

# The Single Plan for Student Achievement

## **Gregg Anderson Academy**

School Name

19-65102-0125690

CDS Code

Date of this revision: May, 2018

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

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

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## **Westside Union Elementary School District**

School District

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The District Governing Board approved this revision of the School Plan on .

## **II. School Vision and Mission**

Gregg Anderson Academy is committed to building a positive learning community with high expectations and accountability. We strive to cultivate character and instill the foundation of life long learning for all scholars.

Our vision for Gregg Anderson Academy is defined by the following expectations:

Every scholar engaged in learning the Common Core State Standards.

Rigorous and relevant instruction for all scholars.

Supportive, structured and safe environment focused on learning.

Schoolwide commitment to three Positive Behavior Expectations:

1. Be safe
2. Be respectful
3. Be responsible

A flexible mindset focused on growth and meeting the diverse needs of all scholars.

Collaboration of scholars, parents, staff and community.

Accountability with clear, concise, high expectations for success both academically and behaviorally.

Data driven instruction, interventions and enrichment.

Culture of success focused on creating life long learners.

Achievement of learning goals celebrated and embraced by all stakeholders.

### **III. School Profile**

Gregg Anderson Academy opened its doors on August 9, 2012. We are the home of the AVIATORS. The school serves general education students, kindergarten through grade 6, and a functional skills program for students in grades kindergarten through sixth grade. All new general education students are selected through a lottery process. The lottery is conducted after the open enrollment period. The district generates a list for each grade level through the lottery process. Students are brought in based on open spots for each grade level.

Our school is considered a school of choice and uniforms are required. We emphasize STEM education where we embed STEM education into the supplemental materials of the curriculum. In addition, our 4th-6th graders use AVID strategies daily in all classrooms.

## **IV. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Appendix A)**

### **B. Analysis of Current Instructional Program (See Appendix B)**

1. Grade levels meet regularly as a collaborative team to provide uniform instruction throughout the grade level.
2. Increased targeted small group instruction as needed, especially in the primary grades, to better identify and meet the needs of the individual student. This support should be based on data and the incorporation of district adopted core curriculum.
3. Staff development is needed to continue improvement with implementation of the district adopted core curriculum with fidelity and equity.
4. Staff development is needed to actively engage all learners.
5. Staff development is needed to better prepare teachers for differentiating lessons to meet a variety of achievement levels within one classroom.
6. Teachers must ensure that district supplied curriculum is always used for first instruction. Staff development is needed to maximize the use of instructional minutes with effectively designed lessons.
7. Teachers follow the district pacing plan using data analysis to guide instruction.
8. Additional help is available for children experiencing learning difficulties.
9. Instructional strategies including WICOR are utilized to meet the needs of students who are not achieving proficiency at all grade levels. Additional interventions for struggling students include tutoring, FastForWord and 1st grade reading groups.
10. STEM strategies are utilized throughout all grade levels on a regular basis.

## **V. Description of Barriers and Related School Goals**

The following statements characterize educational practice at Gregg Anderson Academy:

### **1. Alignment of curriculum, instruction and materials to content and performance standards:**

Math, Language Arts, Science and History/Social Studies curriculum, instruction and materials are directly aligned to Common Core and NGSS standards at the elementary level. Teachers work with their peers to implement district year-long pacing plans to ensure that instruction in the core academic areas address the standards. Site Administrators receive training on the content standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards. The staff continues to work in the area of differentiating instruction to meet the needs of all students, particularly those participating in Gifted and Talented Education (GATE), Special Education (SPED) and English Language Learning (ELL).

### **2. Availability of standards-based instructional materials appropriate to all student groups:**

Math, Language Arts, Science and History/Social Studies curriculum, instruction and materials are directly aligned to Common Core State Standards. Students are provided with digital and hard copy textbooks that are aligned with the Common Core State Standards. The increased availability of standards-based materials for ELL, GATE and special education students will strengthen the instructional program.

### **3. Alignment of staff development to standards, assessed student performance and professional needs:**

Staff members have the option to attend district and site sponsored staff development opportunities that are based on the alignment of standards, assessing student performance and professional needs. The New Teacher Induction program provides support and instruction for pre-intern and intern teachers. School site meeting time is used to provide staff development, analyze student achievement data, discuss specific site and grade level issues.

4. Services provided by the regular program to enable under-performing students to meet standards:  
Those students defined as under-performing on the standards are offered remedial programs to ensure future success. We believe in full inclusion. We address individual needs based on each student's Individualized Education Plan (IEP).
5. Services provided by categorical funds to enable under-performing students to meet standards:  
Services provided by categorical funding to enable under-performing students to meet the standards include additional classroom instructional assistance for our ELL and SPED students, release time for teachers to collaboratively analyze data, plan instruction and attend professional development opportunities.
6. Use of state and local assessments to modify instruction and improve student achievement:  
Assessment data is the driving force for informing instruction in all classrooms. All teachers are involved in looking at assessment data and developing an improvement plan. Expenditures are all related to improving student achievement based on findings in data. Teachers regularly examine student work samples at grade level meetings and during collaborative data days to ensure that students are mastering grade level standards. Intervention needs are identified and plans for addressing these needs are developed.
7. Family, school, district and community resources available to assist these students:  
We have tremendous support and parental involvement. Parents assist with the educational goals in every classroom.
8. Limitations of the current program to enable under-performing students to meet standards:  
The effectiveness of the current instructional program would be enhanced by the continued staff development in the areas of:
  1. Knowledge of the California Common Core State Standards
  2. STEM Training
  3. Project Based Learning
  4. Smartboard Technologies
  5. Follett Reader (ebooks) Training
  6. AVID

The District provides the following:

1. One teacher for every 30 students (K-3rd), one teacher for every 32 students (4th-5th) and one teacher for every 33 students (6th).
2. Textbooks are provided as follows: Language Arts - Houghton Mifflin Harcourt; Social Studies - Harcourt; Math - Harcourt Math; Science - STEMScopes; LA: McGraw Hill Study Sync; Social Studies & Spelling - Houghton-Mifflin; Social Studies - Harcourt Brace; Math - McGraw Hill - My Math; Reading & ELA - Houghton Mifflin, Journeys.
3. Playground Supervisors are assigned to cover morning arrival, morning recess and lunch recesses.
4. Computer lab time is supported by a computer lab aide and supervised by a credentialed teacher. Students in grades 3-6 spend 30-45 minutes per week in the lab with their teacher and the aide. Students in grades K-2 spend 30-45 minutes in the lab each week with their teacher. Students in grades 1 & 2 participate in FastForWord 3x/week, while students in grades 3 & 4 participate in FastForWord only as needed or for intervention purposes.
5. Library time is supported by a Library Clerk and supervised by a credentialed teacher. The library is open during school hours and is staffed by two district paid library clerks.
6. The Educational Services Facility (ESF), located at the District Office is open 40 hours per week.
7. The district offers an instrumental music program for grades 5-6. The band program at Gregg Anderson Academy offers instruction in reed, woodwinds, percussion and brass instruments.
8. In addition to textbooks, the school is allocated funds per student per year for instructional supplies.
9. Classified staff assigned to the school include: secretary, school clerk, general clerk, health clerk, instructional assistants I, instructional assistants II (SDC), campus climate assistants (CCAs) and custodians.
10. The cafeteria program operates from a centralized kitchen.
11. Maintenance and grounds are centralized at the district level. Assignments are made to individual schools as needs

arise.

