00
2000-2999: Classified Personnel Salaries	Title I	20,404.00
4000-4999: Books And Supplies	Title I	126.00
1000-1999: Certificated Personnel Salaries	Title I Parent & Family Engagement	400.00
2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	500.00
4000-4999: Books And Supplies	Title I Parent & Family Engagement	2,200.00
5000-5999: Services And Other Operating Expenditures	Title I Parent & Family Engagement	176.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Dorothy Halic	Principal
Brian Ezzell	Classroom Teacher
Terri Pearl	Classroom Teacher
Kathryn McClure	Other School Staff
Savannah Donovan	Parent or Community Member
Leroy Holland	Parent or Community Member
Open Position	Parent or Community Member
Elia Maya	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Alicia Lopez

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 22, 2018.

Attested:

Dorothy Halic

Principal, Dorothy Halic on 6-4-18

Terri Pearl

SSC Chairperson, Terri Pearl on 6-4-18



Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Georgia Brown Elementary School
Address	525 36th Street Paso Robles, CA 93446
County-District-School (CDS) Code	40754576043137
Principal	Michele Tesauro
District Name	Paso Robles Joint Unified School District
SPSA Revision Date	June 4, 2018
Schoolsite Council (SSC) Approval Date	June 4, 2018

Local Board Approval Date

June 26, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	4
School Profile	5
Stakeholder Involvement	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
CELDT Results	13
Equity Report	16
Detailed Report	24
Student Group Report	26
Goals, Strategies, & Proposed Expenditures.....	28
Goal 1.....	28
Goal 2.....	34
Annual Review and Update	39
Goal 1	39
Goal 2.....	44
Budget Summary and Consolidation	48
Budget Summary	48
Allocations by Funding Source.....	48
Expenditures by Funding Source	49
Expenditures by Budget Reference	50
Expenditures by Budget Reference and Funding Source	51
School Site Council Membership	52
Recommendations and Assurances	53

School Vision and Mission

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 20 years providing a Two-way Language and Immersion Program 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. This language ratio per grade is presented in our Dual Immersion Master PAn.
- Students will develop biliteracy in Spanish and English by the end of fifth grade with a commendation for the Milestone Award in 5th grade.
- 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 Bilingualism 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!

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, and 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 90/10 Dual Immersion language model in a traditional calendar. For the 2017-18 school year, 610 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. The home languages of Georgia Brown students are: English, Spanish, French, Russian, German, Farsi, Mezteco.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school community selects from among the community those who would represent the school community as members of: School Site Council (SSC) and the English Language Advisory Council (ELAC) . These members meet together with the school administration and staff representation to review and discuss varied data, issues of English learners, student growth, the Dual Immersion program, and to approve the creation/development of specific goals and use of Title I funding to support student success (as delineated in the goals) . These committees meet monthly or at least 5 times a year to keep abreast of the strategies that are being implemented to address the school's Single Plan for Student success.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.0%	0%	1	0	0
African American	1.4%	1.2%	0.82%	8	7	5
Asian	0.3%	0.2%	0.16%	2	1	1
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	68.5%	69.8%	70.61%	400	404	430
Pacific Islander	0.2%	0.2%	0.16%	1	1	1
White	26.5%	25.6%	24.30%	155	148	148
Multiple/No Response	2.1%	1.9%	2.63%	12	11	16
Total Enrollment				584	579	609

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	146	132	122
Grade 1	106	106	107
Grade 2	93	101	102
Grade3	92	85	96
Grade 4	74	81	80
Grade 5	73	74	74
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	584	579	610

Conclusions based on this data:

1. Our enrollment has increased from the prior school year.

2. Besides the Hispanic population, there are students from German, French, Arabic, Vietnamese, Mexteco and Russian speaking homes.
3. There has been an increase of one entire class at the Kindergarten level. Currently, there are 5 kinder classes which will impact all grades in forthcoming years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	282	263	278	48.3%	45.4%	45.6%
Fluent English Proficient (RFEP)	17	31	27	2.9%	5.4%	4.4%
Reclassified Fluent English Proficient (RFEP)	15	39	22	5.8%	13.8%	8.4%

Conclusions based on this data:

1. RE-classification of students has decreased from last year by 5%, but increased from 2015-16. This year only 7 students were re-classified.
2. The English learner population has grown by 15 students from 263 to 278.
3. RFEP has decreased by 4 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	82		86	82		86	82		96.6	100	
Grade 4	76	78		75	77		75	77		98.7	98.7	
Grade 5	72	73		71	72		71	72		98.6	98.6	
All Grades	237	233		232	231		232	231		97.9	99.1	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2380.	2380.		15	13.41		19	15.85		14	20.73		52	50.00	
Grade 4	2444.	2444.		17	20.78		20	16.88		23	25.97		40	36.36	
Grade 5	2511.	2534.		24	25.00		32	38.89		13	23.61		31	12.50	
All Grades	N/A	N/A	N/A	19	19.48		23	23.38		16	23.38		42	33.77	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	15.85		30	30.49		58	53.66	
Grade 4	12	18.18		51	50.65		37	31.17	
Grade 5	28	41.67		42	47.22		30	11.11	
All Grades	17	24.68		41	42.42		43	32.90	

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

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

Conclusions based on this data:

- 3rd grade overall scores indicate that 50% are not meeting grade standards
- 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 Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	82		87	82		87	82		97.8	100	
Grade 4	76	78		75	77		75	77		98.7	98.7	
Grade 5	72	73		71	71		71	71		98.6	97.3	
All Grades	237	233		233	230		233	230		98.3	98.7	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2402.	2393.		9	17.07		24	14.63		28	21.95		39	46.34	
Grade 4	2444.	2447.		8	10.39		15	27.27		48	31.17		29	31.17	
Grade 5	2475.	2491.		10	14.08		17	12.68		32	40.85		41	32.39	
All Grades	N/A	N/A	N/A	9	13.91		19	18.26		36	30.87		36	36.96	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	18	21.95		40	30.49		41	47.56		
Grade 4	12	16.88		39	35.06		49	48.05		
Grade 5	18	15.49		31	45.07		51	39.44		
All Grades	16	18.26		37	36.52		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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	15.85		53	39.02		33	45.12	
Grade 4	9	11.69		52	46.75		39	41.56	
Grade 5	6	14.08		55	52.11		39	33.80	
All Grades	10	13.91		53	45.65		37	40.43	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	18.29		63	47.56		24	34.15	
Grade 4	9	14.29		56	57.14		35	28.57	
Grade 5	11	11.43		44	54.29		45	34.29	
All Grades	11	14.85		55	52.84		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 Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				3	2		11	13		31	33		55	52	
1							50						50	***	
2														***	
3							***						***		
4		***													
5				***											
Total		2		4	2		14	12		28	29		54	55	

Conclusions based on this data:

1. A new Language assessment (ELPAC) was introduced that took the place of CELDT this year. New scores will be available in the fall.
2. The ELD standards uses a different language designation for students.

School and Student Performance Data

CELDT Results Annual Assessment Results

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

Conclusions based on this data:

- 3rd grade data indicates that English language development is still not strong but increases in the 4th grade in prior years.
- 3rd grade will have additional support this next year in ELA as we wait on the language scores.

School and Student Performance Data

CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		1		4	1		15	21		28	28		53	49	
1	2	2		16	21		44	39		18	16		20	23	
2				13	2		34	35		30	50		23	13	
3	4	3		18	10		39	38		20	25		18	25	
4	11	5		41	35		41	38		8	14			8	
5	12	16		31	48		50	32		4	4		4		
Total	3	3		17	16		34	33		21	25		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

Equity Report

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

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	4
English Learner Progress (1-12)		1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	0
Mathematics (3-8)		5	1

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

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

Conclusions based on this data:

1. The performance and progress of English learners is below grade level.
2. Mathematics performance is below the expected Common Core State Standards for all groups.
3. The ELA performance for 3rd, 4th and 5th grades are just below CCSS/grade expectation.

School and Student Performance Data

Status and Change Report Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		610	Low 1%	Increased +0.5%

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

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		610	Low 1%	Increased +0.5%
English Learners		273	Medium 1.5%	Increased +1.1%
Foster Youth		5	*	*
Homeless		130	Low 0.8%	Increased +0.8%
Socioeconomically Disadvantaged		377	Medium 1.6%	Increased +0.8%
Students with Disabilities		57	High 5.3%	Increased Significantly +5.3%
African American		7	*	*
Asian		1	*	*
Hispanic		413	Medium 1.2%	Increased +0.7%
Pacific Islander		1	*	*
Two or More Races		7	*	*
White		150	Low 0.7%	Maintained 0%

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

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

Conclusions based on this data:

- Students with disabilities had an increase of 5.3% in suspensions
- White student population had the lowest % of suspensions.

3. Hispanic population had a 1.1% increase in suspensions.

School and Student Performance Data

Status and Change Report English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		235	Low 65.1%	Maintained +1.0%

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

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.5%	Increased +1.1%
English Learner Progress (1-12)		Low 65.1%	Maintained +1.0%
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Low 59.1 points below level 3	Increased +4.4 points
Mathematics (3-8)		Low 69.2 points below level 3	Maintained -1.4 points

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

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

Conclusions based on this data:

1. ELA progress reports for Fall of 2017 among G.Brown's English Learners evidenced a 4.4 increase. Math just maintained as evidenced with a decrease of 1.4 points...math is performance is low across grades.
2. Overall English Learners performance maintained at 65. % from the previous school year.
3. Suspension rates increased by 1.1% among English Learners.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

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

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		230	Low 17.3 points below level 3	Increased +7 points

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

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		230	Low 17.3 points below level 3	Increased +7 points
English Learners		125	Low 59.1 points below level 3	Increased +4.4 points
Foster Youth		1	*	*
Homeless		58	Low 61.6 points below level 3	Increased +10.4 points
Socioeconomically Disadvantaged		150	Low 46.3 points below level 3	Increased +13.8 points
Students with Disabilities		23	Very Low 112 points below level 3	Declined -13.2 points
African American		2	*	*
Asian		1	*	*
Hispanic		164	Low 45.1 points below level 3	Increased +8.2 points
Two or More Races		4	*	*
White		57	Very High 57.6 points above level 3	Increased Significantly +17.5 points

Additional ELA Assessment Data for English Learners (EL)

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

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	47	Medium 5.2 points above level 3	Increased +5.9 points
EL - English Learner Only	78	Very Low 97.9 points below level 3	Increased +4.8 points
English Only	102	High 31.8 points above level 3	Increased +14.4 points

ELA California Alternate Assessment (CAA) Data

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

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	0			

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

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

Conclusions based on this data:

1. Due to the nature of our 90/10 Dual Immersion program, students are learning Spanish language TK to 5th. 3rd grade students are exposed to their first English assessment while still receiving 35% English LA and reading skills.
2. Fall 2017 ELA report shows that Students with disabilities is the only group that has not shown any growth/increase.
3. Fall 2017 ELA reports that White student population holds the highest % and increase-at +14.4 points.

School and Student Performance Data

Status and Change Report Mathematics (Math)

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

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		229	Low 38.3 points below level 3	Maintained +2.6 points

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

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		229	Low 38.3 points below level 3	Maintained +2.6 points
English Learners		125	Low 69.2 points below level 3	Maintained -1.4 points
Foster Youth		1	*	*
Homeless		58	Low 59.9 points below level 3	Increased +13.5 points
Socioeconomically Disadvantaged		150	Low 58 points below level 3	Increased +5.3 points
Students with Disabilities		23	Very Low 119.5 points below level 3	Declined Significantly -15.8 points
African American		2	*	*
Asian		1	*	*
Hispanic		163	Low 60.5 points below level 3	Increased +3 points
Two or More Races		4	*	*
White		57	High 20.7 points above level 3	Increased +7.8 points

Additional Math Assessment Data for English Learners

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

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	47	Low 34.3 points below level 3	Increased +10.3 points

Fall 2017 Math Additional Assessment Data for English Learners

State Indicators	Number of Students	Status	Change
EL - English Learner Only	78	Low 90.2 points below level 3	Declined -7.9 points
English Only	101	Medium 0.8 points below level 3	Increased +11 points

Math California Alternate Assessment (CAA) Data

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

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data

State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	0			

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

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

Conclusions based on this data:

1. Fall 2017 Math report shows that English Only students had a large gain with an increase of 11 points; Reclassified students had an increase in math of 10.3 points.
2. Fall 2017 Math report shows that Students with disabilities had a significant decrease at -15.8. Homeless has shown increase of 13.5 points.
3. Fall 2017 Math report shows that the Mathematics Schoolwide performance in grades 3-5, has maintained its status from last year but is significantly 38 points below level 3. This is one of our school goals.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	64.1%	65.1%

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

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

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

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	24.3 points below level 3	17.3 points below level 3
Mathematics	40.9 points below level 3	38.3 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. Academic indicators between 2016 and 2017 have slightly improved in both ELA and Mathematics.
2. There is a 1.00% increase among English Learners making progress toward English proficiency. Being a Dual Immersion school, our emphasis is language growth and proficiency.
3. Fall 2017 report shows that the ELA indicators among 3rd to 5th grade students decreased from 24 points to 17 points. Mathematics indicators among these students went from 40.9 to 38.3 below. (2.6 point difference)

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.5% (3)	1% (6)

Conclusions based on this data:

1. There is an increase of 3 students suspended than last school year.
2. Previous data indicates that this increase involved students with disabilities.
3. There will be more focus on PBIS and other SEL strategies to support staff and students toward a safe and healthy climate.

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

- Overall Student performance in Mathematics is lower than ELA.

2. English learners demonstrated a lower performance in mathematics than ELA.
3. This report shows that the White population has the highest performance rate in both ELA and Math.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Development/ English Language Arts (ELD/ELA) and Spanish Language Arts (SLA)

Goal Statement

By June 2019, 10% of Georgia Brown students, kindergarten to 5th grade, will meet or exceed the projected ELA goal in MAP; increase 1 or more years growth evidenced in STAR ELA & SLA

LCAP Goal

Goals 2 ,3, and 4.

