

Louis Bohn Elementary School

Single Plan for Student Achievement



2019/20

Tracy Unified School District
CDS: 39-75499-6110530
Principal: Kelly Patchen

School Mission

"The mission of Louis Bohn Elementary School is to motivate and prepare our students to always work toward their highest potential; be positive and productive citizens; and take pride in being Bohn Sharks."

School Vision

The Louis A. Bohn Elementary School includes children, teachers, staff, families and the community of Tracy who shall take part and support the education of our youth. The goal of Louis Bohn School is to prepare each student as an independent, motivated learner who possesses the skills and values necessary to become a productive, successful and caring citizen of the 21st century.

Students at Louis Bohn School take an active part in making educational choices to develop their individual strengths and interests. By assuming responsibility for their own learning and actions, students will become self-reliant and committed to personal excellence. By recognizing the talents and contributions of others, students will develop cooperation and service to others.

Teachers and support staff will provide these essential elements for learning:

- High academic expectations
- A safe learning environment
- A strong literacy program
- Opportunities for participatory projects and discussion
- Timely, ongoing interventions for at-risk learners
- Instruction in the use of current technological tools
- A strong partnership between home and school
- Role models for good citizenship and guidance

In such a nurturing and dynamic setting, each student will be prepared for the future.

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

Contact Person: Kelly Patchen
Position: Principal
Telephone Number: (209) 830-3300
E-mail Address: kpatchen@tusd.net

The School Site Council approved this revision of the SPSA on: April 30, 2019
The District Governing Board approved this revision of the SPSA on: June 11, 2019

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	480	422	420
AFDC/Free & Reduced (%)	Oct CBEDS	62%	62%	58%
English Learners R-30 (%)	Oct CBEDS	31%	30%	26%
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	30%		24%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	1.5%	2%	
Students redesignated to FEP (#)	Oct CBEDS	10		
Ethnicity: White (%)	Oct CBEDS	25%	23%	21%
Hispanic (%)	Oct CBEDS	50%	53%	53%
African American (%)	Oct CBEDS	7%	6%	7%
Asian (%)	Oct CBEDS	11%	12%	13%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	21	21	16 Gen Ed. FTE
number and type of support certificated staff (including special education staff)	3	3	3 SDC 1 RSP and 1 Psych .3 PE
number of classified staff	23	23	23
Number/percent of teachers with EL Certification	100%	100%	100%

3. Changes in categorical programs or feeder programs (check one)

☒ No significant changes
☐ Significant changes

4. Changes in District Core Programs (check one)

☒ No significant changes
☐ Significant changes

Note: We adopted Second Steps (social emotional learning) to use in our classrooms to promote the social-emotional development, safety, and well-being of our students using targeted, research-based weekly lesson.

5. Changes in Facilities (check one)

☐ No significant changes
☒ Significant changes

In June of 2017, two classrooms on the Bohn campus sustained heavy damage from a fire. As a result, the two classrooms had to be demolished completely. During the 2018-2019 school year, we had an active construction zone occurring as the new permanent buildings were built in the middle of the campus. In January of 2019, the temporary portables were removed and the new classrooms were ready.

6. Other Significant Changes

Our school community has a new administrative team and parent liaison at Bohn.

B. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> Services for all students	\$ 15,770
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 12,825
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 28,936
Total amount of state funds allocated to this school	\$ 57,531

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas <div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> </div>	<div>\$ 79,245</div> <div>\$ 6,000</div> <div>\$ 3,000</div>
Total amount of federal categorical funds allocated to this school	\$ 79,245
Total amount of state and federal funds allocated to this school	\$ 136,776

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	20/20	3.40	4.15	3.65	4.14	3.47	4.05
ELD	20/20	2.95	3.40	3.30	3.52	3.05	3.60
Math	20/20	3.40	4.25	3.45	4.14	3.53	4.10
Science	20/20	2.10	2.80	2.10	2.71	2.16	3.15
History/SS	20/20	2.50	2.00	2.70	2.20	2.37	2.35

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	22%	32%	41%	+19	20%	32%	49%	+29
Grade 4	17%	17%	39%	+22	18%	11%	29%	+11
Grade 5	30%	30%	14%	-16	13%	17%	7%	+6

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	22%	27%	31%	+9	17%	20%	28%	+11
Asian	22%	38%	20%	-2	11%	31%	33%	+22
African American	20%	20%	22%	+2	10%	5%	11%	+1
Hispanic/Latino	16%	20%	28%	+12	16%	15%	23%	+7
White	34%	31%	33%	-1	24%	23%	38%	+14
EL	3%	16%	15%	+12	9%	16%	17%	+8
SES Disad	15%	21%	23%	+8	15%	14%	22%	+7
SpEd	6%	13%	20%	+14	12%	11%	21%	+9

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained -0.6	Orange	-23.4	Maintained 2.6
Schoolwide	Orange	Low -65.2	Declined -9.9	Yellow	Low -61.3	Increased +3.9	Yellow	-47	Increased +14.3
Asian	N/A	Low -43.6	Declined -6.1	N/A	Low -44.5	Maintained -0.8	N/A	-48.9	Declined -4.4
African American	N/A	Low -53.4	Increased +15.7	N/A	Very low -83.8	Decl. Sig. -30.3	N/A	-48.7	Increased +35.1
Hispanic/Latino	Red	Very low -85.6	Decl. Sig. -25	Orange	Very low -73.4	Increased +12.1	Yellow	-58.4	Increased +15
White	Yellow	Low -43	Maintained +3.9	Orange	Low -50.2	Declined -7.2	Yellow	-38.3	Increased +11.9
EL	Red	Very low -86.6	Declined -11.1	Yellow	Very -69.4	Incr. Sig. +17.2	Yellow	-61.8	Increased +7.6
SES Disad	Red	Very low -83.3	Declined -5.6	Orange	Very low -75.5	Increased +7.8	Yellow	-65.2	Increased +10.3
SpEd	Red	Very low -123.5	Decl. Sig. -23.1	Orange	Very low -115.2	Increased +8.4	Orange	-105.4	Increased +10

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
Schoolwide	Red	Low -67.5	Decl. Sig. -10.6	Yellow	Low -64	Increased +3.5	Yellow	-58.2	Increased +5.8
Asian	N/A	Low -68.1	Declined -8.8	N/A	Low -44.8	Incr. Sig. +23.2	N/A	-60.4	Declined -15.5
African American	N/A	Low -77.9	Maintained 0	N/A	Very low -108.1	Decl. Sig. -30.2	N/A	-96	Increased +12.1
Hispanic/Latino	Red	Low -77.2	Decl. Sig. -21.3	Orange	Low -79	Maintained -1.8	Yellow	-68.9	Increased +10
White	Yellow	Low -51.9	Maintained +1.4	Yellow	Low -43	Increased +8.9	Yellow	-37.2	Increased +5.8
EL	Red	Low -80.8	Decl. Sig. -17.3	Yellow	Low -76.3	Increased +4.5	Orange	-74	Maintained 2.3
SES Disad	Red	Low -80.3	Decl. Sig. -11	Orange	Low -79.9	Maintained +0.5	Yellow	-76.1	Increased +3.7
SpEd	Red	Very low -119.8	Decl. Sig. -49.8	Red	Very low -123.9	Declined -4.1	Orange	-104.2	Increased +20

4. District Assessments:

a. Percent of students meeting standards on district language arts assessments (with the number of student scores for the school in 2017-18)

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	60%	45%	53%
Gr. 1 – Phonemic Awareness		96%	99%	89%	89%
Grade 1 Fluency (Rate)		68%	76%	73%	63%
Grade 2 Fluency (Rate)		71%	69%	75%	77%
Grade 3 Fluency (Rate)		66%	54%	67%	56%
Grade 4 Fluency (Rate)		62%	64%	51%	63%
Grade 5 Fluency (Rate)		62%	61%	77%	28%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2		64%	90%	69%
Grade 3		57%	73%	68%
Grade 4		53%	58%	27%
Grade 5		56%	37%	57%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	65%	61%
Grade 1 - Opinion		62%	67%	53%
Grade 2 - Opinion		67%	84%	79%
Grade 3 - Opinion		53%	48%	43%
Grade 4 - Opinion		49%	56%	28%
Grade 5 - Opinion		52%	43%	44%

b. Percent of students meeting standards on district mathematics assessments

(with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	87%	86%
Grade K – Solve Word Problems with Addit. and Subt.		81%	87%	80%
Grade K – Find Numbers that Make 10		76%	61%	80%
Grade 1 - Represent/Solve Addition Problems		71%	53%	84%
Grade 1 - Represent/Solve Subtraction Problems		60%	56%	69%
Grade 1 – Properties/Relationship of Addit. and Subt.		65%	68%	65%
Grade 2 – Solve Addition Problems with Unknowns		50%	52%	41%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	63%	68%
Grade 2 – Subtract within 1000		75%	69%	42%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	49%	55%
Grade 3 - Properties/Relationship of Mult. and Divis.		50%	42%	48%
Grade 3 - Solve Problems; Explain Patterns		44%	29%	N/A
Grade 4 - Multi-Digit Multiplication – Place Value		45%	39%	44%
Grade 4 - Multi-Digit Division – Place Value		48%	31%	27%
Grade 4 - Compare decimals/fractions to hundredths		60%	9%	N/A
Grade 5 - Write/Interpret Numerical Expressions		54%	53%	23%
Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	41%	N/A

Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	10%	N/A
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Analysis of Data – Student Achievement –SBAC Results, District Assessments

Greatest Progress: There was a significant positive change from the 2018 to the 2019 results in all areas of ELA, ELD, and Math in our Implementation of State Standards from the CA Dashboard local indicator. We had 100 % of our certificated staff complete the survey. The area of slight decline was in History/Social Science which is currently going through a new adoption. Teachers felt ELA and Math were areas of strength and rated the highest in professional learning, instructional materials and programs to support staff improvement.

Math: Progressively, all of our subgroups have made positive growth during the past two years. According to our California Dashboard data, our school performed at the “yellow” level in Math. While our status is low, we had an overall increase of +5.8 points. As far as subgroups go, our Students with Disabilities performed at an “orange” level, but demonstrated an overall gain of +20 points. According to our district assessments, our kindergarten and first grade students are showing strong math gains with their math fluency.

English Language Arts: According to our SBAC scores we had positive gains in our third and fourth grades with a positive change of 19% and 22% respectfully from 2016 to 2018. According to our California Dashboard data, our school performed at the “yellow” level in English Language Arts. While our status is low, we had an overall increase of +14.3 points. Every subgroup had a positive growth with our Hispanic students having the greatest gain of +15 points. According to our district assessments, our kindergartners and first graders are increasing with their phonemic awareness.

CAASPP: Overall, we increased in our performance in both Math and English Language Arts. Despite dips in math scores from our 5th grade, our 3rd and 4th grade students demonstrated the positive gains of 19% and 22% respectfully in math SBAC. According to our English Language Arts SBAC scores we had positive gains in all three grade levels with third grade having the greatest growth with a positive change of 29% from 2016 to 2018.

Greatest Need: The California Local Indicator survey indicated Science and History/Social Science both scored in the beginning development in professional learning and instructional materials. History/Social Science also scored in the beginning area for programs to support staff improvement. Our science professional support has grown significantly to initial implementation. Professional development, teacher planning time, and money to purchase science supplies was provided to staff this year. This past year, TUSD formed a social studies committee to pilot materials and explore instructional shifts within the new framework. Bohn had teacher representation on this committee.

Math: Based on the California Dashboard data, as a school, we reflected the growth of the district. We increased in all of our reported subgroups with the exception of our English Learners. Our English Learners performed at the “Orange” level and maintained their status from the previous year. We realized that we needed to focus on building our students’ mathematical vocabulary, number sense and fluency, so we chose to focus on Number Talks and FUN math. Number sense is the foundation for all higher-level mathematics, but when students focus on memorizing facts they often do so without

number sense. We focused on building our foundational understanding and use of Number Talks to have our students build mathematical vocabulary, number sense, and computational fluency. Our upper elementary grades have unit assessment that have adjusted priority standards making the data not comparable. This change makes it more difficult to measure students' growth in this particular area.