12. Transportation is provided by the district through a Joint Powers Agreement.

13. The district sponsors professional development opportunities throughout the year for all certificated and classified staff.

14. Supplemental programs including FastForWord and Big Brainz.

15. Chromebook and iPad sets for classrooms and grade levels have been provided by the district.

## VI. Planned Improvements in Student Performance

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

<b>SCHOOL GOAL #1</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> GOAL #1 for Improving Student Achievement in English Language Arts: During April/May 2018, Gregg Anderson Academy students in grades 3-6 will participate in the state testing program, while all students will participate in district performance task assessments. April/May 2018 Our goal is for 80% of students in all student groups to score at the Proficient Level or Above.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Gregg Anderson Academy students	<b>What data did you use to develop this goal?</b> Minimum of 5% increase in statistically significant each group
<b>What were the findings from the analysis of this data?</b> State testing and reporting data, Westside Union School District (WUSD) performance task data and grade level site assessment data.	<b>How will the school evaluate progress made toward achieving this goal?</b> Group data needed to measure academic gains: SBAC scores, performance task data and/or CAPA results.

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of instruction with content standards: 1. All textbooks and supplemental materials align with the standards. The primary instructional focus is best first instruction for district adopted curriculum. (K-5 Houghton-Mifflin Reading; 6 - McDougal Littell, The Language of Literature) 2. Full implementation of standards-based district core curriculum with fidelity based on the district definition. 3. Adherence to site pacing plans in all classrooms. 4. Implementation of Professional Learning Communities (PLC's) to analyze data, review standards, pacing plans, curriculum and instructional strategies. Meetings to be held on an ongoing, regular basis with a focus on using data to drive instruction, active student engagement and improving student achievement for all students. 5. Post clearly stated, measurable student learning objectives in every classroom.  LCAP Goal #1	School Year 2018-2019	1-5) NC	1-5) NC	1-5) NA

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Improvement of Instructional strategies and materials:</p> <ol style="list-style-type: none"> <li>1. Full improvement of district adopted core curriculum ensuring alignment of instruction with content standards in all classrooms. Purchase common core materials and supplies.</li> <li>2. Analyze student work and data to ensure progress toward mastery of content standards. Meet regularly as a PLC to analyze data and modify instructional strategies to improve student achievement. Provide release days to analyze data, plan instruction and targeted interventions. Two release days / teacher is recommended.</li> <li>3. Focus on increasing active student engagement in all classrooms. Implement think-pair-share and additional high level engagement strategies with equity in all classrooms to improve active student engagement.</li> <li>4. Focus on academic language and test-taking strategies.</li> </ol> <p>LCAP Goal #1</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. \$29,863</li> <li>2. Staff Development/Release time</li> <li>3. NC</li> <li>4. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. \$29,863</li> <li>2. NC</li> <li>3. NC</li> <li>4. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. URGF</li> <li>2. NA</li> <li>3. NA</li> <li>4. NA</li> </ol>
<p>Extended Learning Time</p> <ol style="list-style-type: none"> <li>1. Students not meeting proficiency targets in grades K-6 will receive Universal Access (UA).</li> <li>2. Provide additional academic language support for ELL students in grades-K-6 utilizing core materials 30 minute / day ELL direct instruction.</li> <li>3. A research based Response To Intervention (RTI) will be implemented to provide a structured plan for necessary interventions.</li> <li>4. Structured interventions will be provided to general education students performing below grade level by grade level teachers.</li> </ol> <p>LCAP Goal #2</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. Staff ELL Assistant development/planning</li> <li>3. Staff development</li> <li>4. Staff</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>4. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. NA</li> <li>3. NA</li> <li>4. NA</li> </ol>
<p>Increased Educational Opportunity and access to technology:</p> <ol style="list-style-type: none"> <li>1. Effectively integrate Universal Access (UA) into English Language Arts (ELA),</li> <li>2. Implement "push-in" inclusion model to provide services to students with disabilities.</li> <li>3. Implementation of feedback response systems in grade 3-6 classrooms to provide feedback to teachers while increasing active student involvement using technology.</li> <li>4. Purchase technology for classroom instructional use which supports effective teaching and learning practices.</li> </ol> <p>LCAP Goal #2</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. Staff implementation/planning</li> <li>2. Staff development/planning</li> <li>3. Response systems</li> <li>4. Technology purchase</li> </ol>	<ol style="list-style-type: none"> <li>1. No cost</li> <li>2. No cost</li> <li>3. UNK</li> <li>4. UNK</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. NA</li> <li>3. UNK</li> <li>4. UNK</li> </ol>



<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Staff Development and professional collaboration:</p> <ol style="list-style-type: none"> <li>1. Provide site systemic, ongoing professional development in reading/language arts research based best practices, active student engagement including learning objectives, differentiated instruction; Common Core Standards; Priority standards; unpacking standards; and AVID WICOR.</li> <li>2. Participate in training and regularly scheduled opportunities for collaboration on student achievement through data analysis in a PLC.</li> <li>3. Attend district offered professional development that strengthens standards-based reading, English Language Development (ELD) instruction, writing instruction, data analysis and working with culturally diverse and targeted groups of students.</li> </ol> <p>LCAP Goal #1</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. Staff development</li> <li>2. Staff development/meeting time</li> <li>3. Staff development.</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. NA</li> <li>3. District</li> </ol>
<p>Involvement of staff, parents and community:</p> <ol style="list-style-type: none"> <li>1. Communication with parents at regular intervals on student achievement and academic expectations in ELA through Parent Workshops, PowerSchool, parent conferences, teacher and school websites, e-mail and phone calls.</li> <li>2. Provide opportunities for parents to participate in decision-making related to site and district initiatives such as School Site Council (SSC), District Advisory, English Language Acquisition Committee (ELAC) and District English Language Acquisition Committee (DELAC).</li> <li>3. Post schools' parent involvement policies on their web sites, in English and other primary languages for those groups which meet the 15% and above language requirements.</li> <li>4. Build parents' capacity to positively impact their students' educational experience by allocating the resources to provide training in use of PowerSchool, AVID strategies and grade level content standards and expectations.</li> </ol> <p>LCAP Goal #3</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. Parent training/flyers</li> <li>2. Meeting times</li> <li>3. None</li> <li>4. Staff</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>4. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. NA</li> <li>3. NA</li> <li>4. NA</li> </ol>
<p>Auxiliary services for students and parents (including transition from elementary to middle school):</p> <ol style="list-style-type: none"> <li>1. 6th grades will attend orientation for middle school.</li> <li>2. Parent workshops and informational meetings.</li> <li>3. Back to School Night and Family Nights are offered to allow parents opportunities to the school.</li> <li>4. Conferences, as needed, with teachers.</li> </ol> <p>LCAP Goal #3</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. Transportation</li> <li>2.-4. Duplicating</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>4. TBD</li> </ol>	<ol style="list-style-type: none"> <li>1. PTA</li> <li>2. NA</li> <li>3. NA</li> <li>4. URGF</li> </ol>