Basis for this Goal

Map assessment data, STAR ELA/SLA assessment, EDL2 Spanish language assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
MAP/NWEA ELA assessment STAR ELA assessment STAR Spanish assessment EDL2 Spanish language screening/assessment	ELA scores: Spring 2018 NWEA MAP- % of students reaching or exceeding MAP projected growth STAR -exceeding 1 year's growth in ELA/SLA Projected targets for EDL 2 Spanish language growth per kinder to 5th grade	10% of students at 2-5th grade levels meeting or exceeding MAP projected growth 10% of 1st to 5th students making 1 year or more on the STAR ELA/SLA 10% or more of kinder to 5th grade students making more than 1 year's growth on the Spanish EDL2 assessment

Planned Strategies/Activities

Strategy/Activity 1

Provide intensive English Language Development and ELA/SLA intervention for low-performing students (Kinder to 5 grade).

Students to be Served by this Strategy/Activity

All students are targeted for SLA and ELA success. State ELA and MAP assessment data is obtained from 3rd to 5th grade students. STAR data provides information from Reading/Math in Spanish and ELA.

Timeline

August 2018 through June 2019

Person(s) Responsible

(1) FTE .48% TOSA
.52% LCAP

Proposed Expenditures for this Strategy/Activity

Amount	46,481
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments

Strategy/Activity 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) in ELA / SLA.

Students to be Served by this Strategy/Activity

3rd to 5th grade students are serviced .

Timeline

August 2018 through June 2019

Person(s) Responsible

Extra Duty Teachers

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments

Strategy/Activity 3

Assessment to support the creation of balanced kinder classes: Provide initial screening of incoming kinder students for creating balanced classes and determine baseline for intervention support. Provide Mid and End of Year screening as measures of progress to align intervention.

Assessment to support an intervention plan for low (strategic & intensive) performing students 1st to 5th grades for ELA and SLA.

Students to be Served by this Strategy/Activity

Incoming Kindergarten students; and Strategic Intervention plan for grades 1st to 5th.

Timeline

August 2017 through June 2018

Person(s) Responsible

Paraeducators
(2) 4.5 hr.
(1) 4.0 hr.

Extra-Duty Teachers

Proposed Expenditures for this Strategy/Activity

Amount	53,542
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments
Amount	377
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments

Strategy/Activity 4

Professional Development:

Professional Development for certificated teachers, TOSA and para-educators which will includes release days, Data Retreat days per grade level planning days, conference costs, substitute teachers, and coaching time to support and enhance ELA / SLA and ELD instruction.

Cooperative Learning training for teachers Fall 2018

Attend Dual Immersion collaborative sessions, ATDLE/ CABE.

*Hiring of consultants for trainings

*Professional literature to support / enhance professional workshops and trainings

*GLAD training (Guided Language Acquisition Design)-on-going

* GATE training to support enrichment in content areas

*Best implementation/follow-up of Guided Reading strategies aligned to ELA /ELD/SLA CCSS

*Academic English Language Development strategies for writing and reading comprehension.

*Spanish language workshops/retreats (EDL 2 SLA PD, Estrellita online PD k-2nd)

*Spanish language PD /Presenter on site/off site

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through June 2019

Person(s) Responsible

Principal,
Teachers,
Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	700
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Documentation of attendance Results of District and curriculum based progress monitoring assessments
Amount	300
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Documentation of attendance Results of District and curriculum based progress monitoring assessments

Strategy/Activity 5

Providing Materials,(but not limited to) supplemental technology, programs, supplies, assessment tools and supports that directly impact the increase of English and Spanish language acquisition and performance toward proficiency, and toward supplemental intervention instruction.

- * Achieve 3000 ELA / SLA Support/Intervention for 3rd to 5th grade students
- *GLAD (materials/tools that support the delivery of GLAD)
- * Sistema de Evaluacion-Lectura-Fountas & Pinnell/Spanish asesment K to 2nd in Spanish;
- * EDL 2/Pearson -Evaluacion del desarrollo de la lectura- Kinder to 5th grade (Spanish assessment kit, and app tools)
- * Guided Reading strategies/materials for Intervention support (Fountas & Pinnell / English-3rd grade)
- * Grade level reading and writing materials for student publishing of their writing

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through June 2019

Person(s) Responsible

Principal,
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Results of District and curriculum based progress monitoring
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Achieve 3000

Strategy/Activity 6

Parent and Family Engagement - Provide the following, but not limited to: activities, services, childcare, verbal and written translation, guest speakers and materials that promote and involve the participation of our parents, families and community.

- *Parent workshops on best practices at home to support students in reading and writing Literacy/Math Night/SEL
- *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/conferences on GLAD/GATE/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
- *STEAM Night, Back to School Night, Open House, Title 1 meeting, Reading/Writing celebration (Dr. Seuss: G.Brown Celebrates reading)

Students to be Served by this Strategy/Activity

All students

Timeline

December 2018 through June 2019

Person(s) Responsible

Principal
 Teachers
 TOSA teacher
 Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	1058
Source	Title I Parent & Family Engagement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Documentation of attendance Parent Feedback
Amount	308
Source	Title I Parent & Family Engagement
Budget Reference	4000-4999: Books And Supplies
Description	Materials /supplies for parent engagement with English and Spanish reading and mathematics
Amount	200
Source	Title I Parent & Family Engagement
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

Provide a speaker on Guided reading at-home strategies

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By June 2019, Georgia Brown students will demonstrate 10% growth in their CCSS mathematics grade level standards as evidenced in Winter 2018 and Spring 2019 MAP in Mathematics, and Spring 2018 CAASP in Mathematics in response to baseline data, MAP data, and 2018 Spring CAASPP Math data., and Interim assessments in Math (STAR Spanish/English) for K to 2nd grade.

LCAP Goal

LCAP Goals 2, 3, and 4

Basis for this Goal

California 2018 Spring CAASPP Mathematics data, Winter 2018 and End of Year MAP/NWEA Math data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Spring 2018 CAASPP Mid Year & Spring 2019 MAP	End of Year 2017-18 MAP/ Mathematics data to support Intervention &U differentiation	10 % of Georgia Brown students will demonstrate growth in their mathematics performance as evidenced in STAR for K to 2nd grade; and MAP projected growth for 3rd to 5th grade.

Planned Strategies/Activities

Strategy/Activity 1

Provide intensive math intervention programs for students in grades 3rd to 5th.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 Through June 2019

Person(s) Responsible

(1) FTE .48% TOSA
.52% LCAP

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments See Goal 1, Action 1

Strategy/Activity 2

Extra duty time for teachers to provide supplemental math intervention for low performing students in grades 3rd to 5th, outside of the school day (after school, spring break) in Mathematics.

Students to be Served by this Strategy/Activity

All students as determined by Fall 2018 data and Mid-Year data

Timeline

August 2018 through June 2019

Person(s) Responsible

Principal
Extra Duty Teachers

Proposed Expenditures for this Strategy/Activity

Amount	150
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments

Strategy/Activity 3

Provide intensive Mathematics intervention support for students not meeting math grade level standards.

Students to be Served by this Strategy/Activity

1st to 5th grade students

Timeline

August 2018 through June 2019

Person(s) Responsible

Paraeducators
(2) 4.5 hr.
(1) 4.0 hr.

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Results of District and curriculum based progress monitoring See Goal 1 Action 3

Strategy/Activity 4

Professional Development for certificated and classified staff in mathematics, ELD, Language proficiency (English & Spanish), GLAD, GATE, in the following areas, but not limited to:

- Professional Learning Communities Grade level planning as PLC teams, Data Retreats
- After-school or Saturday workshops/trainings (after-duty hours)
- Release days for Grade level Data Retreat Day, planning, attend Mathematics workshops and conferences (including materials, transportation, and other costs associated with trainings/professional development), substitutes for teachers and para-educators, and coaching time to support and meet the needs of students with low math achievement.
- Hiring of consultants
- Opportunities to visit other classrooms here at G. Brown and other schools.
- Professional Literature for enhancing PD and trainings; supportive materials for PD

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through June 2019

Person(s) Responsible

Principal,
Teachers,
Para educators

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Documentation of attendance Results of District and curriculum based progress monitoring assessments

Amount	200
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Documentation of attendance Results of District and curriculum based progress monitoring assessments

Strategy/Activity 5

Materials and supports that directly impact the increase of mathematical functions, skills and reasoning for low performing students, including technology, other programs and supplies to enhance and support the core and supplemental intervention for students with strategic and intensive needs.

- Mathematics teacher supports/tools
- Mathematics student materials/tools

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through June 2019

Person(s) Responsible

Principal,
TOSA

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Results of District and curriculum based progress monitoring assessments

Strategy/Activity 6

Parent and Family Engagement will be provided but not limited to:
Provide the following, but not limited to: Activities, services, childcare, verbal & written communication in 2 languages, food/beverages, guest speakers and materials that promote and enhance parent and family engagement and involvement

*Math/STEAM/ night: Parent workshops

Open house

Back to School night

Title 1 Meeting

*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

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through June 2019

Person(s) Responsible

Principal,
Teachers,
Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	1081
Source	Title I Parent & Family Engagement

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Assessment Reports Data Monitoring Protocols Documents
Amount	500
Source	Title I Parent & Family Engagement
Budget Reference	4000-4999: Books And Supplies

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

To obtain 10% increase in English language arts (ELA) and Spanish language arts (SLA) as evidenced in spring 2018 CAASPP test ,Spring 2018 MAP (3rd to 5th grade), Fall 2018 STAR and STAR (1-2nd grade) data, we would like to see an incremental growth in English and Spanish language proficiency of 5-7 % as evidenced in applicable Mid-Year assessment data with a goal of 10% or more by end of 2018-19 school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Using baseline score in the Fall 2018 STAR data for 1-2 nd grade (English/Spanish); Baseline data for Spanish (EDL2 data) in Fall 2018 Using baseline MAP data from Spring 2018 and Fall 2018 Using CAASPP ELA data from Spring 2018	We would like to see a 5-7% increase in English & Spanish language proficiency by Mid-Year. This increase follows the 90/10 Dual Immersion model for incremental language growth per grade level beginning with 10% ELA instruction at kindergarten and ending with 50% ELA instruction in 5th grade.	Outcome: 10% increase or more among all groups by end of school year in their language proficiency- ELA/ELD/SLA

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Intervention, TOSA, FTE 4.5/5.5 Para-Educator Provide intervention support to low performing students(strategic and intensive students) in K to 5th grades for ELA and SLA.	Intervention provided by Intervention TOSA & 4.5/5.5 hour Intervention Para-Educators Based on analysis of baseline data, we developed a plan to provide Intervention support each Trimester to strategic and intensive students in ELA and SLA in 1st to 5th grades. End of Trimester re-evaluation of services.	TOSA 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 44,156 Para's 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 50,992	TOSA 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 44,156 Para's 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 50,992
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) in ELA / SLA.	This supplemental support by teachers provides intervention support After-school/outside school day or during Spring Break for strategic and/or intensive students in the areas of ELA/ SLA.	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 494	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 494

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Development:</p> <p>Professional Development for certificated teachers, TOSA and para-educators which will includes release days, Data Retreat days per grade level planning days, conference costs, substitute teachers, and coaching time to support and enhance ELA / SLA and ELD instruction. Cooperative Learning training for teachers Fall 2018 Attend Dual Immersion collaborative sessions, ATDLE/ CABE.</p> <p>*GLAD training (Guided Language Acquisition Design)-on-going * GATE training to support enrichment in content areas *Best implementation/follow-up of Guided Reading aligned to ELA /SLA CCSS (PD-Achieve 3000 ELA/SLA) *Academic English Language Development (AELD) strategies for writing and reading comprehension. *Spanish language workshops/retreats (EDL 2 SLA PD, Estrellita online PD K-2nd) *Spanish language PD /Presenter on site/off site</p>	<p>Teaching planning days were provided during school year.</p> <p>Teachers had release days for data retreats, Achievemnt team/learning intentions unit planning, GLAD and Spanish language acquisition. Release time for para-educators to receive training in Estrellita and preparing intervention supports/materials. Conference costs: GATE Summer Institute for 3 teachers GLAD training for 4 teachers (6 days) Release day for Estrellita PD (1day) Release day for Achieve 3000 PD with company trainer for 3rd to 5th grade teachers STAR workshop for 1-2nd grade teachers Spanish Acquisition workshop by High School Spanish teachers to staff</p>	<p>Title I Part A: Allocation 3,271</p>	<p>Title I Part A: Allocation 12,157</p>
<p>Materials, but not limited to technology tools, assessment and supports that directly impact the increase of English and Spanish language performance toward</p>	<p>Achieve 3000 program for ELA/SLA non-fiction reading/comprehension support in both languages with Lexile testing monthly for grades 3 to 5.</p>	<p>4000-4999: Books And Supplies Title I Part A: Allocation 8,500</p>	<p>4000-4999: Books And Supplies Title I Part A: Allocation 24,780</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>proficiency and support instructional delivery.</p> <ul style="list-style-type: none"> * Achieve 3000 ELA / SLA Support/Intervention for 3rd to 5th grade students *GLAD (materials/tools that support the delivery of GLAD) * Sistema de Evaluacion-Lectura-Fountas & Pinnell/Spanish asesment K to 2nd in Spanish; * EDL 2/Pearson - Evaluacion del desarrollo de la lectura- Kinder to 5th grade (Spanish assessment kit, and app tools) * Guided Reading strategies/materials for Intervention support (Fountas & Pinnell / English) * Grade level reading and writing materials for student publishing of writing 	<p>EDL2 k-6 Spanish assessment kit and recording app to assess all students in all key Spanish language components</p> <p>Create "Gramatica sin Excusas" guidelines for aligning Spanish grammar instruction between the K-5 grades</p> <p>Guided Reading books to support increased reading comprehension.</p>		
<p>Parent and Family Engagement - Provide the following but not limited to:</p> <ul style="list-style-type: none"> *Parent workshops on best practices at home to support students in reading and writing Literacy/Math Night/SEL *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/conferences on GLAD/GATE/how to access online writing/reading/math apps for students' use *Include more resources for parents on the school 	<p>Cover hotel, meals and registration costs for one family of 5th grader to attend the National History Day State Finals in Sacramento area.</p> <p>Cover Registration fee for one student to attend the National History Day Finals in Sacramento area.</p>	<p>2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,758</p>	<p>2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,932</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
website, and teacher's website *Transportation for parents not able to attend school parent conferences, National History Day, IEP, and 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			

Analysis

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

Intervention team regularly met, assessed grades 2-3 times per year and aligned their intervention support
 Some teachers held their own after-school tutoring in their class
 GLAD training provided to GB 5 teachers
 GLAD 1/2 day training to entire staff by OCDE GLAD trainer
 PD to Intervention para educators and k-1 teachers in fall 2017 for Estrellita implementation
 Purchased Achieve 3000 license for 3rd to 5th grade Intervention support
 Achieve 3000 PD for 3rd to 5th grade teachers

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The PD for Estrellita, GLAD and Achieve 3000 had a direct impact on students language acquisition.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

More money received later in the year helped to secure attendance at the GATE Summer Institute for 3 teachers, the purchase of guided reading books in English and Spanish, and attendance at GLAd training for 4 teachers.