English Language Arts: While all of our subgroups increased with positive growth, we still fall below standard in all areas showing a need to increase our students' skills and strategies to become independent, proficient readers, writers, speakers, and communicators as literacy demands change. We realized that we needed to do a better job of Tier 1 high-quality core instruction, so we have focused on using student data during our PLC time to plan classroom instruction, intervention, and enrichment opportunities designed to meet the specific needs of students. We have redesigned how we handled Tier 2 intervention time by providing 30 minutes of push-in support for our students daily. Broader use of the Wonders Intervention materials are planned to support these students in increasing their performance. For our K-2 students, we also use daily small group lessons using the Groupinator and decodables for iRead. We also offer grade level focused (before school and after school enrichment) opportunities for our students. According to our district assessments, writing is an area that could use growth.

CAASPP: Our fifth grade class declined by 16%. This cohort has declined in language arts each year from third, fourth, and fifth grade. This particular cohort has consistently struggled with meeting standards on district language arts and math assessments. We have placed greater emphasis on Smarter Balanced Interim Assessments to have teachers check where students are in their learning and determine where they need additional instruction or if they can move onto more challenging work.

Performance Gaps: We do not have any subgroups scoring in "Red" for Math or ELA. Our English Learners maintained on the California Dashboard with a +2.3 change which had this subgroup performing at the "Orange" level. Our Asian subgroup was too small to report on the California Dashboard, but saw a decline of -15.5 points in Math and -4.4 points in ELA. While statistically insignificant, we need to ensure that all of our students succeed by using continuous improvement for student achievement. We do not have any groups in "Green" or "Blue".

5. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At- Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	12%		25	28%		421	19%		18	20%	

Gr. 4	463	47%		35	63%		466	40%		29	42%	
Gr. 5	421	40%		32	50%		418	33%		28	47%	

b. ELPAC – Subtest Performance for EL Students at Moderately or Well Developed
(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 1252

School = 53

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

Subtest		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	17%	21%	41%	20%
School	Oral	16%	13%	37%	34%
School	Written	27%	30%	29%	14%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	0	N/A	98	66%	6	67%
Grade 1	347	77%	18	61%	387	76%	18	39%
Grade 2	352	71%	16	75%	405	64%	22	27%
Grade 3	366	57%	19	53%	348	64%	15	27%
Grade 4	402	49%	23	43%	355	46%	15	20%
Grade 5	354	43%	27	33%	368	54%	26	38%

6. English Learner Progress

d. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

District 2016-17			School 2016-17			District 2017-18			School 2017-18		
Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At- Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)

Gr. 3	450	12%		25	28%		421	19%		18	20%	
Gr. 4	463	47%		35	63%		466	40%		29	42%	
Gr. 5	421	40%		32	50%		418	33%		28	47%	

e. ELPAC – Subtest Performance for EL Students at Moderately or Well Developed
(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 1252

School = 53

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

Subtest		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	17%	21%	41%	20%
School	Oral	16%	13%	37%	34%
School	Written	27%	30%	29%	14%

f. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	0	N/A	98	66%	6	67%
Grade 1	347	77%	18	61%	387	76%	18	39%
Grade 2	352	71%	16	75%	405	64%	22	27%
Grade 3	366	57%	19	53%	348	64%	15	27%
Grade 4	402	49%	23	43%	355	46%	15	20%
Grade 5	354	43%	27	33%	368	54%	26	38%

Analysis of Data – English Learner Progress

Greatest Progress: Based on the California Dashboard from 2018, our English Learners have no performance color reported due to the change for California English Language Development Test (CELDT) changed to the English Language Proficiency Assessments for California (ELPAC). Within the Academic Performance for our English Learners, our English Learners are rated as “Yellow” overall in regards to ELA, which shows more growth than the district status. Results from the CA Dashboard, demonstrated a +7.6 increase in EL’s ELA performance, which is an improvement from previous year. This year, we were able to re-classify 8 students. We show the greatest percentage of students meeting achievement based on district monitoring criteria with our kindergarten and fifth grade students.

Greatest Need: Within the Academic Performance for our English Learners, our English Learners are rated as “Orange” overall in regards to Math since we maintained our progress with a +2.3 points. We have 47% of our fifth grade students at risk for being considered long-range English learners. We continue using our ELA/ELD framework that highlights the fact that “language” development, especially academic language, is crucial for learning. The framework describes comprehensive ELD instruction as a combination of Designated and Integrated ELD to address the CA ELD Standards. Our goal is to increase our EL’s growth by making sure they are supported in the classroom and out. Across our grade levels, we have built in EL time for small group instruction (30 minutes/day). Our staff is making our core curriculum accessible, as well as providing Tier I and Tier II support. During designated ELD daily instruction, our students use *Wonders for English Learners* which offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. This program provides our EL students access to the same themes and subject-matter as their classmates. We will continue to focus our efforts in bringing direct instruction to our EL students using GLAD strategies and standards based instruction. Teachers will continue to level their students to provide targeted, small group instruction.

B. Pupil Engagement and School Climate (State/Local Indicators)

1. **Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent \geq 10% of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18 (K-8)	School 2017-18
TOTAL	10.3%	12.1%	9.9%	11%

2. **Student Discipline**

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	20		24		17		-2.10%
In House			0		0		
Home			24		17		
Students suspended	7	4%	14	6%	7	1.8%	N/A
Expulsions	0		0		0		
Students expelled	0	0%	0	0%	0	0%	

We had a total of 17 suspensions but only 9 individual students suspended. Some students were suspended more than once during the year.

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard	Fall 2017 Dashboard*	2018
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	(data from 2015-16 school yr)			(data from 2016-17 school yr)					
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very high 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Yellow	High 4.9%	Decl. Sig. -2.7%	Red	High 3.9%	Incr. Sig. +2.6%	Green	1.8%	Declined -2.1%
Asian	Yellow	High 4.2%	Decl. Sig. -2.5%	Orange	Medium 2.9%	Incr. Sig. +2.9%	Blue	0%	Declined -2.9%
African American	Yellow	Very high 10.2%	Decl. Sig. -7.5%	Red	Very high 8.1%	Incr. Sig. +5.5%	Yellow	3.1%	Declined -5%
Hispanic Latino	Yellow	High 4.4%	Decl. Sig. -1.8%	Yellow	Medium 1.5%	Maintained -0.1%	Blue	0.4%	Declined -1.1%
White	Yellow	High 5.4%	Decl. Sig. -3.1%	Red	Very high 7.4%	Incr. Sig. +5.8%	Yellow	5.7%	Declined -1.7%
EL	Yellow	High 3.8%	Decl. Sig. -1.5%	Orange	Medium 2.4%	Incr. Sig. +2.4%	Green	0.7%	Declined -1.8%
SES Disad	Yellow	Very high 6.2%	Decl. Sig. -3.1%	Orange	High 4.1%	Increased +1.7%	Green	1.5%	Declined -2.6%
SpEd	Yellow	High 4.8%	Decl. Sig. -15.2%	Orange	High 3.3%	Increased +0.3%	Green	1.8%	Declined -1.5%

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	14	84%	24	89%	9	74%
Staff – Cert.	19	75%	26	92%	48	93%
Staff – Class.	14	76%				
Students	71	71%	NA	NA	54	85%
Total	118	77%	50	91%	110	84%
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	14	96%	21	97%	9	78%
Staff – Cert.	19	97%	26	92%	48	94%
Staff – Class.	13	100%				
Students	69	74%	NA	NA	54	86%
Total	115	92%	47	95%	110	86%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: Bohn consistently meets or exceeds the 75% positive response mark. We had an increase in the number of staff that responded to our school climate and school safety surveys. For the past three years, there have been no expulsions at Bohn. Based on our CA Dashboard, we were “Green” with a decline of 2.1% of students who were suspended. All of our subgroups were “Blue” or “Green” with the exception of White and African American subgroups who were “Yellow” but with a positive change.

Greatest Need: While school climate stakeholder responses indicate an increase in positive responses, we would like to see this score consistently above the 90% mark with all stakeholders. Our number of parents who responded to the survey decreased from the previous year noting that we need to do a better job of communicating the importance of having them complete the surveys. Our chronic absenteeism rate shows that 11% of students missed more than 10% of enrolled school days, which is an improvement from last year’s 12%. We have scheduled regular truancy meetings for these students to speak with parents regarding the importance of attendance. Unfortunately, attendance by parents at these meetings is less than 20%. Attendance education and incentive plans, as well as using our Panorama monitoring, need to be strategic and relevant. A stronger push will be made to refer students to SARB (Student Attendance Review Board) earlier in the year and the use of the SART (Student Attendance Review Team) contract.

Performance Gaps: As a school, our suspension rate places us at “Green”, which is “Low”. Our two subgroups that are lower than our other subgroups are White and African-American populations, but both subgroups showed a decline. Our chronic absenteeism count is an area we need to focus on as we have 11% of our students missing more than 10% of enrolled school days. Our kindergarten students have a higher average of 11.5% being chronically absent from school. The subgroup of students with the highest chronic absenteeism is our Hispanic students with an average of 14.8%.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.

- 1) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 2) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Establish a baseline for rigor to increase practice in classrooms (support from HMH consultants)	PLP Reports from HMH	Each visit (5 times a year)
2. 75% of Kindergarten - 2 nd grade students will reach proficient level on iRead program	iRead Report	Trimester
3. 75% of 3 rd -5 th grade students in System 44 program with demonstrate grade level proficiency	System 44 Report	Trimester
4. 75% of all students will achieve proficiency on Units of Study post assessments – ELA and Math	Post Assessment	Trimester
5. All 3 rd through 5 th grade students will demonstrate a 5% increase on SBAC – ELA and Math	SBAC	Yearly

Significant Accomplishments

- Administration established a baseline for rigor in all classrooms with HMH consultant. At the beginning of the journey, we were at the beginning level of high-level questioning, as measured through the CIR tool. To collect this data, we narrowed our focus to the high-level questioning frame within the rigor rubric. Several professional development opportunities for rigor, specifically focused on high-level questioning strategies, were provided for staff. Through purposeful planning of higher-level questioning, we have seen a significant increase in the levels of rigor our students are engaged in at Bohn. This is growth in student outcomes is direct result of our partnership with ICLE.
- 84% of our kindergarten students are on target for completing level A in iRead.

Evidence of Impact (outcomes achieved or not)

- Goal 1 was achieved and Goals 2, 3, 4, and 5 were not achieved.
- 75% of students did not score 3 or higher on ELA and Math RCD assessments. The school average was closer to 55%.
- 75% of students in grades K-2 were not proficient in iRead. The school K-2 average was close to 46%.
- We did not implement System 44 as originally planned due to budget cuts and staffing constraints.

Implications for 2019-20 Plan

- We will keep the same academic goals but will write them as a growth models instead of a proficiency model to better show progress that is being made in ELA and Math.
- Students in grades K-2 will utilize iRead daily for 20 minutes. Teachers will monitor and analyze their iRead data monthly and provide small Groupinator instruction.
- Students will have access to Tier I core instruction, Tier II support for at risk students and Tier III intensive support.
- HMH will provide 4 days of onsite coaching support to increase rigor, relevance, and relationships in the classroom.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. All students Kindergarten through 5 th grade will receive Second Step curriculum	Observation	Monthly
2. Decrease suspension rate by 3% by providing staff with training on Restorative Justice practices and use of Peace Makers	Discipline Data (Aeries)	Trimester
3. Valley Community Counseling will support the needs of Tier II and Tier III students one day a week	VCC Data	Monthly
4. Increase student attendance by 1% via community education and incentive programs	ADA Reports	Monthly

Significant Accomplishments

- 100% of our students received Second Step social emotional instruction
- Valley Community Counseling consistently provided services for our students who needed Tier II and Tier III support on a weekly basis
- The estimated suspension rate is 1.8%

Evidence of Impact (outcomes achieved or not)

- Goals 1, 2, and 3 were achieved and Goal 4 was not achieved
- Students and teachers have developed a common language for dealing with social emotional issues that arise
- Students and teachers report that the majority of student conflicts are being resolved through communication rather than physical altercations
- Our suspension rate has decreased by 2.1% moving us from “Red” to “Green”

Implications for 2019-20 Plan

- We will continue implementing Second Step Curriculum across grade levels and using Panorama Education to monitor student social and emotional learning (SEL) and connected reinforcement interventions for struggling students.
- We have decided to continue to fund one additional day of counseling support for our students that are at-risk or in need of additional social-emotional support.
- Continued training/communication on common language and school wide expectations to support consistent student support team and discipline procedures for staff
- Our estimated average daily attendance from August to April is 88%. Increasing students’ daily attendance will be a focus for us. Students with perfect attendance each month will be recognized at assemblies. Classrooms with perfect attendance each month will receive a reward. Students with perfect attendance for the year will be put into a raffle to win a bike. We will also be monitoring students with improved attendance. These students will also be rewarded for their improvement.