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date</b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Monitoring program implementation and effectiveness: 1. Analysis of performance tasks and grade level assessment data on an on-going basis with results used to adjust instructional strategies and provide interventions to improve student achievement. Use of Illuminate reports to guide data analysis. 2. Monitor to ensure full implementation of the core instructional program. 3. Monitor to ensure adherence to instructional time recommendations (30 minutes per/day) in reading/language arts frameworks including ELD and Universal Access.  LCAP Goal #1	School Year 2018-2019	1. Staff Meeting Times 2. Duplicating 3. NC 4. NC	1. NC 2. NC 3. NC 4. NC	1. NA 2. URGF 3. NA 4. NA

## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #2</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Improving Student Achievement in Mathematics: During May 2018, Gregg Anderson Academy students in grades 3-6 will participate in the state testing program, while all students will participate in district performance task assessments. Our goal is for 90% of the students in all groups to score in the Proficient range or above.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Gregg Anderson Academy students	<b>What data did you use to develop this goal.?</b> 90% of all students will meet proficiency targets on SBAC.
<b>What were the findings from the analysis of this data?</b> Site Assessment Data, WUSD performance task data and grade level site assessment data.	<b>How will the school evaluate progress made toward achieving this goal?</b> Group data needed to measure academic gains: 2017-2018 WUSD Performance task data, SBAC scores and CAPA results.

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of instruction with content standards:  1. Full implementation of standards-based district core curriculum with fidelity based on the district definition. 2. Adherence to site based pacing plans in all classrooms. 3. Implementation of Professional Learning Communities (PLC's) to analyze data, review standards, pacing plans, curriculum and regular basis with a focus on using data to drive instruction, active student engagement and improving student achievement for all students. 4. Post content standards in classrooms. 5. Post clearly stated, measurable student learning objectives in every classroom. 6. Provide students with learning opportunities that include critical thinking; creativity; communication; and collaboration.  LCAP Goal #1	School Year 2018-2019	1-5) NC	1-5) NC	1-5) NC

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Improvement of Instructional strategies and materials:</p> <ol style="list-style-type: none"> <li>1. Full implementation of district adopted core curriculum ensuring alignment of instruction with content standards in all classrooms.</li> <li>2. Analyze student work to ensure progress toward mastery of content standards. Meet regularly as a PLC to analyze data and modify instructional strategies to improve student achievement. Provide release days once / quarter to analyze data and plan instruction to improve student achievement for all students.</li> <li>3. Focus on increasing active student engagement in all classrooms. Implement think-pair-share and other highly engaging strategies with equity in all classrooms to improve active student engagement. Continue staff development focused on increased active student engagement strategies.</li> </ol> <p>LCAP Goal #1</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. \$29,863</li> <li>2. Staff</li> <li>3. Staff Development at site</li> </ol>	<ol style="list-style-type: none"> <li>1. \$28,661</li> <li>2. NC</li> <li>3. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. URGF, CC</li> <li>2. NA</li> <li>3. NA</li> </ol>
<p>Extended Learning Time</p> <ol style="list-style-type: none"> <li>1. Provide additional language support for ELL students in grades K-6 utilizing core materials.</li> <li>2. Purchase ELL materials if funding is available.</li> <li>3. A schoolwide research based RTI will be implemented to provide a structured plan for necessary interventions.</li> <li>4. Provide grade level STEM lessons in all grades.</li> </ol> <p>LCAP Goal #2</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. Staff, EL assistant</li> <li>2. District funding</li> <li>3. Staff Development/ planning/training</li> <li>4. Staff/purchase material</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. District funding</li> <li>3. NC</li> <li>4. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. NA</li> <li>3. NA</li> <li>4. District/PTA</li> </ol>
<p>Increased Educational Opportunity</p> <ol style="list-style-type: none"> <li>1. Effectively integrate UA into Math.</li> <li>2. Implement "push-in" inclusion model to provide services for students with disabilities.</li> <li>3. Increase student access to the academic content standards in math.</li> <li>4. Purchase technology for classroom instructional use which supports effective teaching and learning practices in math.</li> </ol> <p>LCAP Goal #2</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>4. UNK</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>4. UNK</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. NA</li> <li>3. NA</li> <li>4. UNK</li> </ol>
<p>Staff Development and professional collaboration:</p> <ol style="list-style-type: none"> <li>1. Provide systemic, comprehensive and ongoing professional development opportunities in mathematics; research-based best practices; differentiated instruction; providing equitable access for all students. Included will be staff development related to the Math Common Core standards.</li> <li>2. Effectively integrate universal access into mathematics.</li> </ol> <p>LCAP Goal #1 &amp; LCAP Goal #2</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. Staff development/training</li> <li>2. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. NA</li> </ol>