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

The 2018-19 goal for language proficiency in English and Spanish will be further refined to use new tools to assess and monitor Spanish language kinder to 5th grade. The focus on GLAD as a major strategy for language acquisition through content (For both languages) will be deepened by GLAD training of more teachers, mini GLAD workshops for other GLAD strategies, and creating a model GLAD classroom for coaching/mentoring. Adding Cooperative Learning training will support the increased involvement of students' language skills in a cooperative setting.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Using the baseline data from Spring 2018 MAP Mathematics (3rd to 5th grades) data, we would like to obtain 10% increase in student's mathematics performance across all grades and groups. Mathematics is taught in Spanish in Kinder to 5th grade. We would like to see an increase to 40% in mathematics for 3rd and 4th grades, with 50% at 5th grade.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP, MAP, Unit tests	<p>We would like to see math increases for 3rd and 4th grade to 40%, and 50 % for 5th grade.</p> <p>We would like to see 85% of K to 2nd grade meet their math goals/Math CCSS by June 2019 , with a 60% of students meeting math goals at mid-Year.</p>	We expect a gain schoolwide of 10% on MAP/End of Year (3rd to 5th) , STAR for 1st to 2nd grades, and 85-90% of all Kinder students proficient in CCSS for math.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intensive math intervention programs for students in grades 3rd to 5th.	Based on baseline data from Spring MAP 2018, an intervention plan will be developed for differentiated intervention.	<p>TOSA/ FTE 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 44,156</p> <p>Para-Educators 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 50,992</p>	<p>TOSA/ FTE 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 44,156</p> <p>Para-Educators 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 50,992</p>
Extra duty time for teachers to provide supplemental math intervention for low performing students in grades 3rd to 5th, outside of the school day (after school, spring break) in Mathematics.	Based on the need to further support the mathematical skills of 'strategic & intensive' students, teachers will provide after-school Math Tutoring to 3-5th grade students.	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1000	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1000
Professional Development for certificated and classified staff in mathematics, ELD, Language proficiency (English & Spanish),	3rd to 5th grade teachers received Mathematics support via Math Collaboratives for 3 days by district staff and instructional coaches.	Title I Part A: Allocation 2,000	Title I Part A: Allocation 2,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>GLAD, GATE, in the following areas, but not limited to:</p> <p>Professional Learning Communities Grade level planning as PLC teams, Data Retreats After-school or Saturday workshops/trainings (after-duty hours) Release days for Grade level Data Retreat Day, planning, attend Mathematics workshops and conferences (including materials, transportation, and other costs associated with training/professional development), substitutes for teachers and para-educators, and coaching time to support and meet the needs of students with low math achievement. Hiring of consultants Opportunities to visit other classrooms here at G. Brown and other schools. Professional Literature for enhancing PD and trainings; supportive materials for PD</p>	<p>Teachers were provided planning/release days to plan mathematics units. New teachers visited other classrooms to observe math and other content areas. Grade teams developed an overview of yearlong math expectations which indicated the alignment in the K to 5 math continuum. Data Retreat days were provided to each grade team to analyze data and create learning units.</p>		
<p>Materials and supports that directly impact the increase of mathematical functions, skills and reasoning for low performing students, including technology, other programs and supplies to enhance and support the core and supplemental intervention for students with strategic and intensive needs. Mathematics teacher supports/tools Mathematics student materials/tools</p>	<p>Purchased Jo Boaler's Mathematical Mindsets to support teacher and student's growth mind set toward math proficiency and fluency.</p>	<p>4000-4999: Books And Supplies Title I Part A: Allocation 1,200</p>	<p>4000-4999: Books And Supplies Title I Part A: Allocation 1,200</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parent and Family Engagement will be provided but not limited to: Provide the following, but not limited to: Activities, services, childcare, verbal & written communication in 2 languages, food/beverages, guest speakers and materials that promote and enhance parent and family engagement and involvement</p> <p>*Math/STEAM/ night: Parent workshops Open house Back to School night Title 1 Meeting *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</p>	<p>Communication has been provided to parents on the use of math applications at home (ST Math & Khan Academy) Parents have attended STEAM Night, Open House, and Back to School night. School site Council members have participated in the development and approval of the G. Brown School Plan, with English Language Advisory in put. Childcare has been provided to parents for evening meetings.</p>	<p>2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,381</p>	<p>2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,381</p>

Analysis

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

Using the CAASPP math scores from the Spring 2017 , intervention was determined for particular students within 3rd to 5th grade class. Using math units/chapter tests, math intervention was supported for Grades 1st to 2nd where needed in basic math skills.
Mathematics is still taught in Spanish from Kinder to 5th grade.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This approach did not cover all the math needs of those students. After-school sports affected the number of students to be serviced.
3 G.Brown teachers piloted a math program with their students. There was excitement among students to be more actively engaged.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

More money received later in the year helped to secure attendance at the GATE Summer Institute for 3 teachers, the purchase of guided reading books in English and Spanish, and attendance at GLAd training for 4 teachers.

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

Mathematics is an academic concern. Using the piloted math program may provide more opportunities for student's growth in understanding math vocabulary and how it applies to real life scenarios. Need for accountability with ST Math by some teachers. There is the need for more math materials/manipulative and math coaching . There is the need for math be provided in English in grades 3rd to 5th for a portion of the English time for vocabulary, and problem-solving skills.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	112,947
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	112,947

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	109,800	0.00
Title I Parent & Family Engagement	3,147	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	109,800.00
Title I Parent & Family Engagement	3,147.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,297.00
2000-2999: Classified Personnel Salaries	54,042.00
4000-4999: Books And Supplies	8,408.00
5000-5999: Services And Other Operating Expenditures	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	48,158.00
2000-2999: Classified Personnel Salaries	Title I	54,042.00
4000-4999: Books And Supplies	Title I	7,600.00
1000-1999: Certificated Personnel Salaries	Title I Parent & Family Engagement	2,139.00
4000-4999: Books And Supplies	Title I Parent & Family Engagement	808.00
5000-5999: Services And Other Operating Expenditures	Title I Parent & Family Engagement	200.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Michele Tesauro	Principal
Cynthia Mosely	Classroom Teacher
Heidi Cooper	Classroom Teacher
Maribel Stout	Classroom Teacher
Marilu Gomez	Other School Staff
Susana Perez	Parent or Community Member
Todd Hill	Parent or Community Member
Theresa Smith	Parent or Community Member
Karla Butterfield	Parent or Community Member
Christine Coons	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 4, 2018.

Attested:



Principal, Michele Tesauro on June 5, 2018



SSC Chairperson, Christina Coons on June 5, 2018

School Year: **2018-19**



Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Pat Butler Elementary School
Address	700 Nicklaus Street Paso Robles, CA 93447
County-District-School (CDS) Code	40754576109151
Principal	Damien Capalare
District Name	Paso Robles Joint Unified School District
SPSA Revision Date	June 5, 2018
Schoolsite Council (SSC) Approval Date	June 5, 2018
Local Board Approval Date	June 26, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- School Profile 3
- Stakeholder Involvement 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 8
 - CELDT Results 12
 - Equity Report 15
 - Detailed Report 23
 - Student Group Report 25
- Goals, Strategies, & Proposed Expenditures..... 27
 - Goal 1..... 27
 - Goal 2..... 30
- Annual Review and Update 33
 - Goal 1 33
 - Goal 2..... 36
- Budget Summary and Consolidation 39
 - Budget Summary 39
 - Allocations by Funding Source..... 39
 - Expenditures by Funding Source 40
 - Expenditures by Budget Reference 41
 - Expenditures by Budget Reference and Funding Source 42
- School Site Council Membership 43
- Recommendations and Assurances 44

School Vision and Mission

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.

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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Families participate in the Annual Title I meeting at Back to School Night and are invited to all School Site Council meetings which are advertised to families in multiple forms (newsletter, marquee, posted agendas and minutes, etc.) Stakeholders participate in the Healthy Kids Survey, the LCAP survey, PBIS surveys, and the School Climate Survey annually. Teachers and staff members, beyond those representatives on the School Site Council, are invited to attend any School Site Council Meetings and specific input is gathered from staff members through staff meetings and surveys.

2017-2018 SPSA Goals and progress was officially reviewed by the SSC on 6/5/18.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.2%	0%	1	1	0
African American	1.2%	1.3%	1.29%	5	6	6
Asian	0.9%	0.9%	0.86%	4	4	4
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	35.1%	39.2%	38.71%	153	181	180
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	56.7%	53.0%	54.84%	247	245	255
Multiple/No Response	1.6%	1.1%	1.51%	7	5	7
Total Enrollment				436	462	465

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	87	101	102
Grade 1	68	70	80
Grade 2	67	69	75
Grade3	70	68	75
Grade 4	89	62	71
Grade 5	55	92	62
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	436	462	465

Conclusions based on this data:

1. Grade level numbers fluctuate from year to year.

2. Staff changes are often needed to accommodate the fluctuation in grade level numbers.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	59	56	62	13.5%	12.1%	13.3%
Fluent English Proficient (RFEP)	10	21	23	2.3%	4.5%	4.9%
Reclassified Fluent English Proficient (RFEP)	9	16	17	13.2%	27.1%	30.4%

Conclusions based on this data:

1. The percentage of students that are English Learners and RFEP continues to increase.
2. Teachers may require additional support in the area of ELD as the percent of students increases.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	70		64	69		64	69		97	98.6	
Grade 4	92	61		91	61		91	61		98.9	100	
Grade 5	57	91		57	89		57	89		100	97.8	
All Grades	215	222		212	219		212	219		98.6	98.6	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2441.	2457.		38	42.03		14	18.84		27	26.09		22	13.04	
Grade 4	2480.	2481.		35	36.07		20	21.31		19	16.39		26	26.23	
Grade 5	2526.	2523.		28	28.09		30	33.71		25	13.48		18	24.72	
All Grades	N/A	N/A	N/A	34	34.70		21	25.57		23	18.26		23	21.46	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	28	34.78		41	44.93		31	20.29		
Grade 4	33	32.79		37	39.34		30	27.87		
Grade 5	32	33.71		42	38.20		26	28.09		
All Grades	31	33.79		40	40.64		29	25.57		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	31.88		47	47.83		25	20.29	
Grade 4	37	36.07		40	42.62		23	21.31	
Grade 5	37	38.20		49	39.33		14	22.47	
All Grades	34	35.62		44	42.92		21	21.46	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	33.33		56	60.87		14	5.80	
Grade 4	14	22.95		66	52.46		20	24.59	
Grade 5	19	32.58		72	51.69		9	15.73	
All Grades	20	30.14		65	54.79		15	15.07	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	44.93		45	42.03		19	13.04	
Grade 4	32	32.79		47	52.46		21	14.75	
Grade 5	40	37.08		54	44.94		5	17.98	
All Grades	35	38.36		49	46.12		16	15.53	

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding the standard increased from 55% to 60% from 2016 to 2017.
2. Further conclusions will be based on data when provided.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	70		64	70		64	70		97	100	
Grade 4	92	61		91	61		91	61		98.9	100	
Grade 5	57	91		57	89		57	89		100	97.8	
All Grades	215	222		212	220		212	220		98.6	99.1	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2448.	2448.		28	17.14		30	50.00		19	14.29		23	18.57	
Grade 4	2478.	2482.		21	18.03		29	32.79		27	32.79		23	16.39	
Grade 5	2516.	2509.		21	28.09		21	19.10		33	20.22		25	32.58	
All Grades	N/A	N/A	N/A	23	21.82		27	32.73		26	21.82		24	23.64	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	47	37.14		28	42.86		25	20.00		
Grade 4	37	29.51		30	39.34		33	31.15		
Grade 5	28	37.08		39	25.84		33	37.08		
All Grades	38	35.00		32	35.00		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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	27.14		41	51.43		25	21.43	
Grade 4	31	21.31		44	57.38		25	21.31	
Grade 5	25	24.72		47	43.82		28	31.46	
All Grades	30	24.55		44	50.00		26	25.45	

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

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding the standard increased from 50% to 55% from 2016 to 2017.
2. Further conclusions will be based on data when provided.

School and Student Performance Data

CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					5		43	32		14	26		43	37	
1								***						***	
2								***							
3														***	
4					***										
5											***			***	
Total					7		43	29		14	21		43	43	

Conclusions based on this data:

1. Fewer students populate the Intermediate and Early Advanced proficiency level in 2017 than in 2016.
2. ELD has been identified as an area of focus for the SSC in the 1018-2019 school year and will be addressed in the SPSA in the fall.
3. Further conclusions will be based on data when provided.

School and Student Performance Data

CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					25		75	25			50		25		
1	14	13		43	63		29	13		14				13	
2				40			60	***			***				
3		17		23	33		46	17		15	33		15		
4	17			44	40		17	40		11	20		11		
5	17			50	17		33	33			33			17	
Total	9	5		36	35		36	30		9	24		9	5	

Conclusions based on this data:

1. The percentage of students scoring as Early Intermediate increased from 2016 to 2017.
2. ELD has been identified as an area of focus for the SSC in the 2018-2019 school year and will be addressed in the SPSA in the fall.
3. Further conclusions will be based on data when provided.

School and Student Performance Data

CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					9		55	30		9	30		36	30	
1	14	9		43	45		29	18		14				27	
2				40			60	75			25				
3		14		23	29		46	14		15	29		15	14	
4	17			44	45		17	36		11	18		11		
5	17			50	11		33	22			33			33	
Total	8	3		32	23		37	29		10	23		13	22	

Conclusions based on this data:

1. From 2016 to 2017, there has been a downward trend in the percentage of students scoring Intermediate and above.
2. ELD has been identified as an area of focus for the SSC in the 1018-2019 school year and will be addressed in the SPSA in the fall.
3. Further conclusions will be based on data when provided.