- Administration will continue to reach out to families with attendance concerns and will follow the SARB process and utilizing SART contracts

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 90% of all parents and families will attend Back-to-School Night	Sign-in sheets	Fall
2. 90% of all parents and families will attend Parent-Teacher Conferences	Sign-in sheets	Fall
3. 90% attendance by all families at Family Science Night	Sign-in sheets	October

Significant Accomplishments

- We had a reasonable improvement in the amount of parents who attend community events offered during the day and night. Parents attended Back-to-School Night, Parent-Teacher Conferences, Family Science Night, Parent Café, School Site Council/ELAC, and PTO Events.

Evidence of Impact (outcomes achieved or not)

- Goals 1, 2, and 3 were not achieved
- Parent teacher conferences was attended by 75% of parents and 80% attended our Back-to-School Night.
- We had 25% of families attend the Family Science Night.

Implications for 2019-20 Plan

- We will continue to support parent/family involvement and offer opportunities such as Back-to-School Night, Parent Conferences, Mathnasium Night, and Family Science Night to build strong partnerships and open communication with stakeholders. Incentives will be used to increase families' attendance.
- We will offer parent/community events such as "Strengthening Multi-Ethnic Families and Communities" in English and Spanish.
- Our parent liaison will continue working with our parents to be strategic about communicating with families regarding their needs.
- We will develop a parent resource library with information to share with our families.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. All 3 rd through 5 th grade students will use online test preparation and SBAC interim assessments	Observation/Computer Lab Schedule	Monthly
2. All teachers will use technology in the classroom (laptops, ladybugs and projectors) to differentiate and increase rigor	Observation	Monthly
3. All students will have access to student devices and computer lab to meet iRead and System 44 requirements; research; and presentations	Observation	Monthly

Significant Accomplishments

- All 3rd through 5th grade classes prepared for SBAC testing using the computer lab and

student devices in the classroom.

- Technology is regularly used in all classrooms K-5
- All K-2 students used the computer based iRead program. Older students created Power Point presentations, typed written reports, and used the internet to complete research assignments.

Evidence of Impact (outcomes achieved or not)

- Goals 1, 2, and 3 were achieved; Use of technology is integrated in the daily routines and lessons of all our classrooms.
- Students used the computer lab for Coding Hour as an after school club for our 4th and 5th grade students

Implications for 2019-20 Plan

- Continue to encourage the use of technology in the classroom to help supplement rigorous and relevant Tier I core instruction
- Provide opportunities for teachers to receive PD/training on other uses of technology in the class (i.e., Hour of Coding, etc.) and specifically integrating technology into our PreK-12 STEM grant
- Carry out monthly STEM focused walk-throughs with my leadership team using the CIR tool

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the April 30, 2019 meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Kelly Patchen	X				
Jennifer Delucchi/Tina Brown		X			
Kimberly Smith		X			
Amanda Bailey		X			
*Cynthia Alfaro			X		
*Jesus Gutierrez				X	
*Dolores Cubillos				X	
*Carolina Ibarra				X	
Farron Moore				X	
Trista Winn				X	
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (30 %EL = 4 EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- c. All Students
- d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
1. Establish a baseline for relevance based upon the 4 point scale rubric by September 20 th , 2019. 75% of our classroom teachers will increase their learning connections by at least one point by the end of the school year above the baseline data.	PLP Reports from HMH	Each visit (4 times a year)
2. 90% of K-2 nd grade students will show growth of 75% (12 series) as compared to their previous year's progress or complete their respective iRead grade level.	iRead Report	Yearly
3. 75% of students will increase by 3% on RCD unit of study post math assessment from previous year.	Post Assessment	Each Trimester
4. All 3 rd through 5 th grade students will demonstrate a 5% increase on SBAC (ELA and Math 3 rd , 4 th , and 5 th , as well as, Science for 5 th Grade).	SBAC	Yearly
5. 100% of our teachers will participate in site based PD focused on STEM strategies, including sense-making notebooks, 5E lesson design/phenomena focused inquiry, and oral language/science talks, to support classroom implementation of the STEM units.	Sign-in Sheets	2019-2020 School Year

Rationale for identified outcomes (site): Our collective district and site goal is to shift to a student-centered model focused in students working and thinking about their learning by using our Rigor and Relevance rubrics to design rigorous and relevant learning opportunities for all of our students. Our staff will use district assessment data to enable us to track our site's data over time and compare the student achievement at Bohn to that of other TUSD schools. Teacher will use common formative assessment data every 6 to 8 weeks to drive their Tier I core classroom instruction and Tier II interventions. To effectively implement our grade-level intervention blocks for the 2019-2020 school year, every 6 to 8 weeks, PLC grade level teams will regroup and differentiate support for students based on skill needs using common formative assessment data. We will use our paraprofessionals to push-in for support during targeted intervention time at each grade level. Grade level district pre-service and district ERM session will provide our teachers the opportunities to collaborate and build a deeper understanding of the STEM units through collaborative planning sessions. Our driving STEM/Leadership/PLC team will meet 10 times during the year to engage in instructional rounds using the Rigor/Relevance CIR tools. We will use our analyzed data from our walk-throughs to plan site-specific professional learning to support implementation of our STEM units. Together, we will be reflecting and planning using the CIR Rubrics and incorporate the framework into our Bohn PLC Process. We are going to be engaging in STEM lesson studies with each grade level to promote student discourse, inquiry, and sense making.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
1. All students Kindergarten through 5 th grade will receive Second Step curriculum and complete 100% of the weekly lessons.	Observation	Monthly
2. Our site will maintain or decrease the current suspension rate of 1.8% for the year by focusing on intervention to change behavior.	Discipline Data (Aeries)	Trimester
3. In addition to the one day a week of district supported counseling, our site will support the needs of Tier II and Tier III students by having a counselor one additional day per week.	Counselor Data/Referral Numbers	Monthly
4. We will increase school wide student attendance by 1% via community/parent education, incentive programs, and SARB process.	ADA Reports	Monthly

Rationale for identified outcomes (site): When students are equipped to deal with the social/emotional challenges of school, they feel safer and attendance rates increase. When students feel safer, they are better able to focus on their learning. Providing a safe culture allows for an efficient environment as staff is able to focus on tasks versus managing behavior. We are investing in one additional day of counseling per week to support our students and their increasing need. We will also be focusing on improving our students' attendance. Every day a student is absent is a lost opportunity for learning. Attendance improves when a school community offers a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of going to class every day. The key is developing a school-wide culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they miss school. Too many parents and students do not realize that just missing two days each month can be a problem, and often leads to falling behind in the classroom. Even fewer families realize that absenteeism is a problem as early as kindergarten and building the habit of attendance in the early grades can influence their children's chances of graduating from high school.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
1. 85% of all parents and families will attend Back-to-School Night	Sign-in sheets	Fall
2. 80% of all parents and families will attend Parent-Teacher Conferences	Sign-in sheets	Fall
3. 50% attendance by all families at Family Curricular Nights (Math, STEM, and Literacy)	Sign-in sheets	Fall, Winter, and Spring Trimester
4. 85% of all parents and families will attend Open House	Sign-in Sheets	Spring

Rationale for identified outcomes (site): When families are involved in all aspects of the school community, students have a sense of a unified support network, which aids in their academic

success. Outcomes listed promote the involvement of parents for their understanding of expectations and their sense of community with their child's school. Adjusted goal for 50% attendance for Family Curricular Nights is a result of this year's turnout. We will work with our Parent Liaison to help promote the curricular evenings in both English and Spanish communication. We will market the curricular nights with student incentives to encourage participation at the family events. We also will be starting a parent/family resource center for our at-risk EL families, which will be housed in our conference room.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
1. 100% of our 3 rd through 5 th grade teachers will use SBAC interim assessments to practice and prepare their students for our annual spring testing using the interim assessment reporting system.	Observation IA Reports	Each trimester grades 3-5 will complete one ELA and one Math IA aligned to RCD units
2. 100% of teachers will integrate the use of technology aligned to the CA K-12 Computer Science Standards in the classroom to support teaching and learning to differentiate and increase rigor within their planned lessons.	Observation Rigor and Relevance Rubrics	Monthly
3. 100% of our students will have access to student devices and/or computer lab. Kindergarten, first, and second grade students will complete daily iRead lessons. Our third-fifth grade students will use technology to research at least one inquiry-based project aligned to their grade level standards.	Observation iRead Reports Student Presentations	Each Trimester

Rationale for identified outcomes (site): The 4Cs – critical thinking, communication, collaboration, and creativity – are the basic skills all students need in the 21st century (National Education Association, 2018). Purposefully planned integration of technology can help support students' critical thinking, communication, collaboration, and creativity skills. Additionally, technology is constantly emerging around us, and expected to be part of every student's learning experience. Our students will experience more STEM integration through our district PreK-12 STEM grant. As the demand for technology based assessment grows, it is important that our students have access and understand how to use and operate technology to aid in their success. Learning to use technology effectively and appropriately for teaching and learning to support our students in becoming college and career ready. Our educators will also be using technology to improve their daily classroom instruction. For instance, third through fifth grade teachers will use the results from interim assessments to help them learn and reflect on what's working and what needs improving in their classroom. Interim assessments support teachers by helping them check where students are in their learning and determine where they need additional instruction or if they can move on to more challenging work. Additionally, our kindergarten through second grade teachers will use iRead's digital program to provide students individualized experiences to master the alphabet, phonemic awareness, phonics, and fluency, while building vocabulary and comprehension.

Louis Bohn Elementary School
Single Plan for Student Achievement (SPSA)
Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

X English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

X Other (list) Site Leadership Team

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: April 30, 2019

Attested:

Kelly Patchen
Typed name of School Principal

Signature of School Principal

Date

Jesus Gutierrez/Dolores Cubillos
Typed name of SSC/ELAC Co-chairs

Signatures of SSC/ELAC Co-chairs

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

Central School

Single Plan for Student Achievement

2019/20



Tracy Unified School District
CDS: 39-75499- 6041832
Principal: Nancy Morgan Link

School Vision

We will give students the education and values to become lifelong learners and productive citizens.

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

Contact Person: Nancy Morgan Link
Position: Principal
Telephone Number: (209) 830-3303
E-mail Address: nlink@tusd.net

The School Site Council approved this revision of the SPSA on: May 16, 2019

The District Governing Board approved this revision of the SPSA on: June 11, 2019

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	484	460	425
AFDC/Free & Reduced (%)	Oct CBEDS	79%	84%	81%
English Learners R-30 (%)	Oct CBEDS	56%	54%	53%
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	18%		19%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	2%	5%	
Students redesignated to FEP (#)	Oct CBEDS	22		
Ethnicity: White (%)	Oct CBEDS	11%	9%	6%
Hispanic (%)	Oct CBEDS	78%	77%	80%
African American (%)	Oct CBEDS	2%	3%	3%
Asian (%)	Oct CBEDS	6%	9%	9%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19	2019-2020 (projected)
number of classroom teachers	18-Regular Ed 3-SDC	18-Regular Ed 4- SDC	15-Regular 4-SDC	16-Regular 4-SDC
number and type of support certificated staff (including special education staff)	4-RSP, LSH and part time PE and Music	1-RSP (shared) 1-Speech(shared) 1-PE (shared) 1-Music (shared)	1-RSP 1-PE (shared) 1-Music sub (shared)	1-RSP 1-PE (shared) 1-Music (shared)
number of classified staff	16	18	19	19
Number/percent of teachers with EL Certification	100%	100%	100%	100%

For the 2019-2020 school year we are adding a third grade class. Our fourth/fifth grade SDC classes will be made into one fourth grade and one fifth grade class.