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Involvement of staff, parents and community:</p> <ol style="list-style-type: none"> <li>1. Communicate with parents at regular intervals on student achievement and academic expectations in mathematics through PowerSchool, parent conferences, teacher and school websites, email, phone calls.</li> <li>2. Build parents' capacity to positively impact their students' educational experience by allocating the resources to provide training in use of PowerSchool and grade level content standards and expectations.</li> <li>3. Provide opportunities for parents to participate in decision-making related to site and district initiatives such as SSC, Superintendent's Advisory committee, District Health Council, ELAC and DELAC.</li> </ol> <p>LCAP Goal #3</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. Parent training/flyers</li> <li>2. None</li> <li>3. None</li> <li>4. None</li> </ol>	<ol style="list-style-type: none"> <li>1. Duplicating costs/planning/meeting time</li> <li>2. None</li> <li>3. NC</li> <li>4. None</li> </ol>	<ol style="list-style-type: none"> <li>1. URGF</li> <li>2. NA</li> <li>3. NA</li> <li>4. None</li> </ol>
<p>Auxiliary services for students and parents (including transition from elementary to middle school):</p> <ol style="list-style-type: none"> <li>1. Parents and sixth grade students are invited to middle school information night. Students attend a middle school orientation during the school day.</li> </ol> <p>LCAP Goal #3</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. Transportation</li> </ol>	<ol style="list-style-type: none"> <li>1. None</li> </ol>	<ol style="list-style-type: none"> <li>1. PTA</li> </ol>
<p>Monitoring program implementation and effectiveness:</p> <ol style="list-style-type: none"> <li>1. Schoolwide analysis of state data by staff to develop grade level action plans for improved student achievement in grades 3-6.</li> <li>2. Analysis of performance task and grade level assessment data on an on-going basis with results used to adjust instructional strategies and provide interventions to improve student achievement. Use of Illuminate reports to guide data analysis.</li> <li>3. Monitor to ensure full implementation of the core instructional program and use of pacing guides with fidelity.</li> <li>4. Monitor to ensure adherence to instructional time recommendations in reading/language arts frameworks including ELD and Universal Access.</li> </ol> <p>LCAP Goal #1 and LCAP Goal #2</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. Staff/GL meeting time</li> <li>2. None</li> <li>3.-4. None</li> </ol>	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. None</li> <li>3.-4. NC</li> </ol>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. None</li> <li>3.-4. NA</li> </ol>

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #3</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Goal #3 for Improving Student Achievement through Professional Development: All students will continue to be taught by highly qualified teachers who deliver effective, engaging, differentiated, standards based instruction. Teacher training and implementation of strategies will be effective towards improving student achievement. Teachers will participate in site, district and outside staff development opportunities focused on improving student achievement.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Gregg Anderson Academy students	<b>What data did you use to develop this goal?</b> Stated in Goals 1 & 2. Students will demonstrate mastery of content standards at grade level. Set a baseline and goal is positive growth.
<b>What were the findings from the analysis of this data?</b> State data, WUSD benchmark data and grade level site assessment data.	<b>How will the school evaluate progress made toward achieving this goal?</b> Group data needed to measure academic gains: Formative Assessment Data; District Benchmark Data, State Testing Site Assessment Data

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of instruction with Content Standards:  1. Site PD will continue to focus on designing lessons and assessments that align and correlate with the CA Common Core State Standards. 2. The District and site will offer professional development in how to provide high quality first instruction by offering training and support that includes: a. Differentiated instruction with a specific district-wide focus. b. Specifically Designed Academic Instruction in English (SDAIE) and other research-based strategies which include intense instruction in academic language and vocabulary across the content areas. c. Front-loading instruction. d. Scaffolding comprehension by building background. e. Checking for understanding. f. Increasing active student engagement. 3. The District and site will offer training in working effectively and collaboratively with culturally diverse students and parents. 4. The District and site will support the implementation of PLCs at each site and across the district by developing protocols to be used and by providing time for all staff to articulate at the site and district levels. 5. Implement AVID and WICOR Strategies  LCAP Goal #1 and LCAP Goal #2	School Year 2018-2019	1. 2. 3.-4.	1. NC 2. NC 3.-4. NC	1. NA 2. NA 3.-4. NA

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Improvement of instructional strategies and materials:</p> <p>All professional development at the district and site will be used to address the 3 high leverage activities identified in the district's need assessment.</p> <ol style="list-style-type: none"> <li>Standards-based Curriculum: Providing professional development for staff members to support the full implementation of the district adopted core curriculum.</li> <li>Effective instruction: Focus on a limited number of district-wide research-based instructional strategies, (including student engagement and support for ELL, students with disabilities and other high priority students) and the use of common data analysis protocols in order to ensure highly effective instruction for all students.</li> <li>Interventions: Provide training and support for the development of a RTI structure with a pyramid of interventions, use of State Board of Education/district adopted intervention materials as they are purchased; training of site administrators and teachers to collaborate in professional learning communities to strengthen instructional practices and address the needs of all students, particularly those who are not meeting proficiency targets such as ELL and students with disabilities.</li> <li>Provide opportunities for collegial exchange of information from workshops, in-services and professional readings focused on Universal Access, AVID, ELD, writing and mathematics instruction as funding comes available.</li> </ol> <p>LCAP Goal #1 and LCAP Goal #2</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ol>	<ol style="list-style-type: none"> <li>NC</li> <li></li> <li></li> <li>NC</li> </ol>	<ol style="list-style-type: none"> <li>NA</li> <li></li> <li></li> <li>NA</li> </ol>
<p>Improvement of staff, parents and community involvement.</p> <p>Parents will be informed through:</p> <ol style="list-style-type: none"> <li>District and Site Web Sites</li> <li>School Accountability Report Card</li> <li>State testing results sent home</li> <li>SSC, PTA, ELAC, DELAC</li> <li>Back to School Night, Parent-Teacher conferences and Family Nights</li> <li>School Messenger Automated Messages</li> <li>Site training on programs such as Power School Parent access</li> <li>Benchmark reports in Illuminate</li> <li>Annual needs assessment to determine professional development needs.</li> </ol> <p>LCAP Goal #3</p>	School Year 2018-2019	1-9) NC	1-9) NC	1-9) NA
<p>Monitoring program implementation and results:</p> <ol style="list-style-type: none"> <li>Analysis of state data and District performance task data to guide and inform instruction. Illuminate reports will be used to monitor student progress and for PLC collaboration.</li> <li>Systematic, ongoing analysis of student work to assess student mastery of Content Standards.</li> </ol> <p>LCAP Goal #1</p>	School Year 2018-2019	1-2	1-2 NC	1-2 NA

## VI Planned Improvements in Student Performance (continued)

### SCHOOL GOAL #4

(Based on conclusions from Analysis of Program Components and Student Data pages)

Goal #4 for improving Student Achievement in a safe and secure environment. Gregg Anderson Academy students and staff will make a joint effort to create and maintain a positive and nurturing environment that is conducive to learning. Our focus will be on Boys Town Skills as well as teaching students to not be bystanders when others are being bullied.