School and Student Performance Data

Equity Report

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

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	0
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	3
Mathematics (3-8)		4	3

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

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

Conclusions based on this data:

1. Mathematics was an area of weakness as of Fall 2017.
2. Conclusions will be based on data when provided.

School and Student Performance Data

Status and Change Report Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		511	Very Low 0.4%	Declined -0.5%

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

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		511	Very Low 0.4%	Declined -0.5%
English Learners		65	Very Low 0%	Maintained 0%
Foster Youth		6	*	*
Homeless		33	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		224	Very Low 0%	Declined -0.5%
Students with Disabilities		56	Medium 1.8%	Declined Significantly -2%
African American		6	*	*
American Indian		1	*	*
Asian		5	*	*
Hispanic		197	Very Low 0.5%	Maintained -0.1%
Two or More Races		24	Very Low 0%	Declined Significantly -4.8%
White		269	Very Low 0.4%	Declined -0.4%

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

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

Conclusions based on this data:

- As of Fall 2017, a disproportionate number of students with disabilities with suspensions may be present though the sample size is small.
- Conclusions will be based on data when provided.

School and Student Performance Data

Status and Change Report English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		55	High 83.6%	Increased Significantly +16.4%

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

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		High 83.6%	Increased Significantly +16.4%
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Low 41 points below level 3	Declined Significantly -15.6 points
Mathematics (3-8)		Low 53.9 points below level 3	Declined -13.9 points

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

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

Conclusions based on this data:

- As of Fall 2017, the discrepancy between the performance status of English Language Learners and grade level performance has increased in both ELA and Math.
- Conclusions will be based on data when provided.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

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

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		212	High 20.5 points above level 3	Increased +5.1 points

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

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		212	High 20.5 points above level 3	Increased +5.1 points
English Learners		42	Low 41 points below level 3	Declined Significantly -15.6 points
Foster Youth		1	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		86	Low 17.9 points below level 3	Maintained +0.1 points
Students with Disabilities		27	Very Low 112 points below level 3	Declined Significantly -49.1 points
African American		2	*	*
American Indian		1	*	*
Asian		2	*	*
Hispanic		87	Low 7.7 points below level 3	Declined -6.1 points
Two or More Races		8	*	*
White		110	High 42.7 points above level 3	Increased +14.9 points

Additional ELA Assessment Data for English Learners (EL)

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

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	29	Low 14.9 points below level 3	Declined Significantly -31.7 points
EL - English Learner Only	13	Very Low 99.4 points below level 3	Declined Significantly -35.4 points
English Only	168	High 34.3 points above level 3	Increased +7.9 points

ELA California Alternate Assessment (CAA) Data

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

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	0			

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

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

Conclusions based on this data:

- As of Fall 2017, the discrepancy between the performance status of Hispanic, English Language Learners, and students with disabilities and grade level performance has increased in ELA.
- Conclusions will be based on data when provided.

School and Student Performance Data

Status and Change Report Mathematics (Math)

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

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		212	Medium 3.8 points below level 3	Declined -3.2 points

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

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		212	Medium 3.8 points below level 3	Declined -3.2 points
English Learners		42	Low 53.9 points below level 3	Declined -13.9 points
Foster Youth		1	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		86	Low 46.5 points below level 3	Declined Significantly -15.9 points
Students with Disabilities		27	Very Low 108.6 points below level 3	Declined Significantly -37.9 points
African American		2	*	*
American Indian		1	*	*
Asian		2	*	*
Hispanic		87	Low 37 points below level 3	Declined Significantly -20 points
Two or More Races		8	*	*
White		110	High 25.9 points above level 3	Increased +11.9 points

Additional Math Assessment Data for English Learners

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

Fall 2017 Math Additional Assessment Data for English Learners

State Indicators	Number of Students	Status	Change
EL - Reclassified Only	29	Low 36.6 points below level 3	Declined Significantly -37.3 points
EL - English Learner Only	13	Low 92.4 points below level 3	Declined Significantly -15.2 points
English Only	168	High 8.4 points above level 3	Maintained -1.8 points

Math California Alternate Assessment (CAA) Data

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

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data

State Indicators	Number of Students	Level 1	Level 2	Level 3
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Mathematics (3-8) 0

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

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

Conclusions based on this data:

1. As of Fall 2017, the discrepancy between the performance status of Hispanic, English Language Learners, and students with disabilities and grade level performance has increased in Math.
2. Conclusions will be based on data when provided.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	67.2%	83.6%

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

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

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

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	15.4 points above level 3	20.5 points above level 3
Mathematics	0.6 points below level 3	3.8 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. As of Fall 2017, progress has been made in the percentage of English Learners making progress towards English proficiency.
2. Conclusions will be based on data when provided.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.9% (4)	0.4% (2)

Conclusions based on this data:

1. The number of suspensions and the percentage of students with suspensions has decreased in the last school year.
2. Conclusions will be based on data when provided.

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

- As of Fall 2017, a disproportionate percentage of Hispanic, English Language Learners, and Socioeconomically Disadvantaged students have performed below grade level in comparison the their white peers.

2. Conclusions will be based on data when provided.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA and Math Achievement

Goal Statement

The percentage of students that did not attain grade level standard in ELA and Math as measured by the CAASPP, or have not exceeded projected MAP assessment growth, will decrease by 50%.

LCAP Goal

LCAP Goals 2, 3, and 4

Basis for this Goal

Measure of Academic Progress (MAP) and California Assessment for Student Performance and Progress (CAASPP) data below.

Fall to Spring 2017-2018 MAP data:
51% of students exceeded projected growth in ELA.
52% of students exceeded projected growth in Math.

2017-2018 CAASPP data:
To be included when available.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of students exceeding projected growth (2018-2019 MAP).	Fall to Spring 2017-2018 MAP data: 51% of students exceeded projected growth in ELA. 52% of students exceeded projected growth in Math.	Fall to Spring 2018-2019 MAP data: 76% of students to exceed projected growth in ELA. 76% of students to exceed projected growth in Math.
Percentage of students attaining grade level standard (2018-2019 CAASPP).	2017-2018 CAASPP data: To be included when available.	2018-2019 CAASPP data: To be included when available.

Planned Strategies/Activities

Strategy/Activity 1

Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.

Students to be Served by this Strategy/Activity

Students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.

Timeline

2018-2019 School Year

Person(s) Responsible

(1) FTE .48 Intervention TOSA
.52 LCAP

Proposed Expenditures for this Strategy/Activity

Amount	41,516
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments

Strategy/Activity 2

Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.

Students to be Served by this Strategy/Activity

Students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.

Timeline

2018-2019 School Year

Person(s) Responsible

(1) 4 hour Para Educator

Proposed Expenditures for this Strategy/Activity

Amount	14,340
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments

Strategy/Activity 3

Professional Development:

Professional development conferences and all associated costs

Site instructional Rounds/Lesson Study teacher coverage

Professional development for grade level collaboration (Substitutes)

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Principal
Guidance Specialist
Intervention TOSA
Instructional Coach
Teachers
Para-educators

Proposed Expenditures for this Strategy/Activity

Amount	194
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Documentation of attendance

Strategy/Activity 4

Parent and Family Engagement:

Parent workshops series and all associated materials and costs

Translation and childcare services for parent conferences and other parent participation meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Principal
Guidance Specialist
Intervention TOSA
Instructional Coach
Teachers
Para-educators

Proposed Expenditures for this Strategy/Activity

Amount	1,634
Source	Title I Parent & Family Engagement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Documentation of attendance

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Learner Achievement

Goal Statement

The percentage of English Language Learners that did not attain grade level standard in ELA and Math as measured by the CAASPP, or have not exceeded projected MAP assessment growth, will decrease by 50%.

LCAP 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.

Basis for this Goal

2017-2018 CAASPP data:
To be included when available.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of English Language Learners exceeding projected growth (2018-2019 MAP).	Fall to Spring 2017-2018 MAP data: 35% of English Language Learners exceeded projected growth in ELA. 38% of English Language Learners exceeded projected growth in Math.	Fall to Spring 2018-2019 MAP data: 68% of English Language Learners to exceed projected growth in ELA. 69% of English Language Learners to exceed projected growth in Math.
Percentage of English Language Learners attaining grade level standard (2018-2019 CAASPP).	2017-2018 CAASPP data: To be included when available.	2018-2019 CAASPP data: To be included when available.

Planned Strategies/Activities

Strategy/Activity 1

Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.

Students to be Served by this Strategy/Activity

Students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.

Timeline

2018-2019 School Year

Person(s) Responsible

(1) FTE .48 Intervention TOSA

.52 LCAP

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments. See Goal 1 Action 1

Strategy/Activity 2

Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.

Students to be Served by this Strategy/Activity

Students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.

Timeline

2018-2019 School Year

Person(s) Responsible

(1) 4 hour Para Educator

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Results of District and curriculum based progress monitoring assessments. See Goal 1 Action 2

Strategy/Activity 3

Professional Development:

Professional development conferences and all associated costs

Site instructional Rounds/Lesson Study teacher coverage

Professional development for grade level collaboration (Substitutes)

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Principal
 Guidance Specialist
 Intervention TOSA
 Instructional Coach

Teachers
Para-educators

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Documentation of attendance. See Goal 1 Action 3

Strategy/Activity 4

Parent and Family Engagement:

Parent workshops series and all associated materials and costs

Translation and childcare services for parent conferences and other parent participation meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Principal
Guidance Specialist
Intervention TOSA
Instructional Coach
Teachers
Para-educators

Proposed Expenditures for this Strategy/Activity

Source

Title I Parent & Family Engagement

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Documentation of attendance. See Goal 1 Action 4

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Fall to Spring 2017-2018 MAP data	All students would exceed their projected growth in ELA and Math on MAP assessments.	51% of students exceeded projected growth in ELA. 52% of students exceeded projected growth in Math.
2017-2018 CAASPP data	A decrease in the percentage of students that did not attain grade level standard in ELA and Math as measured by the CAASPP.	To be included when available.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.	Provided intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.	39,283 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 39,283	39,283 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 39,283
Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.	Provided intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs.	13,650 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 13,650	13,650 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 13,650
Professional Development: Professional development conferences and all associated costs Site instructional Rounds/Lesson Study teacher coverage	Professional Development: Professional development for grade level collaboration (Substitutes)	8,555 Title I Part A: Allocation 8,555	6,349* Title I Part A: Allocation 6,349

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional development for grade level collaboration (Substitutes)			
Parent and Family Engagement: Parent workshops series and all associated materials and costs Translation and childcare services for parent conferences and other parent participation meetings.	Parent and Family Engagement: Parent workshops series and all associated materials and costs Translation and childcare services for parent conferences and other parent participation meetings.	1,719 Title I Part A: Allocation 1,719	795.07* Title I Part A: Allocation 795
Purchase supplemental technology to enhance and support core and intervention instruction.	Purchased supplemental technology to enhance and support core and intervention instruction.	9,863 Title I Part A: Allocation 9,863	9,850 Title I Part A: Allocation 9,850

Analysis

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

Each Planned Action/Service was implemented as intended with the exception of Site instructional Rounds/Lesson Study. This was unable to be accomplished as the person responsible's role in the district changed and her facilitation was not available.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Planned Action/Service 1: Effective: MAP data and teacher feedback indicate an increase in performance by students receiving these services.

Planned Action/Service 2: Effective: MAP data and teacher feedback indicate an increase in performance by students receiving these services.

Planned Action/Service 3: Effective: Professional development conferences were not attended. Professional development for instructional practices and grade level collaboration were utilized effectively throughout the school year.

Planned Action/Service 4: Somewhat effective: Parent attendance was inconsistent (based on the workshop topic). Spanish speaking parents were provided translators for all parent teacher conferences and parent workshops throughout the school year.

Planned Action/Service 5: Effective: Supplemental technology was purchased to enhance and support core and intervention instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Planned Action/Service 3: Effective: The allotted professional development for instructional practices and grade level collaboration days were not used as this was unable to be accomplished as the person responsible's role in the district changed and her facilitation was not available.

Planned Action/Service 4: Somewhat effective: The actual expenditures were estimated. Actual cost of facilitators and materials for parent engagement were less than estimated.

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

CAASPP data will affect the annual outcomes which can be found in the Student Performance Data sections of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Fall to Spring 2017-2018 MAP data	All English Language Learners would exceed their projected growth in ELA and Math on MAP assessments.	35% of English Language Learners exceeded projected growth in ELA. 38% of English Language Learners exceeded projected growth in Math.
2017-2018 CAASPP data	A decrease in the percentage of English Language Learners that did not attain grade level standard in ELA and Math as measured by the CAASPP.	To be included when available.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs. See Goal 1 Action 1	Provided intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs. See Goal 1 Action 1	See Goal 1 Action 1	See Goal 1 Action 1
Provide intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs. See Goal 1 Action 2	Provided intensive reading intervention programs for students in grades K-5 identified by CAASPP and MAP results having the most intensive needs. See Goal 1 Action 2	See Goal 1 Action 2	See Goal 1 Action 2
Professional Development: Professional development conferences and all associated costs	Professional Development: Professional development conferences and all associated costs	See Goal 1 Action 3	See Goal 1 Action 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Site instructional Rounds/Lesson Study teacher coverage Professional development for grade level collaboration (Substitutes) See Goal 1 Action 3	Professional development for grade level collaboration (Substitutes) See Goal 1 Action 3		
Parent and Family Engagement: Parent workshops series and all associated materials and costs Translation and childcare services for parent conferences and other parent participation meetings. See Goal 1 Action 4	Parent and Family Engagement: Parent workshops series and all associated materials and costs Translation and childcare services for parent conferences and other parent participation meetings. See Goal 1 Action 4	See Goal 1 Action 4	See Goal 1 Action 4
Purchase supplemental technology to enhance and support core and intervention instruction. See Goal 1 Action 5	Purchased supplemental technology to enhance and support core and intervention instruction. See Goal 1 Action 5	See Goal 1 Action 5	See Goal 1 Action 5

Analysis

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

See Goal 1

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See Goal 1

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

See Goal 1

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

See Goal 1

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	57,684
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	57,684

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	56,050	0.00
Title I Parent & Family Engagement	1,634	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	56,050.00
Title I Parent & Family Engagement	1,634.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	41,516.00
2000-2999: Classified Personnel Salaries	15,974.00
5000-5999: Services And Other Operating Expenditures	194.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	41,516.00
2000-2999: Classified Personnel Salaries	Title I	14,340.00
5000-5999: Services And Other Operating Expenditures	Title I	194.00
2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	1,634.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Damien Capalare	Principal
Irma Andrade	Classroom Teacher
Jennifer Moore	Classroom Teacher
Monica Pafumi	Classroom Teacher
Suzanne Balderrama	Other School Staff
Lisa Perez	Parent or Community Member
Shawn Scott	Parent or Community Member
Ryan Ward	Parent or Community Member
Laura Wollerman	Parent or Community Member
Tiffany Young	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/5/18.