3. Changes in categorical programs or feeder programs (check one)

☒ No significant changes
☐ Significant changes

4. Changes in District Core Programs (check one)

☐ No significant changes
☒ Significant changes

The McGraw-Hill program "Wonders" will be used in conjunction with updated RCD STEM units of study. We will be working to integrate these.

Mathematics units are continually being revised.

5. Changes in Facilities (check one)

☐ No significant changes
☒ Significant changes

We moved into our new Central School building in the late spring of 2019! Our new address is 200 W. Eaton Avenue. We are pleased to be starting our 2019 – 2020 school year here.

B. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 16,942
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 17,235
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 61,430
Total amount of state funds allocated to this school	\$ 85,607

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas <div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> <div> <div>\$</div> <div>\$</div> </div> </div>	\$ 109,562
Total amount of federal categorical funds allocated to this school	\$ 109,562
Total amount of state and federal funds allocated to this school	\$ 204,719

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	22/20	3.32	3.95	3.35	3.80	2.71	3.50
ELD	22/20	2.82	3.35	3.05	3.35	2.67	3.22
Math	22/20	3.43	3.75	3.20	3.35	2.90	3.50
Science	22/20	2.05	2.70	1.60	2.60	2.00	2.56
History/SS	22/20	2.05	2.05	1.95	2.10	2.10	2.11

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	24%	22%	40%	+16%	30%	37%	40%	+10%
Grade 4	24%	29%	31%	+7%	17%	23%	27%	+10%
Grade 5	9%	13%	25%	+16%	4%	7%	10%	+6%

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	20%	21%	32%	+12%	18%	22%	25%	+7%
Hispanic/Latino	18%	20%	29%	+11%	18%	22%	23%	+5%
White	29%	32%	48%	+19%	29%	29%	39%	+10%
EL	12%	5%	12%	0%	10%	5%	13%	+3%
SES Disad	17%	21%	30%	+13%	16%	21%	24%	+8%
SpEd	4%	0%	8%	+4%	9%	4%	5%	-4%

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained 5.9	Orange	Low -33.1	Maintained 0.6	Orange	-23.4	Maintained 2.6
Schoolwide	Orange	Low -65.2	Declined -9.9	Yellow	Low -61.3	Increased +3.9	Yellow	-52.3	Increased +19.3
Asian	NA	Low -43.6	Declined -6.1	NA	Low -44.5	Maintained 0.8	NA	NA	NA
African American	NA	Low -53.4	Increased +15.7	NA	Very low -83.8	Decl. Sig. -30.3	NA	NA	NA
Hispanic Latino	Red	Very low -85.6	Decl. Sig. -25	Orange	Very low -73.4	Increased +12.1	Yellow	-55.4	Increased +19.6
White	Yellow	Low -43	Maintained 3.9	Orange	Low -50.2	Declined -7.2	NA	-29.6	Increased +28.1
EL	Red	Very low -86.6	Declined -11.1	Yellow	Very low -69.4	Incr. Sig. +17.2	Yellow	-63.2	Increased +13.5
SES Disad	Red	Very low -83.3	Declined -5.6	Orange	Very low -75.5	Increased +7.8	Yellow	-57.2	Increased +16
SpEd	Red	Very low -123.5	Decl. Sig. -23.1	Orange	Very low -115.2	Increased +8.4	Orange	-134.8	Increased +8.7

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained 0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
Schoolwide	Red	Low -67.5	Decl. Sig. -10.6	Yellow	Low -64	Increased +3.5	Yellow	-68.1	Increased +4.8
Asian	NA	Low -68.1	Declined -8.8	NA	Low -44.8	Incr. Sig. +23.2	NA	NA	NA
African American	NA	Low -77.9	Maintained 0	NA	Very low -108.1	Decl. Sig. -30.2	NA	NA	NA
Hispanic Latino	Red	Low -77.2	Decl. Sig. -21.3	Orange	Low -79	Maintained 1.8	Yellow	-69.3	Increased +6.3
White	Yellow	Low -51.9	Maintained 1.4	Yellow	Low -43	Increased +8.9	NA	-58.7	Maintained 2.5
EL	Red	Low -80.8	Decl. Sig. -17.3	Yellow	Low -76.3	Increased +4.5	Yellow	-71.7	Increased +7.1
SES Disad	Red	Low -80.3	Decl. Sig. -11	Orange	Low -79.9	Maintained 0.5	Orange	-73.7	Maintained 1.3
SpEd	Red	Very low -119.8	Decl. Sig. -49.8	Red	Very low -123.9	Declined -4.1	Red	-151.7	Declined -9

4. District Assessments:

a. Percent of students meeting standards on district language arts assessments (with the number of student scores for the school in 2017-18)

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	67%	65%	67%
Gr. 1 – Phonemic Awareness		96%	85%	84%	94%
Grade 1 Fluency (Rate)		68%	47%	57%	66%
Grade 2 Fluency (Rate)		71%	55%	67%	58%
Grade 3 Fluency (Rate)		66%	49%	41%	55%
Grade 4 Fluency (Rate)		62%	52%	46%	23%
Grade 5 Fluency (Rate)		62%	50%	24%	14%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2		64%	63%	55%
Grade 3		57%	49%	76%
Grade 4		53%	46%	52%
Grade 5		56%	32%	36%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	80%	71%
Grade 1 - Opinion		62%	61%	63%
Grade 2 - Opinion		67%	67%	52%
Grade 3 - Opinion		53%	51%	57%
Grade 4 - Opinion		49%	38%	43%
Grade 5 - Opinion		52%	36%	47%

b. Percent of students meeting standards on district mathematics assessments (with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	86%	85%
Grade K – Solve Word Problems with Addit. and Subt.		81%	83%	75%
Grade K – Find Numbers that Make 10		76%	82%	78%
Grade 1 - Represent/Solve Addition Problems		71%	65%	69%
Grade 1 - Represent/Solve Subtraction Problems		60%	43%	72%
Grade 1 – Properties/Relationship of Addit. and Subt.		65%	52%	60%
Grade 2 – Solve Addition Problems with Unknowns		50%	26%	48%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	47%	62%
Grade 2 – Subtract within 1000		75%	29%	53%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	60%	59%
Grade 3 - Properties/Relationship of Mult. and Divis.		50%	19%	41%
Grade 3 - Solve Problems; Explain Patterns		44%	21%	N/A
Grade 4 - Multi-Digit Multiplication – Place Value		45%	36%	34%
Grade 4 - Multi-Digit Division – Place Value		48%	41%	36%
Grade 4 - Compare decimals/fractions to hundredths		60%	46%	N/A
Grade 5 - Write/Interpret Numerical Expressions		54%	41%	38%
Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	68%	N/A
Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	38%	N/A

Analysis of Data – Student Achievement –SBAC Results, District Assessments

Greatest Progress:

We are very pleased that in looking at the new state academic indicator dashboard data there is a wonderful increase in school-wide English Language Arts of +19.3 and in Mathematics of +4.8. In English Language Arts every single subgroup increased significantly (from +8.7 to +28.1). In Mathematics subgroups maintained or increased, except Special Ed which did decline a bit.

SBAC scores for the percent of students meeting or exceeding standards in Math and English Language Arts went up from the prior year (except for third grade language arts). All subgroups also went up in Math (except EL students) and English Language Arts (except EL and Special Education).

District English Language Arts foundational skills, reading informational text and writing assessment scores showed more increases than decreases. First grade showed some great increases as did third grade.

Greatest Need:

While all subgroups increased in English Language Arts on the California dashboard, our school wide DF3 status is -52.3, with the Hispanic subgroup -55.4, EL -63.2 and SPED at -134.8. In math school wide DF3 status is -68.1 with no subgroups closer to level three than -58.7.

When looking at the new state academic indicator dashboard data we see great need. English Language Arts scores school wide and in all subgroups are improving yet are not where we want them yet.

District English Language Arts foundational skills, reading informational text and writing assessment scores showed more increases than decreases. Second grade was the only grade to decrease in all three areas. Informational text and fluency are areas we see where we need to work. Literacy will continue to be a focus for us.

Performance Gaps:

We are very pleased with our overall increases and our subgroup increases. We feel this means we are on the right track with what we are doing with our students. We are still seeing scores in literacy drop as student move up in grades. There is a gap between primary and upper grade students. This reinforces our need to focus on reading in the upper grades also. The DF3 for all students in Mathematics needs to come up but there isn't a huge gap. In English Language Arts there is still a substantial gap between White (for which there are not enough students to be a subgroup) and Hispanic, EL and SES students. The only subgroup to decline was Special Ed, and only in Mathematics. As seen in school wide scores and in the other subgroup scores, as reading skills have been intensely worked on, Math scores have risen along with English Language Arts scores. We believe as students are able to read the questions and explain their answers, they can do better in Math also.

5. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	12%		52	13%		421	19%		42	9%	
Gr. 4	463	47%		45	56%		466	40%		44	52%	
Gr. 5	421	40%		39	44%		418	33%		36	39%	

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580

School = 132

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	19%	24%	34%	22%
School	Oral	14%	17%	33%	36%
School	Written	33%	29%	23%	15%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	4	100%	98	66%	12	33%
Grade 1	347	77%	47	74%	387	76%	31	55%
Grade 2	352	71%	35	54%	405	64%	46	63%
Grade 3	366	57%	37	46%	348	64%	34	56%
Grade 4	402	49%	41	44%	355	46%	35	49%
Grade 5	354	43%	30	23%	368	54%	44	50%

Analysis of Data – English Learner Progress

Greatest Progress:

In scores showing the percent of students at risk of becoming long term ELs, third grade showed a very good decrease to only 9%. In looking at the percent of students meeting achievement expectations based on district monitoring criteria we see our students' scores are similar to the district scores, except for first and kinder scores. Scores for grades second through fifth improved from our last year scores. Again our scores for the oral portion of the test are better than the writing portion. This shows our focus on literacy is right on target.

Greatest Need:

In looking at scores showing the percent of students at risk of becoming long term ELs, fourth and fifth grade student percents increased. This shows a need in our upper grades. In our district EL monitoring for kindergarten and first grade, students' scores dropped some and the number of kindergarteners meeting expectations decreased. The number of kindergarten students tested went from 4 to 12 which we attribute to TK and/or SDC classes. This shows great need in our primary grades. Scores for our EL students to show progress are too low and show need with these students. We also see the most need in the reading and writing portions of the test.

B. Pupil Engagement and School Climate (State/Local Indicators)

1. **Chronic Absenteeism** (scheduled to be released March 2019 – California Dashboard)
(Percent of students absent $\geq 10\%$ of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
TOTAL	10.3%	15.2%	9.9%	14.7%

2. **Student Discipline**

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	52		59		52		same
In House			0		0		
Home			59		52		
Students suspended	30	6%	33	7%	33	7%	
Expulsions	0		0			0	none
Students expelled	1	2%	0	0	0	0	

Some students were suspended more than one time during the year. Most of our students with multiple suspensions were SDC students as we were working on BSPs that led to proper placement to County Behavior Programs.