<b>Student groups and grade levels to participate in this goal:</b> Student groups participating in this goal: All Gregg Anderson Academy students	<b>What data did you use to develop this goal.?</b> Improved student achievement as stated in Goals #1 and #2.
<b>What were the findings from the analysis of this data?</b> Informal assessment data, state data, CA Dashboard data, District performance task data, Student survey (grades 2-6) Power School Discipline Reports and ADA reports.	<b>How will the school evaluate progress made toward achieving this goal?</b> Group data needed to measure academic gains: Attendance and Discipline Reports from Power School, SBAC score, performance task data, and CA Dashboard data.

### SCHOOL GOAL #4

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of instruction with content standards and promotion of caring, supportive relationships between all stakeholders. 1. A schoolwide focus on conflict resolution and kindness through the teaching of explicit social skills. 2. Recognition of student achievement accomplishments through classroom and schoolwide ceremonies such as awards ceremonies. 3. Recognition of Perfect Attendance - semester and yearlong.  LCAP Goal #3	School Year 2018-2019	1. NC 2. NC 3. NC	1. 2. 3.	1.N/A 2.N/A 3.N/A
To communicate to students, parents, staff and community members clear academic expectations and standards for student behavior. 1. School and district policies are communicated annually to all parents and students through the Parent & Student Handbook. 2. Parents, student and staff are given the opportunity to review and revise the student handbook and to provide input on schoolwide programs. 3. 4th - 6th grade students maintain a Student Planner, which is used for home/school communication as well as reminders regarding homework and upcoming deadlines. 4. Semester Awards are held at the end of each semester to honor academic achievement. 5. Custodian performs monthly safety inspection of the school. 6. Fire, earthquake and lock down drills are conducted to ensure readiness for emergency situations. Our procedures are outlined in the schoolwide disaster plan which is updated annually. 7. Red Ribbon Week activities will reinforce making healthy choices.  LCAP Goal #2 and LCAP Goal #3	School Year 2018-2019	1. NC 2. NC 3. Binders 4. NC 5. NC 6. NC 7. NC	1. 2. 3. \$1,500.00 4. 5. 6. 7.	1. N/A 2. N/A 3. PTA 4. N/A 5. N/A 6. N/A 7. PTA



<b>SCHOOL GOAL #4</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Increased educational opportunities for parent, student and staff involvement and input focused on a positive school culture include:</p> <ol style="list-style-type: none"> <li>1. Parents are informed of and invited to school assemblies, programs and workshops held in the evening.</li> <li>2. Parents receive a copy of the district/school policies, regulations and rules when enrolling their student.</li> <li>3. PTA provides a number of projects: book fairs, field trips, assemblies and Family Nights.</li> <li>4. Parents are invited and encouraged to participate on the SSC, Safety Committee or ELAC.</li> <li>5. Parent workshops to facilitate positive home to school communication.</li> <li>6. Parents are encouraged to participate with PTA/ELAC and classroom volunteer opportunities.</li> </ol> <p>LCAP Goal #3</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>4. NC</li> <li>5. NC</li> <li>6. NC</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>	<ol style="list-style-type: none"> <li>1. N/A</li> <li>2. N/A</li> <li>3. N/A</li> <li>4. N/A</li> <li>5. N/A</li> <li>6. N/A</li> </ol>
<p>To establish a safe environment during the school day and during student arrival and dismissal:</p> <ol style="list-style-type: none"> <li>1. Policies are outlined in the student handbook for review by parents, students and staff.</li> <li>2. Policies are updated and reviewed by the safety committee with updates to policies shared with staff and parents.</li> <li>3. Monthly fire, earthquake and disaster drills are conducted with process/results reviewed by the safety committee.</li> <li>4. A schoolwide disaster plan is reviewed and updated annually.</li> <li>5. Emergency supply drive is conducted to ensure adequate emergency supplies on campus.</li> <li>5. The School Message phone system is used to communicate with parents any information necessary in the event of an emergency.</li> <li>6. Schoolwide disaster supplies are inventoried and updated to maintain readiness in the event of an emergency.</li> </ol> <p>LCAP Goal #3</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>4. NC</li> <li>5. NC</li> <li>6. NC</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>	<ol style="list-style-type: none"> <li>1. N/A</li> <li>2. N/A</li> <li>3. N/A</li> <li>4. N/A</li> <li>5. N/A</li> <li>6. N/A</li> </ol>

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #5</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> GOAL #5 for improving Student Achievement in English Language Learners (ELL): Between 5-10% of our limited English proficient students will become proficient in English and/or show considerable growth or progress in the areas of ELA and Mathematics standardized tests.	
<b>Student groups and grade levels to participate in this goal:</b> Student groups participation in this goal: All ELL Gregg Anderson Academy students	<b>What data did you use to develop this goal.?</b> Stated in Goals 1 & 2
<b>What were the findings from the analysis of this data?</b> State data, WUSD performance task and grade level site assessment data.	<b>How will the school evaluate progress made toward achieving this goal?</b> Group data needed to measure academic gains: SBAC scores, CELDT, performance tasks and CAPA results

<b>SCHOOL GOAL #5</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Alignment of instruction with content standards: 1. Use of district adopted core curricular materials aligned with ELD standards. Incorporation of ELD materials as these materials become available. 2. Regular analysis of ELL student work to ensure progress toward mastery of ELD and academic content standards. 3. Training and utilization of the map of standards for ELL's to allow better coordination of ELD instruction with ELA instruction.  LCAP Goal #1 and LCAP Goal #2	School Year 2018-2019	1. NC 2. NC 3. NC	1. 2. 3.	1. N/A 2. N/A 3. N/A
Improvement of instructional strategies and materials: 1. Cluster ELL students with no more than 2 levels/class. 2. Provide all ELL students access to the curriculum through the use of highly engaging SDAIE strategies. All ELD students must receive 30 minutes of ELL specifically designed instruction in English at their proficiency level by a teacher. 3. Support for all ELL students and particularly Long Term English Learners (LTEL) through provision of best first instruction that is taught through SDAIE strategies, development of academic language and interventions, as needed.  LCAP Goals #1 and LCAP Goal #2	School Year 2018-2019	1. NC 2. NC 3. NC	1. 2. 3.	1. N/A 2. N/A 3. N/A
Extended learning time: 1. Offer tutoring as funding and staff are available.  LCAP Goal #2	School Year 2018-2019	1. District hourly wage		1. District