Attested:

	Principal, Damien Capalare on 6/5/18
	SSC Chairperson, Ryan Ward on 6/5/18

School Year: **2018-19**



Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Virginia Peterson Elementary
Address	2501 Beechwood Drive Paso Robles, CA 93446
County-District-School (CDS) Code	40754576108377
Principal	Melanie Crawford
District Name	Paso Robles Joint Unified School District
SPSA Revision Date	May 15, 2018
Schoolsite Council (SSC) Approval Date	May 15, 2018
Local Board Approval Date	June 26, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	3
School Profile	3
Stakeholder Involvement	4
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
CELDT Results	13
Equity Report	16
Detailed Report	23
Student Group Report	25
Goals, Strategies, & Proposed Expenditures.....	27
Goal 1.....	27
Goal 2.....	31
Annual Review and Update	34
Goal 1	34
Budget Summary and Consolidation	36
Budget Summary	36
Allocations by Funding Source.....	36
Expenditures by Funding Source	37
Expenditures by Budget Reference	38
Expenditures by Budget Reference and Funding Source	39
School Site Council Membership	40
Recommendations and Assurances	41

School Vision and Mission

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.

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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Virginia Peterson teachers - Data retreats at each trimester, ongoing PLC/Achievement teams, May 3 - Staff meeting focus on LCAP and Title I goals, priorities and actions, May 7-11 - optional team meetings to provide specific input.
ELAC - Monthly meetings throughout the school year, April 30 - EAP Parent Mtg to hear concerns and provide input to priorities for ELs, School site council mtg May 15 (2 ELAC parents are members of site council).
School Site Council - Monthly meetings throughout the year to review current plan and any new data that becomes available, May 15 took input from all other stakeholders and drafted 18-19 SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.0%	0%	0	0	0
African American	1.7%	1.2%	1.14%	8	6	5
Asian	0.0%	0.0%	0.23%	0	0	1
Filipino	0.0%	0.2%	0%	0	1	0
Hispanic/Latino	70.5%	71.3%	69.09%	329	347	304
Pacific Islander	0.0%	0.2%	0.23%	0	1	1
White	24.6%	24.2%	25.00%	115	118	110
Multiple/No Response	1.3%	1.4%	1.82%	6	7	8
Total Enrollment				467	487	440

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	76	69	47
Grade 1	62	61	70
Grade 2	91	73	65
Grade3	86	95	76
Grade 4	90	89	87
Grade 5	62	100	95
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	467	487	440

Conclusions based on this data:

1. Enrollment declined from previous year by 47 students. Most of those students were Hispanic/Latino, and the grade level most impacted was kindergarten.

2. Hispanic/Latino students continues to be the school's largest student group at 69%. White is second largest at 25%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	253	202	180	54.2%	41.5%	40.9%
Fluent English Proficient (RFEP)	13	59	58	2.8%	12.1%	13.2%
Reclassified Fluent English Proficient (RFEP)	14	71	36	6.4%	28.1%	17.8%

Conclusions based on this data:

1. Due to the increased number of students reclassified in 16-17, there was a reduced number of ELs.
2. VP reclassified fewer students in 17-18.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	95		78	95		77	95		96.3	100	
Grade 4	89	87		87	84		87	84		97.8	96.6	
Grade 5	63	95		59	91		59	91		93.7	95.8	
All Grades	233	277		224	270		223	270		96.1	97.5	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2414.	2394.		18	15.79		29	28.42		26	16.84		27	38.95	
Grade 4	2422.	2432.		9	15.48		16	17.86		23	22.62		52	44.05	
Grade 5	2463.	2481.		12	13.19		31	29.67		25	26.37		32	30.77	
All Grades	N/A	N/A	N/A	13	14.81		24	25.56		25	21.85		38	37.78	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	10.53		57	46.32		26	43.16	
Grade 4	8	9.52		49	48.81		43	41.67	
Grade 5	15	21.98		42	46.15		42	31.87	
All Grades	13	14.07		50	47.04		37	38.89	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	33.68		49	33.68		26	32.63	
Grade 4	9	15.48		54	54.76		37	29.76	
Grade 5	24	18.68		59	53.85		17	27.47	
All Grades	18	22.96		54	47.04		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. Writing performance continues to be flat. Schoolwide focus on clear learning intentions and success criteria for each trimester writing priority standard, with common formative assessments and a final common performance task across district.
2. Targeted intensive interventions need to be utilized to support the large percentage of students who perform below grade level benchmark. Full implementation of MTSS 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 Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	95		80	95		80	95		98.8	100	
Grade 4	89	88		86	86		86	86		96.6	97.7	
Grade 5	63	95		61	92		61	92		96.8	96.8	
All Grades	233	278		227	273		227	273		97.4	98.2	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2415.	2394.		13	13.68		30	22.11		28	18.95		30	45.26	
Grade 4	2439.	2433.		5	6.98		22	12.79		37	45.35		36	34.88	
Grade 5	2460.	2475.		3	7.61		16	21.74		39	29.35		41	41.30	
All Grades	N/A	N/A	N/A	7	9.52		23	19.05		34	30.77		35	40.66	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	25	21.05		41	23.16		34	55.79		
Grade 4	20	10.47		29	38.37		51	51.16		
Grade 5	11	16.30		44	32.61		44	51.09		
All Grades	19	16.12		37	31.14		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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	20.00		50	43.16		38	36.84	
Grade 4	7	11.63		51	43.02		42	45.35	
Grade 5	3	7.61		34	45.65		62	46.74	
All Grades	8	13.19		46	43.96		46	42.86	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	20.00		58	42.11		24	37.89	
Grade 4	5	10.47		45	45.35		50	44.19	
Grade 5	5	13.04		49	43.48		46	43.48	
All Grades	10	14.65		51	43.59		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. Curricular materials not adequately supporting the rigor of the standard. Teachers need training in math practices, number talks for greater number sense, and use of Ready Common Core materials.
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 Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					3		14	9		35	26		51	62	
1													***	***	
2					***		25			25			50	***	
3							***						***		
4				20			60	***					20	***	
5				***							***		***	***	
Total				3	5		19	9		28	23		50	64	

Conclusions based on this data:

1. Virginia Peterson continues to have the highest number of new ELs at the beginning and early intermediate levels in Kg and 1st grade.
2. Since CELDT is no longer being used, the ELPAC was given spring of 2018 and correlation between the two assessments is not clear at this time.

School and Student Performance Data

CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		13			13		***	13		***	50		***	13	
1	5	6		28	9		31	42		28	9		8	33	
2	2	3		20	26		52	45		16	16		9	11	
3	10	3		41	9		36	59		8	15		5	15	
4	15	4		38	40		36	32		9	12		2	12	
5	17			43	56		20	24		13	12		7	8	
Total	9	4		33	25		36	40		15	15		6	16	

Conclusions based on this data:

- The overall percent of English Learners scoring as intermediate increased in 16-17.

From 15-16 to 16-17, English Learners made the greatest growth from one level to another in grades 1 to 2 (largest increase to Intermediate) and in grade 4 to 5 (largest increase to Early Advanced)

Implementation of the state standards for English Language Development continued to be a priority area in 17-18. Grade level teams worked to analyze CELDT and MAP data to determine groups and goals for designated ELD instruction. In K-1 social studies and science was integrated into the designated ELD block to increase academic vocabulary. Teachers continue to embed language standards into lesson objectives. 3-5 teachers identified key academic language in all units of study.
- CELDT is no longer being given. ELPAC, the new state assessment was given in April 2018. Staff spent several PD sessions unpacking the new assessment, reviewing sample items and determining strategies to ensure students were prepared for the structure of the assessment.
- In the 17-18 Healthy Kids Survey taken by staff, 63% agree that VP provides the supports needed to for teaching culturally and linguistically diverse students, but 55% of staff indicate they you need more professional development, training, mentorship, or other support to do your job in any of the following areas... serving English Language Learners and 59% on closing achievement gaps.

Embedded and designated instruction for ELD will continue to be an area of focus in 18-19, with particular differentiation in reading and writing.

School and Student Performance Data

CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		2			5		15	10		35	31		50	52	
1	5	6		28	8		30	39		28	8		10	39	
2	2	3		19	28		50	43		17	15		13	13	
3	10	3		39	9		37	59		7	15		7	15	
4	13	4		37	37		38	33		8	11		4	15	
5	15			42	50		18	21		12	14		12	14	
Total	7	3		27	21		32	34		18	16		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

Equity Report

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

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	0
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	3
Mathematics (3-8)		5	4

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

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

Conclusions based on this data:

1. As of Fall 2017, the areas of greatest need for academic improvement are in reading and math for 3/5 and 4/5 subgroups respectively.

School and Student Performance Data

Status and Change Report Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		513	Low 0.6%	Declined -0.4%

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

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		513	Low 0.6%	Declined -0.4%
English Learners		209	Very Low 0.5%	Declined Significantly -1%
Foster Youth		5	*	*
Homeless		57	Very Low 0%	Declined Significantly -2.6%
Socioeconomically Disadvantaged		364	Very Low 0.3%	Declined -0.8%
Students with Disabilities		97	Low 1%	Declined Significantly -1.4%
African American		6	*	*
Filipino		1	*	*
Hispanic		360	Low 0.6%	Declined -0.8%
Pacific Islander		1	*	*
Two or More Races		8	*	*
White		130	Low 0.8%	Increased +0.8%

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

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

Conclusions based on this data:

- Suspension rates are low and proportional to our school demographics. Our PBIS program and tiered supports for behavior are preventing increases in suspensions.

School and Student Performance Data

Status and Change Report English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		232	Medium 69.4%	Maintained +0.9%

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

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.5%	Declined Significantly -1%
English Learner Progress (1-12)		Medium 69.4%	Maintained +0.9%
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Low 48.6 points below level 3	Maintained -0.2 points
Mathematics (3-8)		Low 58.8 points below level 3	Declined -12.1 points

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

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

Conclusions based on this data:

- As of Fall 2017, in all areas but math, outcomes for English Learners either maintained or improved. In math we experienced the most decline in performance in part because newcomers are required to take the assessment which is very reliant on strong academic language.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

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

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		261	Low 33.1 points below level 3	Maintained +2.5 points

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

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		261	Low 33.1 points below level 3	Maintained +2.5 points
English Learners		136	Low 48.6 points below level 3	Maintained -0.2 points
Foster Youth		3	*	*
Homeless		29	Low 15.8 points below level 3	Increased Significantly +46.8 points
Socioeconomically Disadvantaged		177	Low 39.2 points below level 3	Increased +9.1 points
Students with Disabilities		44	Very Low 117.9 points below level 3	Increased Significantly +27 points
African American		5	*	*
Hispanic		187	Low 44.8 points below level 3	Maintained +0.5 points
Two or More Races		4	*	*
White		65	Medium 3.9 points below level 3	Declined -5.2 points

Additional ELA Assessment Data for English Learners (EL)

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

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	75	Medium 0.8 points below level 3	Increased +3 points
EL - English Learner Only	61	Very Low 107.4 points below level 3	Declined -6.7 points
English Only	123	Low 16 points below level 3	Maintained +1.1 points

ELA California Alternate Assessment (CAA) Data

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

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	7			

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

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

Conclusions based on this data:

- As of Fall 2017, while overall VP saw an slight increase in ELA performance, certain subgroups who continue to perform below standards saw significant improvement (economically disadvantaged, students with disabilities, homeless and RFEP).
- As of Fall 2017, performance for reclassified EL's increased by 3 points, while that of English Learners declined by 6.7 points.

School and Student Performance Data

Status and Change Report Mathematics (Math)

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

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		261	Low 48.3 points below level 3	Declined -9.4 points

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

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		261	Low 48.3 points below level 3	Declined -9.4 points
English Learners		137	Low 58.8 points below level 3	Declined -12.1 points
Foster Youth		3	*	*
Homeless		30	Low 35.2 points below level 3	Increased Significantly +19.6 points
Socioeconomically Disadvantaged		177	Low 53.7 points below level 3	Declined -8.8 points
Students with Disabilities		44	Very Low 142.3 points below level 3	Maintained -2.6 points
African American		5	*	*
Hispanic		187	Low 58.1 points below level 3	Declined -12.8 points
Two or More Races		4	*	*
White		65	Medium 23.4 points below level 3	Declined -11 points

Additional Math Assessment Data for English Learners

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

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	75	Low 25.3 points below level 3	Declined -9.7 points

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - English Learner Only	62	Very Low 99.3 points below level 3	Declined Significantly -16.2 points
English Only	122	Low 36.7 points below level 3	Declined -7.9 points

Math California Alternate Assessment (CAA) Data

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

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	7			

Mathematics (3-8)

7

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

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

Conclusions based on this data:

- As of Fall 2017, performance for all subgroups declined in Math. Significant achievement gaps between White and Hispanic (27%), as well as Non SED and SED (18%) subgroups. EL & SPED were the lowest performing subgroups. EO subgroup performed 12% higher than overall performance. Non SPED subgroup only 5% higher than overall performance.
- Rigor of instruction & questioning did not consistently match the rigor of the standard.

Predominate use of My Math with supplement of Ready Common Core (not in all classes)

Students were not consistently provided daily work time in STMath (lower percent progress in classrooms correlates with lower % proficient in CAASPP)

Site focus for instructional improvement and MTSS (Academic intervention) was in ELA-not Math.
- Districtwide data indicated need for district professional development for teachers on rigor of standards and effective instructional practices.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	68.5%	69.4%

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

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

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

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	35.6 points below level 3	33.1 points below level 3
Mathematics	38.9 points below level 3	48.3 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. VP continues to underperform in most subgroups in ELA and math.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1% (5)	0.6% (3)

Conclusions based on this data:

1. Virginia Peterson has effectively implemented tiers of support and PBIS for supporting social emotional learning and behavior which will allow students to access learning.