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very High 9.2%	Declined -0.3%	Orange	Very High 9.4%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Orange	High 4.2%	Maintained 0%	Red	Very High 6.9%	Maintained -0.1%	Yellow	5.9%	Declined -0.9%
African American	NA	Very high 12.5%	Incr. sig. +7.2%	NA	High 5.6%	Decl. Sig. -9.3%	NA	5%	Declined -0.6%
Hispanic Latino	Green	Medium 2.8%	Decl. Sig. -1.3%	Red	Very High 6.9%	Increased +0.6%	Yellow	5.9%	Declined -1%
White	Red	Very high 9.9%	Incr. Sig. +6.7%	Red	Very High 8.3%	Incr. Sig. +2.9%	Red	12%	Increased +3.7%
EL	Green	Medium 1.5%	Decl. Sig. -2.7%	Orange	High 5.4%	Increased +0.7%	Orange	5.4%	Maintained 0%
SES Disad	Orange	High 4.5%	Maintained +0.2%	Orange	Very High 6.6%	Declined -0.8%	Yellow	5.6%	Declined -1.1%
SpEd	Red	Very high 9.8%	Incr. Sig. +3.3%	Yellow	Very high 8.6%	Decl. Sig. -2.7%	Red	11.4%	Increased +2.8%

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	6	64%	56	89%	4	77%
Staff – Cert.	9	84%	34	89%	37	92%
Staff – Class.	17	82%				
Students	149	78%	138	77%	127	82%
Total	181	77%	90	85%	168	84%
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	6	75%	53	87%	4	86%
Staff – Cert.	9	100%	34	88%	37	91%
Staff – Class.	17	94%				
Students	148	81%	138	80%	125	88%
Total	180	88%	87	85%	166	88%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress:

Chronic absenteeism decreased by 0.5%, We are very pleased with this and feel our many attendance programs, incentives and diligence to the SARB process are the reasons for this decrease. We also do many parent meetings and phone calls on attendance and tardies. On the state indicator for suspensions we went from red to yellow which is a very positive jump. All subgroups maintained or decreased in suspensions (except white and special ed subgroups). Staff and students show, by the survey, that they feel very safe and they like the school climate. Well over 75% responded positively. For both of these groups positive responses increased with 92% responding positive to school climate. We work hard to make Central a safe place with a positive, happy climate for all, so this was very encouraging to see.

Greatest Need:

The white and special education student subgroups were the only groups to increase in suspensions. The number of white students is so low (6% is 25 students) that it is not a true subgroup for Central so the data is from a small sampling of students. The process to develop BIPs and to move extremely needy children to appropriate settings takes months to occur. In the interim, they are suspended for physical incidences against staff and students. We will continue to work with the district special education department for appropriate placement and assistance. In staff surveys 14 of the 15 written comments stated they felt a fulltime AP would be incredibly beneficial to safety and preventative work with students.

In the parent survey _4 parents responded. We are shocked at this. It is online now so we do not see the responses coming in to the school to know to encourage more parents. We publicized and announced this survey in many, many ways. We opened our computer lab many times for parents to use for the surveys. We see the need to receive more responses to get accurate this coming year.

Performance Gaps:

Gaps are seen with white students and special education students. We will continue to work with the district special education department for best placement and services for our students. We will hold all students accountable equally.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals.

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. SBAC scores for ELA and Math will improve at least 5% overall.	SBAC	Review annually
2. SBAC scores for ELA and Math will improve at least 5% for each subgroup	SBAC	Review annually
3. 60% of students will meet standards on district ELA assessments	Unit assessments in EDAMS	Review each trimester
4. 60% of students will meet standards on district Math assessments	Unit assessments in EDAMS	Review each trimester
5. Percent of students at risk of becoming long term ELs will decrease by 5%	SBAC/CELDT (ELPAC)	Review annually

Significant Accomplishments

- Full day Kindergarten
- Kindergarten paraprofessional
- Intense focus on literacy
- Nancy Fetzer reading and writing
- Teacher planning days
- Rigor and Relevance Professional Development
- Designated ELD instruction ½ hour every day
- After school interventions
- Extended day classes
- Early identification and actions plans for At Risk students
- Intense integration with the Boys and Girls Club
- Priority Individualized Reading time
- Priority Individualized Reading time Paraprofessional
- EL Paraprofessional
- Before and after school EL classes

- GLAD strategies
- NGSS lesson studies
- iRead trainings
- Reading Club
- Rigor and Relevance lesson studies
- Corrective Reading intervention program for third, fourth, and fifth grade

Evidence of Impact (outcomes achieved or not)

SBAC scores showed marked improvement for Central this year. We feel if students can read and comprehend the questions, they will do much better in English Language Arts and in Mathematics. EDAMS literacy scores showed literacy is a definite area of need to continue for all grade levels. We again started our year with discussions about specific goals for our students and revisiting our mission from the prior year. After looking at the data, teachers came to the conclusion that reading at or above grade level must continue to be a priority for Central School. Literacy was the focus for our professional development and for our classrooms. Every trimester reading level scores for all students were turned in and the data was studied by teachers and administration. This data was used to differentiate reading instruction for students for Priority Individualized Reading (PIR) time which is a dedicated hour every day. Eleven days this year our Relationships, Rigor and Relevance coach was on campus working with staff. Our focus was increasing rigor during instruction. Focused walk-throughs with her and the administrative team helped ensure we could see instructional strategies used in the classrooms. Professional development by her was specifically on rigor, close reading, relevance, inquiry and students explaining and justifying their answers. All teachers were working to put deeper inquiry into lessons by asking students to explain their thinking when answering questions. Classrooms have deeper inquiry sentence stems posted so students know the expectation is to justify their answers. Nancy Fetzer helped guide teachers in ways to differentiate reading in the classrooms. Every grade level used specific differentiation strategies. Nancy Fetzer also did an extra day for all staff on Read Alouds to increase comprehension, fluency and the love of reading. We purchased high interest-low level books and used Wonders leveled readers during this differentiated time. Teachers in the upper grades were trained on Corrective Reading for students reading far below grade level. This program was used along with many other reading strategies including reading groups, book clubs, and intense work on comprehension and fluency. The Principal and Assistant Principal did instructional rounds getting into well over thirty percent of the rooms every week. The Administrative team also had a fun Reading Club with the top readers in third, fourth and fifth grades. Teachers also had technology training here on site and a staff meeting on learning coding from the district team. The teachers were thrilled with the brand new technology in their new classrooms. We had a technology training from the district on how to use it and we have planned more trainings for next year. The district NGSS site team did lessons studies, and presentations were made on different aspects of NGSS at three staff meetings. The Principal, Assistant Principal and two teachers had the opportunity to attend the Principal Leadership Network at UC Davis and feel it is wonderful information as we work on our PLCs. To start the year, PLC teams worked on higher level questioning stems and reflecting on how these were working with the students. We then moved into creating common formative assessments by teams. At the January Buy Back Day a high number of teachers attended and we focused on unpacking standards and developing common formative assessments. We also had Dr. Thomas Many come present to staff and they showed, by reflective surveys, that 100 percent felt what he presented was pertinent, useful and “do-able”. Several teachers attended an EL conference and came back with great ideas for staff. Students stand and deliver to remind them to answer in complete sentences and to justify their answers.

Teachers continued extended day (morning) and after school classes for low performing students needing extra assistance in reading and math. Interventions were more directly tied to

standards with classroom assessments and were more immediate. Tier I and Tier II interventions occurred in the classrooms. Identifying our at-risk students and getting extra early assistance (SST's, interventions, etc.) is vital. Every primary student gets about twenty-five minutes on the tablets doing iRead every day and the administration went over iRead reports with teachers. Teachers also had individualized iRead training.

We felt field trips and the Artist in Residence program were important to give our students different and real world experiences. We read articles and had professional discussions on teaching strategies. During the year each grade level also had a couple sub release days and/or time after school to work together on planning out Math and English Language Arts for the year using RCD units. Teachers felt this time working together gave them a much greater confidence and a better understanding of what they would be doing for English Language Arts and Math.

Implications for 2019-20 Plan

To start the school year teachers will use Wonders, STAR and the San Diego Quick assessments to be able to triangulate student reading data. They will use this data to differentiate instruction during the Priority Individualized Reading time each day. We did see gains in reading scores but see a great need to continue with differentiated teaching of reading for an hour a day. Every trimester reading level scores will be turned in and the data studied by the administrative team and PLC teams. With this data we hope to determine what is working, what we need to continue and what we should discontinue. Student grouping will be very flexible. We will target students below level yet also encourage above grade level readers to move forward. Our Relationships, Rigor and Relevance coach will do professional development on rigor and instruction at several staff meetings. She will also do lesson studies with each grade level team and the special education team. We will again be sending two teachers, the Assistant Principal and the Principal to the UC Davis Leadership Academy. From this we hope to increase our focus on using data and to improve our Professional Learning Communities' effectiveness. We will continue to do our designated, leveled EL thirty minutes daily using the Wonders EL program in all classes. With the Assistant Principal ELPAC trained, she will help the teachers become familiar with the expectations and skills needed for students to be successful. Morning extended day ELD classes will start earlier in the fall and we will make more attempts to get all appropriate students to attend with direct parent contact by our parent liaison. Our EL paraprofessional will spend her three hours each day to help our EL students more individually and we feel we have an effective scheduling of student time with her. She will also be able to use her new laptops and EL programs with students.

Each grade level team will have some sub days to work together on standards and integration of RCD into STEM. Third, fourth and fifth grade teachers will receive an in depth Corrective Reading training to learn to use Corrective Reading appropriately with their lowest students. Quite a bit of our professional development will be on reading, including strategies for fluency and comprehension. Nancy Fetzer will be here this year to continue our work on reading and writing. Teachers feel they learn great new strategies every time she comes. To continue with the work Nancy Fetzer did last year on Read Alouds, we will do a book study on Reading Picture Books with Children: How to Shake Up Storytime and Get Kids Talking about What They See by Megan Dowd Lambert. We have purchased the top high level picture books and will work on this in our ERMs and teams. These will help ELs with language and also hopefully develop comprehension and a love of reading.

Each class third through fifth grade are again using agendas. Teachers are working to differentiate instruction and give interventions as needed. As they learn the new curriculum and RCD they are becoming more comfortable doing this for both language arts and math. We are determined to help our students develop a love of reading with many incentives, book

giveaways to build student libraries, and fun reading programs. We will have students set reading goals and the administration team will be meeting with them to discuss these goals as this is a high leverage practice. We are working to teach and encourage our reluctant and our struggling readers. The Principal and Assistant Principal are focusing their fall instructional rounds on literacy and PIR time. The extreme poverty is a concern here. We feel strategies for ELs often help our students of poverty.

Teachers will also have technology training here on site to fully utilize the amazing new technology we have been given. We hope to do more with coding at the student level this year. Our STEM Implementation Team will do lesson studies with grade level teams and will also present to staff on STEM changes and how to integrate STEM into their days. This team will organize and help plan with teachers integrating STEM and ELA.

Goal #2 - Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. The percentage of students suspended will decrease by 2%	Suspension rate calculated from Aeries	Review each trimester
2. The attendance rate will increase by 1 %	Calculated by Aeries	Check monthly
3. Tardies will decrease	Calculated by Aeries	Check monthly

Significant Accomplishments

- SARB process
- Monthly attendance incentives and programs
- Second Step program
- Words of Wisdom every morning
- Student recognition of Honor Roll and Students of Character
- Fred Jones discipline school wide
- PAWS incentives
- Central Creed
- Assistant Principal (half time)

Evidence of Impact (outcomes achieved or not)

We feel our efforts to keep Central a positive and safe place are working. Our LCAP data shows 82% of students and 92% of staff feel there is a positive climate at Central. This is an increase from last year. Data for school safety is at an average of 88% positive responses for all stakeholders. We are particularly happy with this since we were going through such construction this year. We had no real grassy field or play structures for students. At this point in the year we do not know if our suspensions have decreased from last year. We do know the number has maintained for the two years prior. We do know the number is very close at this point. We have had no expulsions again this year. Our chronic absenteeism from 16-17 to 17-18 showed a decrease of 0.5%. We are very pleased with this. In the past attendance was calculated by percent attendance. Last year our attendance was at 94.91 % and so far this year is at 94.54 % over all. In the 2016-2017 year Central had 3,846 tardies, but in the 17-18 year Central had 2,642. This is still too many but is over 1,000 less tardies! For the 18-19 year we have had 2,396 tardies so far. Tardy numbers are still going down. We feel the individual

incentive program for no tardies and perfect attendance encouraged students to get to school on time. We also discussed tardies frequently with students who were late to school, we called parents and sent home 245 tardy letters. We ran SARB letters every month. We also give rewards, certificates, class parties and individual prizes for good attendance. Every trimester we have a Student of the Trimester assembly with parents to honor student showing positive character traits. We work to instill a feeling of community and stress that our Wildcat students “belong” to all of us so teachers and staff take responsibility for all Wildcat children. All staff are all given appreciations and small gifts every day of the Teacher Appreciation week. The Principal and Assistant Principal work to write thank you notes and kudos frequently for all staff. The Boys and Girls Club is collaborating in a behavior program with Central. All Central students (not just Club kids) can earn good behavior tickets from staff to be put into a raffle. Every Friday music is played at lunchtime and about ten students in each grade level get their tickets pulled for small prizes. All teachers are trained in Second Step and teachers, in a professional development activity, said they feel students learning empathy was the best part of this program for our students. Second step verbiage is used during discipline discussions with students on referrals. Our administration was visible before and after school and during the day. Students and parents seem very comfortable bringing issues to the administration.