<b>SCHOOL GOAL #5</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Staff development and professional collaboration:</p> <ol style="list-style-type: none"> <li>1. Provide opportunities for staff development at the district, site or outside workshops and in-services focused on ELD instruction.</li> <li>2. Collaborate as a PLC to implement research based strategies for ELD instruction.</li> <li>3. Review student performance data for ELL's during grade level PLC data meetings.</li> </ol> <p>LCAP Goal #1</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1. N/A</li> <li>2. N/A</li> <li>3. N/A</li> </ol>
<p>Involvement of staff, parents and community:</p> <ol style="list-style-type: none"> <li>1. Offer participation in Back to School, Parent-Teacher conferences and Family Nights</li> <li>2. Encourage parent volunteers.</li> <li>3. Provide school-to-home communication with translated messages regarding school events. The parent involvement policies of all schools are posted on their websites in English and other primary language groups that meet the 15% and above translation needs.</li> <li>4. Involving our bilingual assistant to reach out to parents for school events, the DELAC committees, and parent conferences.</li> </ol> <p>LCAP Goal #3</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1. N/A</li> <li>2. N/A</li> <li>3. N/A</li> </ol>
<p>Monitoring of ELD instruction:</p> <ol style="list-style-type: none"> <li>1. Administration will observe delivery of ELD instruction for implementation on a regular basis on walk-through visits.</li> <li>2. Pre-made reports in Illuminate will be used to monitor the progress of ELLs and R-FEPs years, benchmark tests and ELD tests.</li> <li>3. The District will ensure the use of protocols during collaboration time by requiring meeting minutes and agendas to be turned into principal.</li> <li>4. Daily schedules will be monitored for 30 minutes of ELD instruction provided by the teacher.</li> </ol> <p>LCAP Goal #1 and LCAP Goal #2</p>	School Year 2018-2019	<ol style="list-style-type: none"> <li>1. NC</li> <li>2. NC</li> <li>3. NC</li> <li>4. NC</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<ol style="list-style-type: none"> <li>1. N/A</li> <li>2. N/A</li> <li>3. N/A</li> <li>4. N/A</li> </ol>

## Appendix A - School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	121		119	119		119	119		119	98.3		100
Grade 4	128		130	128		128	128		128	100.0		98.5
Grade 5	134		126	127		125	126		125	94.8		99.2
Grade 6	115		117	114		117	114		117	99.1		100
All Grades	498		492	488		489	487		489	98.0		99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2465.5		2491.1	37		50.42	34		31.09	22		15.13	8		3.36
Grade 4	2518.4		2514.6	42		45.31	37		28.91	12		16.41	9		9.38
Grade 5	2558.6		2569.9	35		52.00	45		28.80	17		10.40	3		8.80
Grade 6	2592.3		2587.1	37		41.88	49		37.61	13		15.38	1		5.13
All Grades	N/A	N/A	N/A	38		47.44	41		31.49	16		14.31	5		6.75

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31		39.50	51		50.42	18		10.08
Grade 4	38		34.38	50		53.91	12		11.72
Grade 5	40		49.60	52		39.20	9		11.20
Grade 6	39		46.15	54		44.44	7		9.40
All Grades	37		42.33	52		47.03	11		10.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	40		58.82	46		40.34	13		0.84
Grade 4	40		46.09	56		45.31	4		8.59
Grade 5	52		58.40	40		36.80	7		4.80
Grade 6	44		43.59	53		47.86	4		8.55
All Grades	44		51.74	49		42.54	7		5.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25		28.57	72		65.55	3		5.88
Grade 4	31		27.34	63		61.72	5		10.94
Grade 5	28		37.60	67		55.20	6		7.20
Grade 6	29		32.48	70		61.54	1		5.98
All Grades	28		31.49	68		60.94	4		7.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41		51.26	52		46.22	7		2.52
Grade 4	33		40.63	59		51.56	9		7.81
Grade 5	51		56.00	48		32.80	2		11.20
Grade 6	54		48.72	45		47.01	1		4.27
All Grades	45		49.08	51		44.38	5		6.54

#### Conclusions based on this data:

1. Our grades levels at GAA are out performing the district average. We can definitely identify how to close some of the gaps observed in the drop from the percentage of students proficient or above standard drop from 3rd to 4th grade. It is very impressive that less such a small percentage of our students are scoring below standard.

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	121		119	119		119	119		119	98.3		100
Grade 4	128		130	128		128	128		128	100.0		98.5
Grade 5	134		126	127		125	127		125	94.8		99.2
Grade 6	115		117	114		117	114		117	99.1		100
All Grades	498		492	488		489	488		489	98.0		99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2478.2		2493.0	32		41.18	53		47.06	13		10.08	3		1.68
Grade 4	2527.4		2517.8	37		34.38	42		32.81	19		27.34	2		5.47
Grade 5	2529.0		2552.8	24		36.00	28		33.60	38		23.20	10		7.20
Grade 6	2587.0		2572.6	36		34.19	30		22.22	32		35.04	3		8.55
All Grades	N/A	N/A	N/A	32		36.40	38		33.95	25		23.93	5		5.73

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51		62.18	44		36.13	5		1.68
Grade 4	56		54.69	36		32.03	8		13.28
Grade 5	28		52.00	44		35.20	28		12.80
Grade 6	54		41.88	38		41.88	9		16.24
All Grades	47		52.76	40		36.20	13		11.04

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	50		57.14	46		40.34	4		2.52
Grade 4	38		40.63	53		43.75	9		15.63
Grade 5	24		32.00	61		57.60	14		10.40
Grade 6	33		35.04	58		50.43	9		14.53
All Grades	36		41.10	55		48.06	9		10.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43		49.58	55		46.22	3		4.20
Grade 4	45		36.72	49		51.56	6		11.72
Grade 5	20		37.60	59		50.40	20		12.00
Grade 6	30		32.48	61		52.99	9		14.53
All Grades	34		39.06	56		50.31	10		10.63

**Conclusions based on this data:**

1. Math scores are still well above the district average, however a more intentional focus should be made to identify how to raise scores in this subject.
2. The majority of our collaborative staff meetings have focused on identifying priority math standards, creating rubrics and formative assessments, and have involved planning lessons to ensure the key concepts are targeted.

## Appendix A - School and Student Performance Data (continued)

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					***				50			50			
1	25		20	25	40	20	25	40	20		20	40	25		
2	40	***		20	***	50	40		33			17			
3	11	29	***	44	29	***	11	43	***				33		
4	20	50	38	60	17	38			13				20	33	13
5	33	***	***	50									17		
6		***		***				***							
Total	23	38	22	43	27	30	13	23	26		4	19	20	8	4



## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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

### Standards, Assessment, and Accountability

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

The intentional focus of grade level data teams has been utilized and implemented to identify key instructional strategies, priority standards, and foster the opportunity to create formative assessments to prepare our students and enhance student achievement.