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

- As of Fall of 2017, Virginia Peterson students in most subgroups continue to underperform in all academic areas. Achievement gaps exist for Hispanic and English Learners as well as SPED subgroups.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

By Spring of 2019, 45% of 3-5 students will meet or exceed standards in ELA as measured by CAASPP and all students in grades K-5 will demonstrate growth with 65% meeting or exceeding their growth projection as measured by MAP.

LCAP Goal

LCAP Goals 2, 3, and 4

Basis for 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)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA % of students meeting or exceeding standards in grades 3-5	17-18 data not available	45% meet or exceed grade level standards
NWEA MAP - ELA % of students meeting or exceeding growth projections in grades K-5	Overall 45% met or exceed growth projections in 17-18 Kg - 63% 1st - 35% 2nd - 33% 3rd - 43% 4th - 44% 5th - 46%	65% meet or exceed growth projections in 18-19

Planned Strategies/Activities

Strategy/Activity 1

Provide supplemental pushed in support to for small group differentiation in ELA for EL and at risk students daily

Students to be Served by this Strategy/Activity

All students grades 1-5

Timeline

8/16/18-6/7/19

Person(s) Responsible

Classroom Paraeducators
2 x 5.5 hours
Bilingual Paraeducator
1 x 2.5 hours

Proposed Expenditures for this Strategy/Activity

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Pushed in support for small group differentiation in ELA 1.5 hours per day per classroom grades 1-5

Strategy/Activity 2

Provide Tier II and III Reading Intervention or 1st-5th grade at risk students.

Students to be Served by this Strategy/Activity

1st-5th grade students performing significantly below grade level benchmarks in reading.

Timeline

8/16/18-6/7/19

Person(s) Responsible

1 classroom paraeducator (5.5 hours) under the supervision of Reading Intervention TOSA and principal

Proposed Expenditures for this Strategy/Activity

Budget Reference	2000-2999: Classified Personnel Salaries
Description	1 classroom paraeducator (5.5) hours

Strategy/Activity 3

Professional Development for teachers and paraeducators.
a. Release days for teacher/grade level assessment data analysis and planning (substitutes)
b. Training fees, professional development materials, and all other costs associated with professional development focused on effective literacy and language development instructional practices.

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18-6/7/19

Person(s) Responsible

Principal, teachers, para-educators

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release days for teacher/grade level assessment data analysis and planning (substitutes)

Budget Reference 4000-4999: Books And Supplies

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Budget Reference 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Parent & family engagement opportunities to include such programs as Latino Family Literacy Project, to improve parent education and involvement. Translation for school events like parent conferences, PTA meetings and more.

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18-6/7/19

Person(s) Responsible

Principal, teachers, paraeducators, other classified staff

Proposed Expenditures for this Strategy/Activity

Source Title I Parent & Family Engagement

Budget Reference 2000-2999: Classified Personnel Salaries

Description Translation and childcare for parent & family events & activities (parent conferences, parent ed, mtgs)

Source Title I Parent & Family Engagement

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Facilitation of Latino Family Literacy Project series

Source Title I Parent & Family Engagement

Budget Reference 4000-4999: Books And Supplies

Description Materials for parent & family engagement events, including book and light refreshments

Strategy/Activity 5

Provide after school intervention & tutoring and enrichment opportunities for struggling students

Students to be Served by this Strategy/Activity

All students eligible, applications submitted by parents, waiting list

Timeline

8/16/18-6/7/19

Person(s) Responsible

ASES Supervisor, para-educators, teachers, principal

Proposed Expenditures for this Strategy/Activity

Source

After School and Education Safety (ASES)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By June 2019, 40% of 3-5 students will meet or exceed standards in Math as measured by CAASPP, and all students in grades K-5 will demonstrate growth with 61% meeting or exceeding their growth projection as measured by MAP.

LCAP Goal

2,3,4

Basis for this Goal

2018 CAASPP data not yet available

Overall 41% met or exceed projected MAP growth

Kg - 61%
1st - 53%
2nd - 34%
3rd - 38%
4th - 41%
5th - 32%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - % of students meeting or exceeding grade level standard	Not yet available	40% meet or exceed standard
NWEA MAP - % of student	Overall 41% met or exceed projected growth Kg - 61% 1st - 53% 2nd - 34% 3rd - 38% 4th - 41% 5th - 32%	overall 61% will meet or exceed projected growth

Planned Strategies/Activities

Strategy/Activity 1

Provide supplemental pushed in support to for small group differentiation in Math for EL and at risk students daily

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18-6/7/19

Person(s) Responsible

Classroom Paraeducators
2 x 5.5 hours
Bilingual Paraeducator
1 x 2.5 hours

Proposed Expenditures for this Strategy/Activity

Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 1

Strategy/Activity 2

Professional Development for teachers and paraeducators.
a. Release days for teacher/grade level assessment data analysis and planning (substitutes)
b. Training fees, professional development materials, and all other costs associated with professional development focused on effective mathematics instructional practices.

Students to be Served by this Strategy/Activity

Timeline

8/16/18-6/7/19

Person(s) Responsible

Principal, guidance specialist, instructional coach, teachers and paraeducators

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	See Goal 1 Action 3
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Budget Reference	4000-4999: Books And Supplies
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Description	See Goal 1 Action 3
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Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
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Description	See Goal 1 Action 3
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Budget Reference	2000-2999: Classified Personnel Salaries
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Description	See goal 1 Action 3
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Strategy/Activity 3

Develop plan for Tier II and Tier III supports for students most at risk in math

Students to be Served by this Strategy/Activity

Students performing significantly below grade level benchmarks

Timeline

8/16/18-6/7/19

Person(s) Responsible

Principal, Guidance Specialist, School Psychologist, Academic Leadership team members

Proposed Expenditures for this Strategy/Activity

Budget Reference

1000-1999: Certificated Personnel Salaries

Annual Review and Update

SPSA Year Reviewed: 2017-18

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).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	54% meet or exceed standards	Not available at this time
NWEA MAP	75% will meet or exceed projected growth	45% met or exceeded projected growth

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide supplemental pushed in support to for small group differentiation in ELA for EL and at-risk students daily	Provide supplemental pushed in support to for small group differentiation in ELA for EL and at-risk students daily	2000-2999: Classified Personnel Salaries Title I Part A: Allocation 120,072	2000-2999: Classified Personnel Salaries Title I Part A: Allocation 113,255
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	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	5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 7,491	5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3,900
3. Parent & family engagement opportunities to include such programs as Latino Family Literacy Project, Family Reading nights, "How to Help your	3. Parent & family engagement opportunities to include such programs as Latino Family Literacy Project, Family Reading nights, "How to Help your	Title I Part A: Parent Involvement 2,743	2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,560

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
child with homework” and other programs to improve parent education and involvement.	child with homework” and other programs to improve parent education and involvement.		4000-4999: Books And Supplies Title I Part A: Parent Involvement 473
4. Provide after school intervention & tutoring and enrichment opportunities for struggling students	4. Provide after school intervention & tutoring and enrichment opportunities for struggling students	After School and Education Safety (ASES) 112,500	5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 400 After School and Education Safety (ASES) 112500

Analysis

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

Paraeducators provided 1.5 hours pushed in support for all classrooms grades 1-5 during the literacy block. One of the paraeducators went out on FMLA which left 3 classrooms with subs (less effective). Grade level teams had released data retreats in September, December and March (following MAP administration). Principal, instructional coach and reading intervention teacher participated in each. Capacity built for analyzing data, making data-driven decisions for instruction (use of learning continuum) and tiered reading support. Full day PD on implementation of achievement team process for PLC's. Translation provided for parent teacher conferences and several parent & family events like PRIDE night, PTA mtgs, parent education. 2 teachers received certification to lead Latino Family Literacy Project. Positive Parenting 2 part series provided.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

CAASPP data not yet available.
NWEA MAP growth data shows that all students made growth, but only 45% met or exceeded projected growth.

This year, all teachers implemented small group instruction during the ELA block. In addition, all teachers focused on ELA priority standards identified by the district. District also determined writing focus for each trimester, but reading and writing standards were not aligned in the pacing guides.

iRead data indicates that 71% of all kindergarten students met or exceeded benchmark, but only 33% of 1st grade (36% of EO and 27% of EAP) and 24% of 2nd grade (27% of EO and 20% of EAP).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were not differences.

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

Final CAASPP results will affect the annual outcomes which can be found in the Student Performance Data sections of the SPSA. This goal will remain the focus for 18-19 with changes to action (focus on reading intervention) .

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	97,597
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	97,597

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	94,991	0.00
Title I Parent & Family Engagement	2,606	0.00

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	122,850.00
Title I	94,991.00
Title I Parent & Family Engagement	2,606.00

Expenditures by Budget Reference

Budget Reference	Amount
	122,850.00
1000-1999: Certificated Personnel Salaries	8,204.00
2000-2999: Classified Personnel Salaries	88,887.00
4000-4999: Books And Supplies	506.00
5800: Professional/Consulting Services And Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	After School and Education Safety (ASES)	122,850.00
1000-1999: Certificated Personnel Salaries	Title I	7,604.00
2000-2999: Classified Personnel Salaries	Title I	87,387.00
4000-4999: Books And Supplies	Title I	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I Parent & Family Engagement	600.00
2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	1,500.00
4000-4999: Books And Supplies	Title I Parent & Family Engagement	506.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

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

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/15/18.

Attested:



Principal, Melanie Crawford on 6/4/18



SSC Chairperson, Keith Myers on 6/4/18



Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Winifred Pifer Elementary School
Address	1350 Creston Rd. Paso Robles, CA 93446
County-District-School (CDS) Code	40754576043160
Principal	Carol Stoner
District Name	Paso Robles Joint Unified School District
SPSA Revision Date	May 17, 2018
Schoolsite Council (SSC) Approval Date	May 17, 2018
Local Board Approval Date	June 26, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- School Profile 3
- Stakeholder Involvement 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 8
 - CELDT Results 12
 - Equity Report 15
 - Detailed Report 23
 - Student Group Report 25
- Goals, Strategies, & Proposed Expenditures..... 27
 - Goal 1..... 27
 - Goal 2..... 35
 - Goal 3..... 42
- Annual Review and Update 44
 - Goal 1..... 44
 - Goal 2..... 48
- Budget Summary and Consolidation 52
 - Budget Summary 52
 - Allocations by Funding Source..... 52
 - Expenditures by Funding Source 53
 - Expenditures by Budget Reference 54
 - Expenditures by Budget Reference and Funding Source 55
- School Site Council Membership 56
- Recommendations and Assurances 57

School Vision and Mission

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.

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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school receives input from staff, parents and students. Parent input is received through PTA, ELAC, School Site Council, the LCAP survey and Winifred Pifer's School Site Council Parent survey. Specifically, ELAC parents provided input at the meeting on March 8th and May 8th, 2018. Staff provided input at the staff meeting on April 19, 2018. Student input is provided by the Healthy Kid Survey and the Student LCAP survey.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.6%	0.61%	0	3	3
African American	2.0%	1.7%	1.23%	9	8	6
Asian	1.1%	1.4%	1.23%	5	7	6
Filipino	0.5%	0.0%	0.20%	2	0	1
Hispanic/Latino	63.4%	62.8%	61.89%	280	305	302
Pacific Islander	0.2%	0.0%	0%	1	0	0
White	29.0%	30.7%	30.94%	128	149	151
Multiple/No Response	1.1%	1.7%	2.05%	5	8	10
Total Enrollment				442	486	488

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	99	124	104
Grade 1	56	76	79
Grade 2	67	55	74
Grade3	72	84	56
Grade 4	63	83	90
Grade 5	85	64	85
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	442	486	488

Conclusions based on this data:

1. Hispanic/Latino students are the school's largest student group with 62%.

2. White students are the school's second largest student group with 31%.

3. These percentages have remained consistent over the past 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	170	123	149	38.5%	25.3%	30.5%
Fluent English Proficient (RFEP)	25	57	48	5.7%	11.7%	9.8%
Reclassified Fluent English Proficient (RFEP)	23	47	14	13.4%	27.6%	11.4%

Conclusions based on this data:

1. Due to the increase in the number of reclassified students during the 2016 - 2017 school year, the number of English Learners decreased in 2016-17.
2. In 2017-2018 not as many students were reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	76	85		75	81		75	81		98.7	95.3	
Grade 4	62	86		61	86		61	86		98.4	100	
Grade 5	80	63		79	63		79	63		98.8	100	
All Grades	218	234		215	230		215	230		98.6	98.3	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2441.	2409.		31	22.22		33	14.81		12	28.40		24	34.57	
Grade 4	2480.	2472.		28	31.40		33	26.74		21	17.44		18	24.42	
Grade 5	2508.	2520.		23	25.40		37	36.51		14	19.05		27	19.05	
All Grades	N/A	N/A	N/A	27	26.52		34	25.22		15	21.74		23	26.52	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	33	20.99		41	32.10		25	46.91		
Grade 4	26	23.26		51	53.49		23	23.26		
Grade 5	23	22.22		46	57.14		32	20.63		
All Grades	27	22.17		46	46.96		27	30.87		

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

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	20.99		49	50.62		13	28.40	
Grade 4	23	34.88		57	43.02		20	22.09	
Grade 5	30	33.33		53	50.79		16	15.87	
All Grades	31	29.57		53	47.83		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 continued 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 used to identify ELA skills students were ready to learn in grades 1 - 5 and provide small group instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	76	85		75	85		75	85		98.7	100	
Grade 4	62	86		61	86		61	86		98.4	100	
Grade 5	80	63		79	63		79	63		98.8	100	
All Grades	218	234		215	234		215	234		98.6	100	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2441.	2405.		19	12.94		39	14.12		21	34.12		21	38.82	
Grade 4	2463.	2463.		8	11.63		28	29.07		44	34.88		20	24.42	
Grade 5	2501.	2500.		18	17.46		22	20.63		29	28.57		32	33.33	
All Grades	N/A	N/A	N/A	15	13.68		29	21.37		31	32.91		25	32.05	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	40	20.00		32	34.12		28	45.88		
Grade 4	18	22.09		44	37.21		38	40.70		
Grade 5	25	19.05		30	46.03		44	34.92		
All Grades	28	20.51		35	38.46		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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	14.12		56	40.00		23	45.88	
Grade 4	20	18.60		49	52.33		31	29.07	
Grade 5	13	17.46		54	44.44		33	38.10	
All Grades	18	16.67		53	45.73		29	37.61	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	12.94		60	49.41		20	37.65	
Grade 4	13	18.60		61	50.00		26	31.40	
Grade 5	14	15.87		57	53.97		29	30.16	
All Grades	16	15.81		59	50.85		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 were implemented in all grades to provide students with additional math practice in both theory and application. A TOSA on special assignment provided 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 2017 - 2018 school year was math based on these test results.
2. Teachers used the MAP Learning Continuum to determine what skills students were ready to learn and provided small group instruction.