Implications for 2019-20 Plan

We start every year with a fun theme that is used all throughout the school year in various ways. All classified and certificated staff members of our team attend the first day together to develop a team feeling, and to go over the “Central Way”. This way every secretary, custodian, teacher, paraprofessional, Club staff member and supervision person feels part of the team and learn our expectations and goals for the year. To encourage and develop our literacy goals, they will all again be encouraged to talk to students about their personal reading goals and about their own love of reading. Words of Wisdom will be read daily by student leaders. Paws and Student of the Trimester certificates will be presented at assemblies. We will also have an Honor Roll Social with parents in attendance. We will continue to be consistent with the SARB process, and parent phone calls and meetings about attendance. We just changed universal breakfast from in classrooms to the cafeteria and are hoping this will help decrease tardies. We hope the Boys and Girls Club will continue with the behavior rewards as students and staff appreciate the raffle and the music Fridays. Teachers will do Second Step lessons and our Assistant Principal will develop assemblies on Second Step themes. We also will send home parent notes and have weekly school wide themes for behavior all based on Second Step. This year we will also have Valley Community Counseling on our campus to see students who have a serious need for counseling. VCC will also see student groups for help with social skills. Students will say the Central Creed every morning after the pledge.

Goal #3 - Parent Involvement & Education

Evaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. The number of parents responding to the School Survey will increase	School Survey data	Annually
2. At least 10 parents will attend each Parent Café meeting	Sign-in sheet	Monthly
3. At least 20 parents will attend each Parent Education Nights	Sign-in sheet	After events

Significant Accomplishments

- Translations for events, meetings and communications home

- Wildcat Website and Facebook
- Parent Appreciation Tea
- Parent Connect newsletter home monthly
- Read Across America
- Workshop on online safety for parents
- Open House/Ribbon Cutting Ceremony

Evidence of Impact (outcomes achieved or not)

There are many events that are very well attended here at Central School. Back to School and the Talent Show have very high parent turn out. We anticipate a huge number for our spring Open House as it is also our Ribbon Cutting Event! We had a Farmer's Market with cooking demonstrations and a parent program. A Safe Technology Workshop presented by students from Tracy High School was very informative and well received. Many parents came to Open House and to Dr. Seuss Night. We had a Parenting Program which was attended every week consistently by about twelve parents. The Wildcat website and Facebook page was updated frequently. Many parents also came to Student of the Trimester and Honor Roll assemblies. The number of parents responding to the LCAP parent survey did decrease significantly. The Wildcat Newsletter and Parent Connect were sent home monthly. The school calendar and parent education flyers and booklets were sent home and given to parents. There were book giveaways, childcare, and translations for every event. Our Parent Liaison was frequently asked to help teachers communicate with parents. We feel the Tracy Press was incredibly kind to us this year with many positive articles about construction and the school. We did not get to do our Family Picnic this year due to construction.

Implications for 2019-20 Plan

We are continuing to stress the importance of relationships with our students, parents and staff. We want parents to feel comfortable talking to school staff and positive relationships help with this. We will start our parent education with the Principal doing another parent workshop on Read Alouds. The Latino Literacy program will also be presented to parents. Parent Café is already scheduled for the early fall. We will also continue to update our website and Facebook page frequently and call the Tracy Press when events are happening on campus. With (always translated) professionally printed parent notices we will remind parents of events like Read across America. All third through fifth grade students have agendas to make sure parents know what their students are doing in class and what they have for homework. More teachers will be encouraged to send out classroom newsletters to parents. In our office we offer parenting pamphlets and flyers on many topics in English and Spanish. We plan to restart Donuts and Discussion sessions held in the mornings for parents to just come talk with the Principal and Assistant Principal. We will send home the Parent-Home Connect newsletters every month as well as the Wildcat Newsletter. Teachers also will continue to send home our Wildcat positive postcards and the school will send home a postcard with all the various ways parents have to get school information. Teachers will be strongly encouraged to call all students' parents with positive news (especially at the beginning of the school year). Our parent liaison is on campus one-half of the time and will continue in developing positive relationships and translating for teachers and parents.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 100% K-2 teachers will use iRead at least 20 minutes a day 3 or 4 times a week	iRead reports	Each trimester
2. All classes will use the computer lab or classroom tablets at least twice a week	Teacher and computer lab schedules	Annually
3. At least 5 interim SBAC tests will be given to all 3-5 students	Interim SBAC reports/schedule	Annually

Significant Accomplishments

- Technology training for staff
- Developed a technology plan for grade levels
- iRead used twenty to thirty minutes daily in 100% of the K-2 classrooms
- All classes used the computer lab or classroom tablets at least twice a week
- Purchased new laptops and programs for ELL students

Evidence of Impact (outcomes achieved or not)

All technology outcomes were achieved. 100% of the Kindergarten through second grade students use iRead at least twenty minutes a day for four to five days each week. All teachers use the computer lab or classroom tablets at least three times each week. Most classes use the tablets daily and every class is scheduled into the computer lab at least once a week. Teachers need to be very comfortable with the technology they have at their disposal for lessons. The first day we were in our new school building, teachers had a training on how to use the new classroom technology most effectively. There were some technological issues but our district “tech guy” (David) was always here to help us immediately. All third through fifth grade teachers were required to turn in a schedule for SBAC interim assessments in the computer lab to ensure students were comfortable with the technological tools and format of the test. Our EL students used the Imagine Learning then a new Wonders EL technology program in the classrooms and in the before school EL class.

Implications for 2019-20 Plan

Students must get more familiar with skills like keyboarding, appropriate searching and other technology skills as many do not have computers at home. We will continue with our keyboarding program school-wide first through fifth grade. Students third through fifth grades will also do interim state testing prior to state testing and other assessments online. Teachers are starting to do Wonders assessments online also. We realize teachers need more training on the new classroom technology and will provide this for them. We will work to make sure all students are using technology at least three times a week. We will revisit our new technology plan and collect evidence by grade level of skills taught. Lower performing EL students will use our EL computer programs in the classrooms and in before school ELL class. We will also incorporate more technology into our pullout EL classes with new laptops and programs. All grade levels now have a class set of tablets or laptops to share and teachers have made schedules to ensure students use this technology frequently. Teachers also use Brain Pop, Mystery Science, Moby Max and the technology pieces of the new Wonders program. Kindergarten through second grade teachers will delve deeper into the iRead groupinator to narrow down to exact skills students need to be taught.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of grade level representatives and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the May 15, 2019 meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Nancy Morgan Link	X				
Janet Somogyi		X			
Jennie Johnson		X			
Nellie Beteta			X		
Janis Green		X			
Julia Soto *				X	
Kyle Link				X	
Tatiana Gomez				X	
Lucia Lopez				X	
Viridiana Gonzalez *				X	
Numbers of members of each category	1	2	1	1	4
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (50 %EL = 2 EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- c. All Students
- d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
SBAC scores for ELA and Math will improve at least 5% overall.	SBAC	Review annually
SBAC scores for ELA and Math will improve at least 5% for each subgroup	SBAC	Review annually
60% of students will meet standards on district ELA assessments	Unit assessments in EDAMS	Review each trimester
60% of students will meet standards on district Math assessments	Unit assessments in EDAMS	Review each trimester
Percent of students at risk of becoming long term ELs will decrease by 5%	SBAC/CELDT (ELPAC)	Review annually

Rationale for identified outcomes (site): We are very happy at increased student assessment scores from last year yet the Central staff feels an urgent need to continue to push forward and accelerate learning for our students. It also means we need to focus on both English Language Arts and Mathematics.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
The percentage of students suspended will decrease by 2%	Suspension rate calculated from Aeries	Review each trimester
The attendance rate will increase by 0.5 %	Calculated by Aeries	Check monthly
Tardies will decrease	Calculated by Aeries	Check monthly

Rationale for identified outcomes (site): When children feel safe and accepted at school their learning increases, as does their attendance. When the staff feels accepted and safe their efficiency in teaching can improve.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
The number of parents responding to the School Survey will increase	School Survey data	Annually
At least 10 parents will attend each Parent Café meeting	Sign-in sheet	Monthly
At least 20 parents will attend each Parent Education Night	Sign-in sheet	After events

Rationale for identified outcomes (site): When parents are involved the students' attitudes towards learning can be more positive. When parents understand the priority education needs to take, students will often excel.

Goal #4 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
100% K-2 teachers will use iRead at least 20 minutes a day 3 or 4 times a week	iRead reports	Each trimester
All classes will use the computer lab or classroom tablets at least twice a week	Teacher and computer lab schedules	Annually
At least 5 interim SBAC tests will be given to all 3-5 students	Interim SBAC reports/schedule	Annually

Rationale for identified outcomes (site): Knowing how to use technology is becoming even more important all the time. To keep our staff and students up to date they must have access to technology and know how to use technology properly.

Central Elementary School

Single Plan for Student Achievement (SPSA)

Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: May 15, 2019

Attested:

Nancy Morgan Link
Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

Duncan-Russell Continuation High School Willow Community Day School Single Plan for Student Achievement 2019/20



Vision

Willow/Duncan-Russell campus students learn and perform to their fullest potential, respect themselves and others, and become responsible contributors to society.

Mission

Willow/Duncan-Russell campus is an innovative, individualized and technologically progressive school site. We provide a blended model of direct instruction and online curriculum in a positive and safe learning environment. We emphasize communication and use of technology. We provide an opportunity for all students to overcome barriers through GRIT, in order to be productive in meeting tomorrow's challenges.

***Tracy Unified School District
Duncan-Russell CDS: 39-75499-3937976
Willow CDS: 39-75499-3930393
Assistant Principal: Traci Mitchell***

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

Contact Person: Traci Mitchell
Position: Assistant Principal
Telephone Number: (209) 830-3357
E-mail Address: tramitchell@tusd.net

The School Site Council approved this revision of the SPSA on: May 3, 2019

The District Governing Board approved this revision of the SPSA on: enter date

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes:

1. Description of School Demographic composition (CBEDS Data)

Duncan-Russell Continuation High School				
	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	15	19	19
AFDC/Free & Reduced (%)	Oct CBEDS	67%	68%	68%
English Learners R-30 (%)	Oct CBEDS	47%	29%	47%
Long Term English Learners** (% of EL for 6+ years –gr6-12)	CDE DataQuest	0%	62.5%	
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	57%	0%	
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	13%	28%	
Students redesignated to FEP (#)	Oct CBEDS	N/A	0%	
Ethnicity: White (%)	Oct CBEDS	13%	26.32%	5%
Hispanic (%)	Oct CBEDS	73%	73.68%	65%
African American (%)	Oct CBEDS	7%	0%	15%
Asian (%)	Oct CBEDS	7%	0%	15%

**see appendix for definitions

Willow Community Day School				
	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	31	34	31
AFDC/Free & Reduced (%)	Oct CBEDS	23%	80%	97%
English Learners R-30 (%)	Oct CBEDS	19%	29%	23%
Long Term English Learners** (% of EL for 6+ years –gr6-12)	CDE DataQuest	0%	71.4%	
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	83%	0%	
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	16%	13%	
Students redesignated to FEP (#)	Oct CBEDS	N/A	16.7%	
Ethnicity: White (%)	Oct CBEDS	26%	17.65%	19%
Hispanic (%)	Oct CBEDS	52%	67.65%	52%
African American (%)	Oct CBEDS	6%	8.82%	6%
Asian (%)	Oct CBEDS	10%	2.94%	17%

**see appendix for definitions

2. School Mobility

Willow Community Day School and Duncan-Russell Continuation High School has a mobile student population, in that students enroll and transfer out based on behavior and academic needs throughout the school year. Due to high rates of student mobility, our number of students vary. One hundred and eleven students attended Willow Community Day School and Duncan-Russell Continuation High School during the 2017-2018 school year. By April 2019, 123 students has attended Willow and Duncan-Russell. Students return to their various resident schools at different times throughout the year.