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

State test data, district performance task assessment results, ongoing formative classroom assessments, informal classroom assessments, teacher observations and performance based assessments are used to guide instruction. Thorough data analysis and ongoing teacher reflection and collaboration strength and weaknesses are identified. Quarterly District performance task assessment data and site level data is used as formative data throughout the year; information is often compared with district scores to get ideas on general comparative performance. STAR test data had revealed strength and weaknesses of individual students in addition to grade level strategies. Each grade level develops plans of action based on assessment data analysis to support improved student achievement. This plan was used to plan instruction to meet the needs of students whether remediation or challenge work was required. Student needs are targeted and remediated in the classroom or in other grade level rooms through intervention programs; in the RSP program and with the ELL aide's support. Needs of special education and ELL students are met. Flexible grouping of students based on performance task and curricular assessment data is used to form groups for instruction. Students within groups move from group to group as student achievement on standards being taught improves. Each year, the available data provides summative information to guide the future year's action plan.

Teachers in grades K-2 received training in the GO Math curriculum; teachers in grades K-6 also received training in Number Talks. Writing training has been offered to teachers in a variety of grade levels and all staff have received at least one formal training in writing. Whole Brain Teaching or other management strategies has been offered as a training to teachers in a variety of grade levels. Several staff members have received training on working with ELL students and others on working with technology in the classroom over the last year.

### Staffing and Professional Development

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

#### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

#### 5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

#### 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

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

8. Teacher collaboration by grade level (EPC)

The staff of Gregg Anderson Academy are 100% highly qualified and 100% CLAD certified. Staff development at this site during the 2017-2018 school year focused on differentiation, STEM, student engagement, PowerSchool, interventions, objectives, content vocabulary, Common Core curriculum, technology in instruction, fidelity to the core and Areas of Instructional Focus:

1. Critical reading and writing in and across all content areas.
2. Inquiry grounded in evidence from the text and other sources (Prove it!)
3. Rigor and real-world application in all content areas.
4. Integration of technology by teachers and students through lesson presentations and student products.

The training has been provided by site or district trainers at staff meetings. Training also occurred through the continued efforts to become a Professional Learning Community with increased collaboration between teachers at grade levels and across grade levels. Data analysis is an ongoing area of staff development as our district implemented district wide performance testing along with the Illuminate data analysis program. Site and district based training continues on fidelity to the core, increasing student engagement, and working with student objectives. All of these areas have been identified as needing improvement. Gregg Anderson Academy have three teachers participating in the New Teacher Induction program this year. Teachers regularly collaborate during weekly staff or grade level meetings.

#### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Gregg Anderson teachers do an outstanding job aligning instruction to the state content standards through the use of district adopted curriculum and a variety of supplementary materials and resources. All state standards will be covered by the year's end in the majority of GAA classes. All classes in grades 2-6 covered all language arts and math standards prior to state testing. The majority of teachers have found success in following the site level pacing plans. Core curriculum intervention materials are available but we don't have a separately adopted intervention curriculum. For students needing challenges to extend the curriculum, their learning is extended through differentiation for GATE students and other high achievers. At GAA, there is a focus on daily schedules to meet the required instructional minutes in the core curriculum at all grade levels with incorporation of 30 minutes of Universal Access time in Language arts and 30 minutes of ELD time a priority. After school tutoring is underway for struggling students in grades 1-6 . We will be working hard this year to ensure that our lessons and formative assessments are aligned with the new common core state standards.

### Opportunity and Equal Educational Access

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

Morning tutoring 3 days per week; universal access time; ELD instruction; AVID WICOR strategies.

15. Research-based educational practices to raise student achievement at this school (NCLB)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

### Involvement

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

All Gregg Anderson Academy students have equal access to the curriculum. Remedial support is provided by classroom staff. Several grade levels also work together with their own form of intervention program. FastForward assessments also helped show students with reading struggles. Teachers plan instruction to meet the needs of all styles of learners with a focus on ELL students, students with disabilities, and low socio-economic students not meeting proficiency goals. Extended learning at GAA often goes beyond the classroom with our PTA sponsored enrichment programs and site level in-school programs that have included focus in areas like, Science programs, Super Science Saturday, Mathletes, music, and after school tutoring in grades 1-6 for struggling students. For all of these programs students spend additional time beyond the regular school hours learning and applying concepts.

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Gregg Anderson Academy encourages parent involvement and is fortunate to have parent volunteers supporting instruction schoolwide. We believe that parents are our partners in educating children. Parents are encouraged to volunteer in their child's classrooms but in coordination with the classroom schedule and needs. Parent turnout is very high for Parent teacher conference days in the fall, Back to school Night and Family Nights.

### Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Gregg Anderson Academy is a high performing school which receives limited categorical funding. Our URGF pays for most of the things going on at Gregg Anderson Academy including a portion of the salaries of two bilingual assistants. GATE activities, materials and special performances / programs and trips for our GATE students are provided by donations, grants and volunteers. GATE students are clustered in all classrooms.

## Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
	LCFF-Base	\$0
	LCFF-Supplemental	\$0
X	List and Describe Other State or Local funds: UGRF	\$29,863
Total amount of state categorical funds allocated to this school:		\$29,863

Federal Programs		Allocation
	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
	Title I, Part A: Schoolwide <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
	Title I, Part A: Parent Improvement <u>Purpose:</u> Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$0
	Other Federal Funds (list and describe <sup>(42)</sup> )	\$0
Total amount of federal categorical funds allocated to this school:		\$0

Total amount of state and federal categorical funds allocated to this school:		\$0
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(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

**Appendix D - 2014-15 Categorical District Services Budget**

## Appendix E - Recommendations and Assurances (Academy)

Gregg Anderson

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

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

Attested:

Shelly Dearing & Kristin Kruizinga

Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## **Appendix F - Policy**

## **Gregg Anderson Academy's Parent Involvement**

The staff of Gregg Anderson Academy recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, and other written or electronic communications
4. Develop mechanisms to encourage parent/guardian input on school issues and programs
5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand
6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs
7. Build the capacity of the school and parents/guardians for strong parent involvement by:
  - a. Assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
  - b. Providing support to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
  - c. Educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
  - d. Informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:
  - a. Providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
  - b. Encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing
  - c. Building consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)
9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards



b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

(2) Frequent reports to parents/guardians on their children's progress

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

10. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.

11. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement.

12. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.

13. The principal or designee, jointly with parents/guardians, shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

#### Suggested Parents' Responsibilities

- \* Read daily to/with my child for 30-45 minutes.
- \* Talk with my child daily about his/her experiences at school.
- \* Provide a quiet place at home for my child to do his/her homework.
- \* Help my child follow all school rules.
- \* Bring my child to school and pick up my child on time every day and notify the school when absent.
- \* Attend at least two school functions during the year.
- \* Initiate communication with my child's teacher to address concerns.
- \* Ensure that my child dresses appropriately, in school uniform.