School and Student Performance Data

CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K							25	14		48	32		28	54	
1										***			***	***	
2								***			***				
3	25						50	25			13		25	63	
4					***										
5		***		***											
Total	2	2		2	2		26	18		43	27		28	51	

Conclusions based on this data:

1. Since the CELDT is no longer being used as the ELPAC was given this spring, this data is no longer relevant.

School and Student Performance Data

CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		14			43		33			67				43	
1	9	3		50	43		27	43		14	3			7	
2				36	15		36	54		9	23		18	8	
3	6			47	20		29	52		18	12			16	
4	15	25		54	8		27	50		4	17				
5	14	9		36	36		50	45			9				
Total	8	6		42	29		34	45		11	10		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 continued to be a top priority for the school during the 2017 - 2018 school year. Grade levels analyzed the new standards to integrate them into the math and ELA daily standards. By integrating the standards, teachers were better able to address the ongoing academic needs of the second language learner. In addition, research-based instructional strategies to increase student engagement was planned into all lessons.

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

The school continued 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 were 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 were ready to learn.

School and Student Performance Data

CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		2			7		26	11		50	27		24	52	
1	8	3		46	42		25	42		17	3		4	10	
2				36	13		36	56		9	25		18	6	
3	10			38	15		33	45		14	12		5	27	
4	15	23		54	15		27	46		4	15				
5	13	17		39	33		48	42			8				
Total	6	5		31	19		32	36		20	16		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 needed 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 were performing at the beginning level.

School and Student Performance Data

Equity Report

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

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	2
English Learner Progress (1-12)		1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	3
Mathematics (3-8)		4	3

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

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

Conclusions based on this data:

1. The academic progress of the English Learners showed the greatest need.
2. Academic progress in both ELA and Math needed to improve.

School and Student Performance Data

Status and Change Report Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		523	Low 1%	Increased +0.8%

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

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		523	Low 1%	Increased +0.8%
English Learners		134	Very Low 0%	Maintained 0%
Foster Youth		14	Very Low 0%	Declined Significantly -9.1%
Homeless		55	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		325	Medium 1.2%	Increased +0.9%
Students with Disabilities		57	Medium 1.8%	Maintained +0.1%
African American		9	*	*
American Indian		3	*	*
Asian		7	*	*
Hispanic		328	Low 0.9%	Increased +0.9%
Two or More Races		7	*	*
White		160	Medium 1.3%	Increased +0.5%

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

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

Conclusions based on this data:

- The White and the Socioeconomically student groups both increased in the number of suspensions compared to 2015 - 2016.
- Suspension rate for English Learners declined significantly.

School and Student Performance Data

Status and Change Report English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		139	Medium 74.1%	Declined -2.9%

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

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		Medium 74.1%	Declined -2.9%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Low 28.9 points below level 3	Declined -12.3 points
Mathematics (3-8)		Low 50.8 points below level 3	Declined Significantly -18.1 points

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

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

Conclusions based on this data:

- English Learners had the greatest decline in academic performance in math.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

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

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		221	Medium 0.8 points below level 3	Declined -9.5 points

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

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		221	Medium 0.8 points below level 3	Declined -9.5 points
English Learners		91	Low 28.9 points below level 3	Declined -12.3 points
Foster Youth		5	*	*
Homeless		21	Low 39.1 points below level 3	Declined Significantly -35.1 points
Socioeconomically Disadvantaged		127	Low 26.7 points below level 3	Declined Significantly -21.4 points
Students with Disabilities		23	Low 67.3 points below level 3	Increased Significantly +21 points
African American		4	*	*
Asian		3	*	*
Hispanic		147	Low 15.6 points below level 3	Declined -8.2 points
Two or More Races		4	*	*
White		61	High 28.7 points above level 3	Declined -10.7 points

Additional ELA Assessment Data for English Learners (EL)

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

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	53	High 13.3 points above level 3	Declined Significantly -22.5 points
EL - English Learner Only	38	Very Low 87.8 points below level 3	Declined -6.3 points
English Only	123	High 14.6 points above level 3	Declined -11.6 points

ELA California Alternate Assessment (CAA) Data

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

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	0			

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

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

Conclusions based on this data:

1. Achievement gap exists between the white student group and Hispanic.
2. All student groups declined from the previous year except students with disabilities which increased significantly by 21 points.
3. Homeless students and socioeconomically disadvantaged students had the greatest decline in academic performance from the previous year.

School and Student Performance Data

Status and Change Report Mathematics (Math)

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

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		221	Medium 24 points below level 3	Declined -9.9 points

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

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		221	Medium 24 points below level 3	Declined -9.9 points
English Learners		91	Low 50.8 points below level 3	Declined Significantly -18.1 points
Foster Youth		5	*	*
Homeless		21	Low 62 points below level 3	Declined Significantly -37.3 points
Socioeconomically Disadvantaged		127	Low 44.5 points below level 3	Declined Significantly -20.8 points
Students with Disabilities		23	Low 58.6 points below level 3	Increased Significantly +22.1 points
African American		4	*	*
Asian		3	*	*
Hispanic		147	Low 40.9 points below level 3	Declined -13.2 points
Two or More Races		4	*	*
White		61	High 11.2 points above level 3	Maintained +1.4 points

Additional Math Assessment Data for English Learners

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

Fall 2017 Math Additional Assessment Data for English Learners

State Indicators	Number of Students	Status	Change
EL - Reclassified Only	53	Medium 22.6 points below level 3	Declined Significantly -23.6 points
EL - English Learner Only	38	Low 90.1 points below level 3	Declined Significantly -15.9 points
English Only	123	Medium 7.6 points below level 3	Declined -5.7 points

Math California Alternate Assessment (CAA) Data

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

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data

State Indicators	Number of Students	Level 1	Level 2	Level 3
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Mathematics (3-8) 0

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

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

Conclusions based on this data:

1. Student group performance in math mirrors ELA performance.
2. Achievement gap exists between white student group and Hispanic student group.
3. Student groups socioeconomically disadvantaged, Hispanic, and English Learners had the most significant declines in performance from the previous year.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	77.0%	74.1%

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

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

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

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	8.7 points above level 3	0.8 points below level 3
Mathematics	14.2 points below level 3	24 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. Performance of English Learners declined in both ELA and Mathematics from the previous year.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.2% (1)	1% (5)

Conclusions based on this data:

1. Increase in suspensions from 2016 to 2017.

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

1. Achievement gap in ELA and Math between the white student group and Hispanic, English Learners, and socioeconomically disadvantaged.

2. Socioeconomically disadvantaged student group performed the weakest in all areas. (suspension rate, ELA, and Math.)

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Math and English Language Arts

Goal Statement

By June 2019:

- * By Spring 2019, 65% of the students in grades K - 5 will meet or exceed their RIT growth goal in reading and math.
- * Increase the percentage of students at all grades performing at average, high average and high levels in reading and math as measured by the NWEA MAP.
- * 70% of all students in each class will complete all of the objectives in ST Math

LCAP Goal

LCAP Goal 2, 3, and 4

Basis for this Goal

NWEA MAP data used for this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>NWEA Map Achievement Status and Growth Summary Report NWEA Map Grade Report ST Math data</p>	<p>In Spring 2018</p> <ul style="list-style-type: none"> * 47% of the students in grades 1 - 5 met or exceeded their RIT growth goal in reading and 36.6% of the students met or exceeded their RIT growth goal in math. * In reading: Kindergarten: 57% of the students performed at the average, high average, high level 1st grade: 36% of the students performed at the average, high average, high level 2nd grade: 62% performed at the average, high average, high level 3rd grade: 58% performed at the average, high average, high level 4th grade: 57% performed at the average, high average, high level * In math: Kindergarten: 54% performing at the average, high average, high level 	<p>By Spring 2019:</p> <ul style="list-style-type: none"> * 65% of the students will meet or exceed their RIT growth goal in math and reading. * In reading: 1st grade will increase to 75% performing at the average, high average, high level 2nd grade will increase to 55% performing at the average, high average, high level 3rd grade will increase to 80% performing at the average, high average, high level 4th grade will increase to 75% performing at the average, high average, high level 5th grade will increase to 75% performing at the average, high average, high level * In math:

Metric/Indicator	Baseline	Expected Outcome
	<p>1st grade: 34% performing at the average, high average, high level 2nd grade: 65% performing at the average, high average, high level 3rd grade: 33% performing at the average, high average, high level 4th grade: 27% performing at the average, high average, high level</p> <p>* ST Math results: 65% of the students met or exceeded the ST Math objective.</p>	<p>1st grade will increase to 68% percent performing at the average, high average, high level 2nd grade will increase to 55% percent performing at the average, high average, high level 3rd grade will increase to 80% performing at the average, high average, high level 4th grade will increase to 55% performing at the average, high average, high level 5th grade will increase to 55% performing at the average, high average, high level</p> <p>* 70 % of all students in each classroom will have completed all of the objectives in ST Math at their grade level.</p>

Planned Strategies/Activities

Strategy/Activity 1

Provide intensive math and reading interventions for students in grades TK - 5.

Students to be Served by this Strategy/Activity

English Learners and Socioeconomically disadvantaged students

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

(1) FTE .36 % TOSA
 .64 % LCAP

(1) 5.5 para-educators
 (1) 2.0 para-educator

(1) 5.5 para-educator (LCAP)

Proposed Expenditures for this Strategy/Activity

Amount	42,862
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Small group math and reading interventions by .36 certificated teacher on special assignment.
Amount	25,162
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classroom small group intervention support by one 5.5 para-educator
Amount	8,297
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classroom small group intervention support by a 2 hour para-educator

Strategy/Activity 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 as performing below proficiency on district assessments. Interventions during the school day
Interventions including but not limited to;

- ST Math
- Vocabulary development
- Extra support for newcomers
- Materials and supplies to support student learning

Students to be Served by this Strategy/Activity

English Language Learners, Socioeconomically disadvantaged students

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Intervention Teacher
Para-educators

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After school and Saturday school intervention teacher
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 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 licenses/software for math and reading:
VPP Credits
Supplemental materials and devices such as: chromebooks, iPads, headphones, mice

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Principal,
Teachers,
Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Computers, ipads, head sets / mice / Apps / intervention materials and assessments
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	ESGI, apps, Dibels
Amount	879
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide instructional materials to support student intervention.

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All students

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Administration

Teachers
Para-Educators

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for certificated, small group intervention group for kinder and 1st
Amount	1200
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Substitutes for para-educators for small group intervention

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/16/19 - 6/7/19

Person(s) Responsible

Teachers, Principal, Guidance Specialist

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for classroom teachers, Title I teachers / roving sub / administration

Strategy/Activity 6

Assessment to support interventions:

Teacher release time, extra duty or substitutes, and/or classified extra time needed for the administration, assessment of students and analysis of assessment data.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Administration
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra time to provide assessments
Amount	2,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for certificated teachers, extra teacher hourly

Strategy/Activity 7

Parent and Family Engagement:

- *Guest speakers for parent education
- *After school teacher led training for parents supporting their child's learning
- *Parent workshop to access online resources in reading/math
- *Provide supplemental reading and math material through take home book bags
- *Provide childcare to increase parent attendance at school trainings, workshops, and meetings
- *Provide verbal or written translation at trainings, workshops, and meetings
- *light refreshments for parent meetings

Provide opportunities for parents to be engaged in school events and activities (Back-to-School Night, Open House, Title I, PTA, ELAC meetings, Family Information Nights, STEAM Night, Family Cooking Night)

Students to be Served by this Strategy/Activity

All Students

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Administration, Counselor, ELD Coordinator, Staff

Proposed Expenditures for this Strategy/Activity

Amount	442
Source	Title I Parent & Family Engagement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Parent Training
Amount	1000
Source	Title I Parent & Family Engagement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare during parent participation meetings
Amount	900
Source	Title I Parent & Family Engagement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services during parent participation meetings
Amount	100
Source	Title I Parent & Family Engagement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Light refreshments for families at events/meetings

Strategy/Activity 8

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 .

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/17 - 6/15/18

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Assemblies/ field trips that align with academic content
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Materials to supplement the academic core.

Strategy/Activity 9

Provide after school homework support and enrichment for targeted subgroups

Students to be Served by this Strategy/Activity

All Students

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

ASES staff, Teachers, administrators

Proposed Expenditures for this Strategy/Activity

Amount	122,850
Source	After School and Education Safety (ASES)
Budget Reference	None Specified
Description	Teachers, Administrators, After-School Staff

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Development

Goal Statement

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 2019, 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. English Learner students will progress one ELD level from Fall 2018 to Spring 2019 as measured by the District ELD assessment.

LCAP Goal

LCAP Goals 2, 3, 4

Basis for this Goal

NWEA MAP - In reviewing NWEA Spring MAP Data 45.4% of the EL students met or exceeded their RIT growth goal in reading. 35.8% of the EL students met or exceeded their RIT growth goal in math.

- * 15.6% of the 1st grade EL students performed at the average to high levels in reading
- * 37% of the 2nd grade EL students performed at the average to high levels
- * 6% of the 3rd grade EL students performed at the average to high levels
- * 0% of the 4th grade EL students performed at the average to high levels
- * 0% of the 5th grade EL students performed at the average to high levels

Students in the upper grades (long term English learners are not making academic progress toward redesignation.)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
NWEA Map: 22% of the English Learner students performed at the average to high levels in reading on the Spring NWEA MAP.	In Spring 2018: <ul style="list-style-type: none">* 45.4% of the EL students met or exceeded their RIT growth goal in reading.* 35.8% of the EL students met or exceeded their RIT growth goal in math.* 22% of the English Learner students performed at the average to high levels in reading on the Spring NWEA MAP	By Spring 2019: <ul style="list-style-type: none">* 65% of the EL student will meet or exceed their growth goal in reading on the NWEA MAP.* 65% of the EL students will meet or exceed their growth goal in math on the NWEA MAP.* Increase from 22% to 35% the percentage of students who perform at the average to high levels in reading on the NWEA MAP.* English Learners will increase one ELPAC level or more from Fall 2018 to Spring 2019 as measured by District ELD assessment.