B. Description of Staff Characteristics/Changes in Staffing

The administration at Duncan-Russell Continuation High School/Willow Community Day School changed from the 2017-2018 school year. There is a designated full-time, on-site administrator for 2018-2019 school year.

Duncan-Russell Continuation High School			
	2016-17	2017-18	2018-19
number of classroom teachers	1	1	1
number and type of support certificated staff (including special education staff)	0	0	0
number of classified staff	0	0	0
Number/percent of teachers with EL Certification	1/100%	1/100%	1/100%

Willow Community Day School			
	2016-17	2017-18	2018-19
number of classroom teachers	2	2	2
number and type of support certificated staff (including special education staff)	0	0	0
number of classified staff	2	2	1 Para-educator 1 Confidential Management
Number/percent of teachers with EL Certification	2/100%	2/100%	2/100%

C. Changes in categorical programs or feeder programs (check one)

☒ No significant changes
☐ Significant changes

5. Changes in District Core Programs (check one)

☒ No significant changes
☐ Significant changes

6. Changes in Facilities (check one)

☒ No significant changes
☐ Significant changes

7. Other Significant Changes

Willow went through a major change in their school community. This the first time in recent years that TUSD has placed a full time, on-site administrator. The Willow Community Day School had an 80% staff change for the 2018-2019 school year.

D. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation DR	Allocation Willow
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 8,003	\$ 14,785
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 585	\$ 1,350
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 1,972	\$ 3,300
Total amount of state funds allocated to this school	\$ 10,560	\$19,435

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation DR	Allocation Willow
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas <div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> </div>	<div>\$ 0</div> <div>\$</div> <div>\$</div>	\$ 11,000
Total amount of federal categorical funds allocated to this school	\$ 0	\$ 11,000
Total amount of state and federal funds allocated to this school	\$ 10,560	\$ 30,435

C. Expected School-wide Learning Results (ESLRs)

Known as School-Wide Learner Outcomes or SLO's. At Duncan-Russell and Willow Community Day School, they are Site-wide Learner Outcomes. The staff, students and School Site Council participated in discussing and reviewing our SLO's, Vision and Mission.

Willow/Duncan-Russell Campus Vision Statement

Willow/Duncan-Russell campus students learn and perform to their fullest potential, respect themselves and others, and become responsible contributors to society.

Willow/Duncan-Russell Campus Mission Statement

Willow/Duncan-Russell campus is an innovative, individualized and technologically progressive school site. We provide a blended model of direct instruction and online curriculum in a positive and safe learning environment. We emphasize communication and use of technology. We provide an opportunity for all students to overcome barriers through GRIT, in order to be productive in meeting tomorrow's challenges.

Willow Community Day School at the Duncan-Russell Campus Site-wide Learner Outcomes

GRIND

- ✓ Working hard
- ✓ Goal setting
- ✓ Being consistent
- ✓ Having determination

RESILIENCE

- ✓ Ability to adapt
- ✓ Being Resourceful
- ✓ Demonstrating Perseverance
- ✓ Present (Mind and Body)

INVEST

- ✓ Your time
- ✓ With intensity
- ✓ Through practice
- ✓ And discipline

TRIUMPH

- ✓ Endured trials
- ✓ Gained confidence
- ✓ Credits earned
- ✓ Goals accomplished

SECTION II: Presentation and Analysis of Data

Data gathered during the 2018/19 school year that will reflect the success of the programs at Duncan-Russell and Willow.

Renaissance STAR Reading and Math Grade Equivalent (GE) is a norm-referenced score that represents how a student's test performance compares with other students nationally. A GE score of 7.6 is equivalent to a typical seventh-grader after the sixth month of the school year. Comparison of the GE score for a student determines reading and math skill growth from Pre-test, Quarterly test and Post-test.

The number of students tested vary from one quarter to the next due to Willow's transient population. Pre-test administered upon entrance in the program and quarterly thereafter.

Willow

	Reading			Math		
	Q3	Q4	Change 2018-2019	Q3	Q4	Change 2016-2018
7 th Grade	4.7	4.8	.1	4.5	4.6	.1
8 th Grade	6.3	5.2	-1.1	6.9	6.3	-.6
9 th Grade	8.8	8	-.8	5.7	NA	NA
10 th Grade	6	4.6	-1.4	6	7.3	1.3
11 th Grade	7.8	NA	NA	6.8	7.7	1.1
12 th Grade	NA	NA	NA	NA	NA	NA

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

Duncan Russell and Willow completed the implementation of state standards survey. The schools focus is predominantly on credit recovery.

Willow							
	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	0/2	N/A	4.00	N/A	4.00	N/A	3.50
ELD	0/2	N/A	4.00	N/A	4.00	N/A	3.50
Math	0/2	N/A	4.00	N/A	4.00	N/A	3.50
Science	0/2	N/A	2.50	N/A	2.50	N/A	1.50
History/SS	0/2	N/A	2.50	N/A	2.50	N/A	2.50

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

Neither Duncan Russell nor Willow had CAASPP scores reported on the CDE site for 2017-18.

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
School-wide	27%	N/A	NA	NA	18%	N/A	NA	NA
Asian	N/A	N/A	NA	NA	N/A	N/A	NA	NA
Hispanic/Latino	N/A	N/A	NA	NA	N/A	N/A	NA	NA
White	N/A	N/A	NA	NA	N/A	N/A	NA	NA

Analysis of Data – Student Achievement –SBAC Results, District Assessments, Analysis of Data Preparation for School/Career

Greatest Progress:

- Duncan Russell and Willow focus on credit recovery and do not administer district assessments. They do administer state assessments but do not have enough students to draw statistically significant conclusions regarding progress from State Indicators in order to identify greatest progress.
- Duncan Russell and Willow students each receive an Individualized Student Academic Plan in order to ensure they recover sufficient credits to be on a path to a diploma.
- Willow students Reading and Math grade level equivalency tested quarterly.

Greatest Need:

- Duncan Russell and Willow need to continue to focus on credit recovery so that they can transfer to Stein and earn a diploma.
- All students attending the Willow/Duncan-Russell Campus have grade level equivalency tested in Reading and Math quarterly.

3. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 7 Willow	284	1%	49%	1	0%	100%	308	1%	31%	1	0%	100%
Gr 10 Willow	204	2%	72%	1	0%	100%	230	1%	28%	2	0%	67%
Gr 11 DR	212	1%	62%	1	0%	100%	193	2%	18%	1	0%	100%
Gr 12 DR	157	1%	66%	8	0%	50%	209	1%	21%	4	0%	57%
Gr. 11 Willow	212	1%	62%	2	0%	100%	193	2%	18%	6	0%	71%
Gr. 12 Willow	157	1%	66%	2	0%	50%	209	1%	21%	1	0%	50%

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580

School = Duncan-Russell Continuation High School-N/A

Willow Community Day School-N/A

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

Duncan-Russell Continuation High School

Subtest		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	N/A	N/A	N/A	N/A
School	Oral	N/A	N/A	N/A	N/A
School	Written	N/A	N/A	N/A	N/A

Willow Community Day School

Subtest		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	N/A	N/A	N/A	N/A
School	Oral	N/A	N/A	N/A	N/A
School	Written	N/A	N/A	N/A	N/A

Analysis of Data – English Learner Progress

Greatest Progress:

- Duncan Russell and Willow do not have enough students to receive a rating of progress on the State English Learner Indicator.

Greatest Need:

- Most of the ELs at Duncan Russell and Willow are long-term English Learners and struggle most with reading and writing academic material.

B. Pupil Engagement and School Climate (State/Local Indicators)

- 1. Chronic Absenteeism** (scheduled for release March – California Dashboard)
(Percent of students absent $\geq 10\%$ of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
Grade 9-12	12.1%	N/A*	9.9%	10%

2. Student Discipline

a. Number and Percent of suspensions or expulsions (Aeries)

One hundred twenty three students attended Willow Community Day School and Duncan-Russell Continuation High School during the 2018-2019 school year. This is an increase of twelve students; up from one hundred eleven who attend DR/Willow in 2017-2018. The number of students suspended in 2018-2019 was forty-two. Approximately sixty-nine percent of the population come to our site due to discipline concerns, expulsion and lack of attendance at the comprehensive middle and high schools.

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	1	83%	9	94%	1	100%
Staff – Cert.	4	95%	6	90%	8	71%
Staff – Class.	3	83%			2	57%
Students	16	79%	38	74%	11	76%
Total	24	85%	53	86%		
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	1	100%	9	91%	0	N/A
Staff – Cert.	4	88%	6	69%	8	67%
Staff – Class.	3	100%			2	25%
Students	16	83%	38	75%	10	46%
Total	24	93%	53	78%		
Met Goal (Y/N)		Y		Y		N

Analysis of Data – School Climate and Safety

Greatest Progress:

- Among certificated and classified staff, positive responses on the climate survey remained positive, even though 80% of staff is new to Willow. While data shows a decrease in positive responses, the data is not reflective of the current school climate due to responses are from less than 5% of the student population.

Greatest Need:

- Twenty-five percent, of students who attended Willow Community Day School and Duncan Russell High School responded positively to the school climate survey. This percentage is below the goal for 2018-2019.
- There is a need to improve the number of responses from students on the climate survey.
- There is a need to improve the number of positive responses from students and staff on the climate survey.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting district goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. At Willow Community Day School, 85% of all students will advance 1 or more reading levels after two semesters.	STAR Reading Test.	Pre-test upon entry into the program, post-test quarterly.
2. At Willow Community Day School, 75% of students will be “On-Track”, 10% of all students will be “Accelerated” in earning credits.	Earning Credits as defined by: <u>On-Track</u> -On track to receiving 30 credits per semester or equivalent. <u>Accelerated</u> -Earning more than 30 credits per semester or the equivalent to be on track to achieve the 220 credit for high school graduation requirement.	After two semesters in the program.
3. At Duncan Russell, 75% of all students will be “On-Track”, 10% of all students will be “Accelerated” in earning credits.	<u>On-Track</u> = On track to transfer to Stein. <u>Accelerated</u> = On track to return to the comprehensive high school.	After two semesters in the program.

Significant Accomplishments

- Willow's enrollment continued to grow for the 2018-2019 school year.
- All students at Willow were tested with a pre-test and post-test in STAR Reading and Math.
- All students and parents receive detailed academic plans.
- Quarterly credit goals established that would enable students to transition to comprehensive high school.

Evidence of Impact (outcomes achieved or not)

1. Seventh graders advanced one level in reading and math.
2. Eighth graders reading and math levels decreased.
3. Overall, high school students at Willow advanced in math. The highest gain seen by a student in reading was a 3.0 grade level increase and the highest gain in math was a 3.1 grade level increase.
4. At Willow Community Day School, 80% of students were “On Track” and 32% were “Accelerated.” This is an increase of 30%. This outcome was met.
5. At Duncan Russell High School, 76% of students were “On Track” and 13% were “Accelerated”.

This outcome was met.

Implications for 2019-2020 Plan

- Duncan-Russell students will be administered the pre-test and post-test in STAR Reading and Math.
- Implications for the 2019-2020 school year are that Willow Community Day School /Duncan Russell Continuation teachers will add Edgenuity Online Learning for credit recovery.
- The way in which we gather statistics will change. Instead of specifying “after two semesters” in the Outcome for action #1, the timeline will read “Pre-test upon entry into the program, post- test at exit or quarterly.”
- Instead of using the timeline of “after two semesters” for action #2 and #3, the outcomes will be measured when students leave Willow Community Day School and Duncan Russell High School. Because some students stay longer and some stay less than two semesters, this will give us a larger number of students to base our statistics on.

Goal #2 -- Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Students will have lower than a 1% suspension rate.	Data will be collected on overall suspension days/attendance days.	Total days of student attendance.
2. Students will have at least a 99% attendance rate, when counting just unexcused absences.	Data will be collected on overall unexcused absences/attendance.	Total days of student attendance.
3. Students will have at least a 98% attendance rate when counting all absences.	Data will be collected on overall absences (Excused & Unexcused) /attendance.	Total days of student attendance.