#### Suggested Student's Responsibilities

- \* Arrive at school on time every day and have a reasonable excuse if absent or tardy.
- \* Bring my homework/assignment completed to school each day they are due.
- \* Follow all school and classroom rules.
- \* Take full responsibilities for doing my best to learn California State Standards.
- \* Wear the school uniform daily

#### List of current acronyms used by the Westside Union School District

1. ELL -- English Language Learner
2. SSC -- School Site Council
3. SPSA -- Single Plan for Student Achievement
- 4 CC -- Common Core
5. GATE -- Gifted and Talented Education
6. SPED -- Special Education
7. IEP -- Individual Education Plan
8. AVID -- Advancement Via Individual Determination
9. WICOR -- Writing to Learn, Inquiry, Collaboration, Organization, Reading to Learn
10. ESF -- Educational Services Facility
11. PLC -- Professional Learning Community
12. RTI -- Response to Intervention
13. ELAC -- English Language Advisory Committee
14. DELAC -- District English Language Advisory Committee
15. PTA -- Parent Teacher Association
16. SDAIE -- Specifically Designed Academic Instruction in English

17. ESGI -- Educational Software for Guiding Instruction
18. ELD -- English Language Development
19. SBAC - Smarter Balanced Assessment Consortium
20. CAPA -- California Alternative Performance Assessment
21. SBE -- State Board of Education
22. AB -- Assembly Bill
23. SARC -- Schools Accountability Report Card
24. SART -- School Attendance Review Team
25. UGRF -- Unrestricted General Fund

## **Appendix G - Home/School Compact**

We, the Gregg Anderson Academy community, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our abilities:

### **Student Pledge:**

- Come to school each day prepared to do my best and ready to learn.
- Participate in class activities.
- Take responsibility for completing and returning my classwork and homework.

### **Parents Pledge:**

- Make sure that our child attends school regularly; is on time, and is prepared to learn.
- Know what is expected of our child and what she/he is learning in school.
- Monitor our child's progress and communicate regularly with our child's teacher.
- Read with our child nightly.
- Attend Back-to-School Night, parent-teacher conferences and other school events.

### **Staff Pledge:**

- Provide meaningful learning activities that address challenging standards for all students.
- Communicate regularly with families about their student's progress and ways that they can assist.
- Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.

### **Principal Pledge:**

- Ensure that meaningful learning experiences that address challenging standards are provided for all students.
- Encourage and facilitate open communication between school and home.
- Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist their child(ren) at home.
- Allocate adequate resources to ensure that high standards can be met by all children.

## Appendix H - School Site Council Membership (Academy)

Gregg Anderson

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Shelly Dearing	X				
Kristin Kruizinga	X				
Janet Moser		X			
Heather Hansen		X			
Shari Nabors		X			
Katrina Knittel		X			
Darnisha Shepherd				X	
Yessica Lopez				X	
Angela Engtrom				X	
Chad Reed				X	
Jennifer Brady				X	
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>0</b>

(43) 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.

## Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

1. Improve student achievement in English Language Arts (80% of students in all groups will score proficient) - SPSA Goal #1
2. Improve student achievement in mathematics (90% of students in all groups will score proficient) - SPSA Goal #2
3. Improve student achievement among English Learners (ELs) - 5-10% of students will become proficient in English or show significant academic growth - SPSA Goal #5

Identify the major expenditures supporting these priorities.

The only expenditures that will support these priorities include district supplemental funds, Title III funding and general funding.

### Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Instructional Strategies Implemented:

1. AVID WICOR strategies implemented across all grade levels
2. Designated academic language support for ELLs
3. Student engagement such as think-pair-share and group collaboration
4. Test taking strategies
5. SDAIE strategies including front-loading, scaffolding, vocabulary development, and checking for understanding
6. High quality first-instruction

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Instructional Strategies Not Fully Implemented:

1. Under AVID WICOR strategies, inquiry-based learning and higher-order questioning can be improved
2. Implementation of site PLCs are in progress and administration will take part in training for the 2018-2019 school year

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

For the 2017-2018 school year the primary focus of teacher collaboration time was the transition from traditional grading to a standards based grading approach. This involved teachers identifying priority standards, establishing common assessments and rubrics, and analyzing student work to determine mastery. AVID WICOR was embedded within this professional learning, however in the 2018-2019 school AVID WICOR and PLCs will take more precedence.

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

Primary barriers for implementing the goals above include:

1. Funding release days for teachers to collaborate
2. Difficulty securing substitutes for those release days
3. Balancing material introduced on staff meeting days

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Actions taken include:

1. Staff met after school for professional development

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

1. Not all sub groups met their targeted achievement goals in English Language Arts and Mathematics as evidenced by the 2016-2017 CAASPP scores.

### Strategies and Activities

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

The strategies most impactful for student achievement include high quality first instruction, student collaboration, WICOR methodologies, and designated EL instruction.

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

None at this time. All focused strategies are valuable and positively impact achievement.

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

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

X Other: None at this time.

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

Eliminating it from next year's plan

X Continuing it with the following modifications:  
Additional focus on inquiry based questioning.

### Involvement/Governance

How was the SSC involved in development of the plan?

SSC developed the goals based upon academic data including SBAC testing, and district benchmark scores.

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

An area of growth for GAA is to invite an ELAC parent to serve on our SSC. Our district advisory committee member reported at each SSC meeting.

How was the plan monitored during the school year?

The plan was monitored, evaluated, and modified as needed at each SSC meeting.

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

Setting aside specific time to evaluate the plan at every SSC meeting and inviting a DELAC parent to join our SSC.

## Outcomes

Identify any goals in the most recent board approved SPSA that were met.

On the ELA assessment, English Learners increased their performance by +5.2 points. Reclassified EL students increased their performance on the English Language Arts assessment by +12.5 points.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Student Achievement in the ELA and Mathematics for Grades 3-6 was above the district average, however specific earmarks were not met (80% proficient in ELA, and 90% proficient in mathematics). 2016-2017 SBAC ELA scores school-wide was 78% of students meeting standards; and in mathematics all students scored 69% meeting standards.

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

For the 2017-2018 school year the primary focus of teacher collaboration time was the transition from traditional grading to a standards based grading approach. This involved teachers identifying priority standards, establishing common assessments and rubrics, and analyzing student work to determine mastery. AVID WICOR was embedded within this professional learning, however in the 2018-2019 school AVID WICOR and PLCs will take more precedence.

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

Additional structured collaboration time and more focus on AVID WICOR strategies during staff meetings.