Planned Strategies/Activities

Strategy/Activity 1

Provide intensive small group reading and/or interventions for English Learners in grades K - 5.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

(1) FTE .36 % TOSA
.64 % LCAP

(1) 5.5 para-educators
(1) 2.0 para-educators

(1) 5.5 para-educator (LCAP)

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

See Goal 1, Action 1

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

See Goal 1, Action 1

Strategy/Activity 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.
Provide additional support to newcomers during the school day or after school.

Interventions including but not limited to;

iRead

ST Math

Vocabulary development

Students to be Served by this Strategy/Activity

English Language learner

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

See Goal 1, Action 2

Strategy/Activity 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.

District approved supplemental materials and devices

Students to be Served by this Strategy/Activity

English Learners

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Principal,
Teachers

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

See Goal 1 Action 3

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Principal,
Teachers,
Para-educators

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1 Action 5
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 5

Strategy/Activity 5

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 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

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Principal,
Teachers, Guidance Specialist, Classified staff

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Action 6
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	See Goal 1, Action 6

Strategy/Activity 6

Assessment to support interventions:

Teacher release time, substitutes, and/or classified extra time needed for the administration and analysis of assessment data.

Students to be Served by this Strategy/Activity

English Learners

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Administration, Teachers, Para-educators

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1 Action 7
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1 Action 7

Strategy/Activity 7

Parent and Family Engagement:

- *Guest speakers for parent education
- *After school teacher led training for parents supporting their child's 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 and written translation at trainings, workshops, and meetings

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Administration, Counselor, ELD Coordinator, Classified Staff

Proposed Expenditures for this Strategy/Activity

Source	Title I Parent & Family Engagement
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Budget Reference	1000-1999: Certificated Personnel Salaries
Description	See Goal 1, Acton 8
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	See Goal 1, Acton 8
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	See Goal 1, Acton 8

Strategy/Activity 8

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 .

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Description	See Goal 1, Action 9
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Strategy/Activity 9

Provide after school homework support, intervention or enrichment for targeted subgroups

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

ASES staff, Teachers, administrators

Proposed Expenditures for this Strategy/Activity

Source	After School and Education Safety (ASES)
Budget Reference	None Specified
Description	See Goal 1, Action 10

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Social, Emotional Learning

Goal Statement

Winifred Pifer School will provide interventions and supports for identified Tier 2 and Tier 3 students.

LCAP Goal

LCAP Goals 2, 3, 4

Basis for this Goal

Discipline / Behavior tracking tools and data used for this goal.
Tiered Fidelity Inventory (TFI) associated with PBIS

Currently 16% of the student population has been identified as in Tier 2 or 3 supports and interventions.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School tracking data	April 2018, 16% of the students population identified as needing Tier 2 and Tier 3 supports and interventions.	By June 2019, reduce the number of students identified as needing Tier 2 and Tier 3 supports and interventions to 10% of the student population.

Planned Strategies/Activities

Strategy/Activity 1

Provide various interventions and supports to identified students: small group Second Step instruction, alternate recesses, check-in-check out system, social groups, small group and individual counseling.

Students to be Served by this Strategy/Activity

Students identified as needing Tier 2 and Tier 3 interventions and supports

Timeline

8/16/18 - 6/7/19

Person(s) Responsible

Principal, Guidance Specialist, Intervention Specialist, Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,800
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Para-educator support for alternate recesses
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials, curriculum to support students in social clubs and alternate recesses.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

By June 2018:

- * 65% of the students in grades K - 5 will meet or exceed their projected RIT growth goal in reading and math as measured by the NWEA MAP. Students identified as reading and/or math one of two 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 on iRead
- * In grades T K - 5th students will have completed 70% or more of the objectives in ST Math

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
NWEA Map, ST Math, iRead data	Students will meet the established goals	<p>By June 2018: 47% of the students met or exceeded their projected RIT growth goal in reading. 37% of the students met or exceeded their projected RIT growth goal in math.</p> <p>In ST Math average syllabus progress for the school was 65%.</p> <p>iRead goals not met at any grade level.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. TOSA and para-educators providing intensive math and reading interventions for students in grades TK - 5	<p>TOSA provided math intervention to 4th and 5th grade students.</p> <p>Two 5.5 para-educators provided small group reading and math intervention to students in grades 1 - 3</p> <p>One 2 hour para-educator provided small group reading and math intervention to kinder, 1st and TK student</p>	<p>Small group math and reading interventions by .36 certificated teacher on special assignment. Certificated personnel salaries. Title I - \$41, 737</p> <p>Small group math and reading interventions by two 5.5 hour para-educators and one 2 hour para-educator. Classified personnel salaries Title I - 55,325 Title I Part A: Allocation 97,062</p>	<p>Certificated Teacher: 41,737 Classified Staff: 55,325 Title I 97,062</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2. Provide beyond the school day learning opportunities: before or after school, Saturday School interventions and enrichment aligned to the core for students identified as performing below proficiency on district assessments.	8 Saturday schools; after school intervention for newcomers 2 days a week for 3 months, after school small group intervention by classroom teachers - 2 days for 3 months.	Saturday school and after school intervention for newcomers 1,500 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1,800	\$1,200 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3,536
3. Provide instructional materials to support and enhance the core curriculum, intervention instruction, intervention instruction and beyond the school day programs for Title I and English learners. Provide instructional apps. licenses/ software for math and reading; VPP credits, supplemental devices such as computers, iPads, headphones and mice.	140 Headphones, 90 mice, and 1 iPad purchased; English in a Flash purchased.	4000-4999: Books And Supplies Title I Part A: Allocation 5,398	4000-4999: Books And Supplies Title I Part A: Allocation 3,653
4. 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.	Small group Tier 3 intervention - 10 weeks/ 5 days a week for 20 minutes.	Title I Part A: Allocation 1,700	, Title I Part A: Allocation 700
5. Professional development opportunities to support improving student performance in math and ELA for both certificated and classified staff; Through PLC meetings, grade level planning / data retreats, after school or on Saturdays, attending conferences or trainings, hiring of consultants, observation in colleagues's	1 teacher attended a conference; 1 data retreat for all K - 5 teachers	, 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1,000	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 300

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classrooms, substitutes for Professional development, materials for professional development.			
6. Assessment to support instruction. Teacher release time, extra duty time needed for administration and analysis of assessment data.	Kindergarten screening	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1,200	2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1,200
7. Parent and Family Engagement: Guest speakers for parent education, after school teacher led training for parents supporting their child's learning, parent workshop to access online resources in reading and math, supplemental reading and math materials through take home book bags, verbal translation at trainings, workshops, and meetings and childcare for meetings.	Translations and childcare for meetings.	2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2,447	2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2,571
8. Provide after school homework support and enrichment for targeted subgroups.	ASES staff, teachers, administrators	classified personnel salaries 112,500 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 112,500	112,500 1000-1999: Certificated Personnel Salaries After School and Education Safety (ASES) 112,500
10 Provide additional enrichment opportunities to support STEM. Additional supplemental materials to enhance the science curriculum.	Purchased supplemental materials	4000-4999: Books And Supplies Title I Part A: Allocation 3,225	4000-4999: Books And Supplies Title I Part A: Allocation 200

Analysis

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

Based on assessment results and progress monitoring: Math a targeted area for 4th and 5th grade intervention. Newcomer students received supplemental support after school. Students in grades K - 1 who scored in the lowest percentiles on Spring MAP identified for Tier 3 extra intervention for the final 8 weeks of school. Para-educators pushed into the 1 - 3 classrooms to provide differentiated small group reading instruction for 30 minutes five days a week.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- * 43% of the reclassified students met or exceeded their RIT score in reading.
- * 47% of all students in grades 1 - 5 met or exceeded their RIT growth goal in reading.
- * 50% of the 4th grade EL student receiving reading intervention met or exceeded their RIT growth goal in reading.
- * 57% of the 5th grade EL students receiving reading intervention met or exceeded their RIT growth goal in reading.
- * 25% of the 1st graders receiving Tier 3 intervention in reading met or exceeded their RIT growth goal in reading.
- * 67* of the 2nd graders receiving Tier 3 intervention in reading met or exceeded their RIT growth goal in reading.

- * 31% of the reclassified students met or exceeded their RIT growth goal in math.
- * 27% of the 4th grade students receiving math intervention met or exceeded their RIT growth goal in math.
- * 50 % of the 5th graders receiving math intervention met or exceeded their RIT growth goal in math.

Based on this data, there needs to be more effective math intervention strategies/curriculum to support students in both reading and math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Minimal differences between proposed expenditures and estimated actual expenditures.

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

Based on the data, the academic needs of EL students will be a greater focus - changes are included in goal 2. Math for all students will be a priority for the 2018 - 2019. This is an area of emphasis in goal 1.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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 NWEA Map, 65% of the English Learners in grades K - 5 will meet or exceed their projected growth goals in reading and math. EL students as 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
NWEA Map, iRead Data	Students will meet the established goals	By June 2018: * 46% of the EL students met or exceeded their RIT growth goal in reading. * 50 % of the 4th grade EL students receiving reading intervention met or exceeded their RIT growth goal in reading. * 57% of the EL 5th graders receiving reading intervention met or exceeded their RIT growth goal in reading. * 36% of the EL students met or exceeded their RIT growth goal in math.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provided reading intervention for EL students in grades 4 and 5	* EL students in grades 4 and 5 identified as long-term English learners provided with reading intervention for 45 minutes 4 days a week.	Certificated Teacher - 41,737 Title I Part A: Allocation 41,737	Certificated Teacher - 41,737 Title I Part A: Allocation 41,737
2. Provide Beyond the School Day Learning opportunities for EL students: before and or after school and Saturday school interventions and enrichment opportunities aligned with the core for students identified performing below	8 Saturday schools, After school newcomer intervention 2 days a week for 45 minutes for 3 months.	Saturday School / after school intervention 1,500 1000-1999: Certificated Personnel Salaries 1,800	1,300 1000-1999: Certificated Personnel Salaries 3,536

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
proficiency on district assessments.			
3. Provide instructional materials to support and enhance the core curriculum, intervention instruction and beyond the school day programs for EL learners. (District approved supplemental materials and devices)	See Goal 1 Action 3	See Goal 1 Action 3 Title I Part A: Allocation 5,398	See Goal 1 Action 3 Title I Part A: Allocation 3,653
4. 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 after school.	Small group Tier 3 intervention	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1,700	1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 700
5. Professional development opportunities to support improving EL students performance in math and ELA for both certificated and classified and certificated staff. (through PLC meetings, after school and on Saturdays, workshops, trainings, conferences, hiring of consultants, visits to other classrooms, materials for professional development, substitutes for professional development)	See Goal 1 Action 5	See Goal 1 Action 5 Title I Part A: Allocation 1,000	See Goal 1 Action 5 Title I Part A: Allocation 300
7. Assessment to support interventions: Teacher release time, substitutes, and /or classified extra time needed for the administration and analysis of assessment data.	See Goal 1 Action 6	See Goal 1 Action 6 Title I Part A: Allocation 1,200	See Goal 1 Action 6 Title I Part A: Allocation 1,200
8. Parent and Family Engagement: guest speakers for parent	Childcare provided for Back-to-School Night and all ELAC meetings.	2000-2999: Classified Personnel Salaries Title	2000-2999: Classified Personnel Salaries Title

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
education, after school teacher led training for parents supporting student learning, parent workshops to access online resources in reading/math, provide childcare to increase parent attendance at school trainings, workshops, and meetings, provide verbal translations at trainings, workshops, and parent meeting.	Translations provided at all parent conferences and meetings during the school year; reading book bags provided for 1st grade students.	I Part A: Parent Involvement 2,447	I Part A: Parent Involvement 2,571
9. Provide additional enrichment opportunities to support science, technology, engineering, and mathematics based assemblies, field trips, and guest speakers. Additional supplemental materials to enhance the science curriculum.	See Goal 1 Action 10	Title I Part A: Allocation 3,225	Title I Part A: Allocation 200
10. Provide after school homework support and enrichment for targeted subgroups.	Full enrollment in the ASES program from 8/21/17 - 6/15/18	112,000 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 112,500	112,500 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES) 112,500

Analysis

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

Implemented English 3D program with the 4th and 5th graders. SIPPS reading intervention for EL students in grades 1 and 2. Kindergarten newcomers received extra small group intervention/support in kinder foundational skills.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

English 3D at the 5th grade level was effective - students received instruction 5 days a week for 45 minutes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Additional funding received in January provided for additional interventions.

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

Continue to provide English 3D . Increase the time for 4th graders to 45 minutes 5 days a week. Research an implement a more effective reading intervention program for 1st - 3rd grade EL students. Changes will be made in Goal 2, Activity 3 and 6.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	87,642
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	87,642

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	85,200	0.00
Title I Parent & Family Engagement	2,442	0.00

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	122,850.00
Title I	85,200.00
Title I Parent & Family Engagement	2,442.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	45,304.00
2000-2999: Classified Personnel Salaries	40,359.00
4000-4999: Books And Supplies	1,879.00
5000-5999: Services And Other Operating Expenditures	100.00
None Specified	122,850.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	After School and Education Safety (ASES)	122,850.00
1000-1999: Certificated Personnel Salaries	Title I	44,862.00
2000-2999: Classified Personnel Salaries	Title I	38,459.00
4000-4999: Books And Supplies	Title I	1,879.00
1000-1999: Certificated Personnel Salaries	Title I Parent & Family Engagement	442.00
2000-2999: Classified Personnel Salaries	Title I Parent & Family Engagement	1,900.00
5000-5999: Services And Other Operating Expenditures	Title I Parent & Family Engagement	100.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

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

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/17/18.

Attested:



Principal, Carol Stoner on 5/17/18



SSC Chairperson, Lana Adame on 5/17/18