Significant Accomplishments

- During the 2018-2019 school year, there were 38 suspensions. 22 for Defiance, 5 for marijuana/controlled substance, 4 for fighting, 3 for profanity, 2 for tobacco products, 1 for property damage, and 1 for theft.
- There were 71 days of suspension days out of the 7759 days attended by students.
- There were 68 unexcused absences out of 7759 days attended by students.
- There were 286 days of absences out of the 7759 days attended by students. This statistic includes both excused and unexcused absences.
- Total number of absences excused and unexcused decreased 34%
- A new intervention layer to consequences other than suspension implemented at the beginning of second semester.

Evidence of Impact (outcomes achieved or not)

- The rate of days missed for suspension for the 2018-2019 school year was .092%. This data shows that students had a 99% attendance rate. The outcome was met.
- When counting only unexcused absences, the attendance rate was 98%. This outcome was not met.
- When counting both excused and unexcused absences, the attendance rate was 96%. This outcome was not met.

Implications for 2019-2020 Plan

- Continue with current tardy and attendance standards.

- Conduct a PR campaign on attendance policy.
- Positive reinforcement for attendance and improved attendance.
- Continue with implementation of new layer of intervention as an alternative to suspension.

Goal #3 -- Parent Involvement & Education

Evaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. There will be communication with <u>all</u> parents regarding credit recovery, attendance and behavior.	Data will be collected on who communicates with parent, what for and when.	Weekly. Ongoing.

Significant Accomplishments

- Parent communication happened for students who were tardy.
- All D and F students met with the administrator to discuss grades.
- Parent meetings held with administration.
- Quarterly Progress Reports mailed home.
- Parents provided email updates via the Parent Portal by teachers of academic progress.

Evidence of Impact (outcomes achieved or not)

- Communication with parents recorded in Aeries by administration in the counseling notes.
- Communication email verification emailed to teacher when sent to parents.

Implications for 2019-2020 Plan

- Administration will send graduation status letters to parents.
- Administrator will meet with parents to develop academic plans.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Students at Willow Community Day School will have daily access to Renaissance Learning Inc. Accelerated Reader subscriptions, Reading Plus and Lexia Learning Reading Improvement web based programs to improve reading levels. 85% of all Willow students will advance 1.5 or more reading levels after two semesters.	STAR Reading Test scores.	Pre-test upon entry into the program, post-test at exit.
2. Willow Community Day School will use Apex Learning and Cyber High web based programs for students to recover credits. At Willow Community Day School, 75% of students will be “On-Track”, 10% of all students will be “Accelerated” in earning credits.	Earning Credits as defined by: <u>On-Track</u> = On track to receiving 30 credits per semester or equivalent. <u>Accelerated</u> =Earning more than 30 credits per semester or the equivalent to be on track to achieve the 220-credit high school graduation requirement.	After two semesters in the program.
3. Duncan Russell Continuation High School will use Cyber high for students to recover credits.	Earning Credits as defined by: <u>On-Track</u> = On track to transfer	After two semesters in the

75% of all students will be “On-Track”, 10% of all students will be “Accelerated” in earning credits.	to Stein. <u>Accelerated</u> = On track to return to the comprehensive high school.	program.
---	--	----------

Significant Accomplishments

- All Willow students participated in Accelerated Reader.
- Approximately half of all Willow Students participated in Reading Plus
- All Duncan Russell students participated in Cyber High.

Evidence of Impact (outcomes achieved or not)

- Overall, there was no reading growth for students at Willow Community Day School. This outcome was not met.
- One hundred percent of students have daily access to Cyber High and Carnegie Math web based programs. This outcome was met.
- Less than 2% of Willow Community Day School students accessed Apex Learning for credit recovery. This outcome was not met.
- At Willow Community Day School, 80% of students were “On Track” and 32% were “Accelerated.” This is an increase of 30%. This outcome was met.
- At Duncan Russell High School, 76% of students were “On Track” and 13% were “Accelerated.” This outcome was met.

Implications for 2019-2020 Plan

- Replace Apex Learning with Edgenuity Online Learning.
- Increase consistent assessment of reading and math levels in order to have a larger pool of assessment scores to determine growth.
- Instead of using the timeline of “after two semesters” for action #2 and #3, the outcomes will be measured when students leave Willow Community Day School and Duncan Russell High School. Because some students stay longer and some stay less than two semesters, this will give us a larger number of students to base our statistics on.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The School Site Council at the May 3, 2019, meeting approved the 2019/2020 School Plan and budget.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Traci Mitchell	X				
Anthony Crivello		X			
Maribel Manzo			X		
Adriana De La Paz Gomez					X
Elijah McKinney					X
Dianna Sucrese				X	
Feliciano Flores*				X	
Numbers of members of each category	1	1	1	2	2
Total in each group	3			4	

The interests of English learners are represented by: Maribel Manzo

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (29% EL = 1 EL parent/student on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- c. All Students
- d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
4. At Willow Community Day School, 85% of all students will advance 1 or more reading levels.	STAR Reading and Math Test.	Pre-test upon entry into the program, quarterly test, and post-test at exit.
5. At Willow Community Day School, 75% of students will be “On-Track”, 10% of all students will be “Accelerated” in earning credits.	Earning Credits as defined by: <u>On-Track</u> -On track to receiving 35 credits per semester or equivalent. <u>Accelerated</u> -Earning more than 35 credits per semester or the equivalent to be on track to achieve the 220-credit high school graduation requirement.	Over time of students’ enrollment in program.
6. At Duncan Russell, 75% of all students will be “On-Track”, 5% of all students will be “Accelerated” in earning credits.	<u>On-Track</u> = On track to transfer to Stein. <u>Accelerated</u> = On track to return to the comprehensive high school.	Over time of students’ enrollment in program

Rationale for identified outcomes (site):

Duncan-Russell and Willow are small-school environments that focus on credit recovery. Most students are credit deficient. The low student to teacher ratio of 20:1 allows students to get to know teachers and establish relationships that are conducive to trust, rapport and ultimately learning.

The majority of students at both Duncan-Russell and Willow are not at grade level in reading or math. Reading skills are important to doing well in school and achieving success in a career. Willow uses Lexia Learning to improve student reading levels as well as Reading Plus and Renaissance Learning. Duncan-Russell and Willow will use Edgenuity for math skills and credit recovery for grade level math.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
4. Students will have lower than a 1% suspension rate.	Data will be collected on overall suspension days/attendance days.	Total days of student attendance.
5. Students will have at least a 99% attendance rate, when counting just unexcused absences.	Data will be collected on overall unexcused absences/attendance.	Total days of student attendance.
6. Students will have at least a 98% attendance rate when counting all absences.	Data will be collected on overall absences (Excused & Unexcused) /attendance.	Total days of student attendance.

Rationale for identified outcomes (site):

Attendance is an important part of credit recovery. Students need to be in school in order to do the work. Willow and Duncan-Russell will use GRIT characteristics to teach and reinforce positive self-behavior management.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
2. There will be communication with <u>all</u> parents regarding credit recovery, attendance and behavior.	Data will be collected on comprehensive student achievement log. This log will include grades & credits, attendance and behavior.	Ongoing.

Rationale for identified outcomes (site):

Parent communication on progress for at-risk students is imperative to their success. The goal of this communication is for both parent and student to know where students are in their credit recovery plan. Also, as a key to successful credit recovery is good attendance and behavior. Parents will agree to communicate weekly as a condition of enrollment into Willow and Duncan-Russell.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
4. Willow Community Day School and Duncan-Russell will use Edgenuity Online Learning and Cyber High web based programs for students to recover credits. At Willow Community Day School, 75% of students will be “On-Track”, 10% of all students will be “Accelerated” in earning credits. Credit recovery is accomplished during students’ elective time.	Earning Credits as defined by: <u>On-Track</u> -On track to receiving 35 credits per semester or equivalent. <u>Accelerated</u> -Earning more than 35 credits per semester or the equivalent to be on track to achieve the 220-credit high school graduation requirement.	Over time of students’ enrollment in program.

Rationale for identified outcomes (site):

Almost all students at Willow Community Day school and all students at Duncan Russell High School are credit deficient. Edgenuity Online Learning and Cyber High are web-based programs that offer courses for high school credits and they align with the California Common Core curriculum.

Although students may pass all of their classes and earn 35 credits a semester while at Duncan-Russell/Willow, in order to get back on track, they will need to go beyond the normal day schedule.

Duncan Russell High School
Willow Community Day School

Single Plan for Student Achievement (SPSA)

Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: May 3, 2019.

Attested:

Traci Mitchell
Typed name of School Principal

Signature of School Principal

Date

Maribel Manzo
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

Art Freiler School

Single Plan for Student Achievement

2019/20



School Vision

“Learn. Persevere. Excel.”

Art Freiler School promotes responsible and respectful students who recognize themselves as part of a community that works to learn, persevere, and excel in a global and dynamic world.

Tracy Unified School District
CDS: 39-75499-6118699
Principal: Karen Alcorn

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

Contact Person: Karen Alcorn
Position: Principal
Telephone Number: (209) 830-3309
E-mail Address: kalcorn@tusd.net

The School Site Council approved this revision of the SPSA on: May 15, 2019

The District Governing Board approved this revision of the SPSA on: June 11, 2019

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	910	869	813
AFDC/Free & Reduced (%)	Oct CBEDS	45%	49%	50%
English Learners R-30 (%)	Oct CBEDS	31%	31%	28%
Long Term English Learners** (% of EL for 6+ years –gr6-12)	CDE DataQuest	6%		
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	10%		11%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	37%	11%	
Students redesignated to FEP (#)	Oct CBEDS	11		
Ethnicity: White (%)	Oct CBEDS	23%	23%	21%
Hispanic (%)	Oct CBEDS	39%	38%	40%
African American (%)	Oct CBEDS	4%	4%	4%
Asian (%)	Oct CBEDS	28%	28%	29%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
Number of classroom teachers	37	37	36
Number and type of support certificated staff (including special education staff)	1.5 RSP 1 Psychologist 60% 1 LSH 60%	1 RSP 1 Psychologist 60% 1 LSH 60%	1 RSP 1 Psychologist 60% 1 LSH 60%
Number of classified staff	<ul style="list-style-type: none"> • 1 Secretary • 1 Attendance Clerk • 1 Parent Liaison 75% • 1 Office Clerk 50% • 6 Noon Duty Supervisors • 1 Day Custodian • 1 Night Custodian • 2 Bustodians • 1 Library Technician • 2 PE Paraprofessionals • 2 ELL Paraprofessionals • 1 RSP Paraprofessional 20 Total Classified	<ul style="list-style-type: none"> • 1 Secretary • 1 Attendance Clerk • 1 Parent Liaison 75% • 1 Office Clerk 50% • 6 Noon Duty Supervisors • 1 Day Custodian • 1 Night Custodian • 2 Bustodians • 1 Library Technician • 2 PE Paraprofessionals • 2 ELL Paraprofessionals • 1 RSP Paraprofessional 20 Total Classified	<ul style="list-style-type: none"> • 1 Secretary • 1 Attendance Clerk • 1 Parent Liaison 75% • 1 Office Clerk 50% • 6 Noon Duty Supervisors • 1.5 Day Custodians • 2 Night Custodians • 1 Library Technician • 2 PE Paraprofessionals • 2 ELL Paraprofessionals • 1 RSP Paraprofessional 20 Total Classified
Number/percent of teachers with EL Certification	100%	100%	100%

3. Changes in categorical programs or feeder programs (check one)

☒ No significant changes
☐ Significant changes

4. Changes in District Core Programs (check one)

☒ No significant changes
☐ Significant changes

5. Changes in Facilities (check one)

☒ No significant changes
☐ Significant changes

6. Other Significant Changes

B. 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 school plan budget must include the proposed expenditures).

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation Purpose: services for all students	\$ 31,597
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students Purpose: To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 22,365
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners Purpose: To develop fluency and academic proficiency of ELs.	\$ 49,752
Total amount of state funds allocated to this school	\$ 103,714

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas <div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> <div> <div>\$0</div> <div>\$0</div> </div> </div>	\$0
Total amount of federal categorical funds allocated to this school	\$ 0
Total amount of state and federal funds allocated to this school	\$ 103,714

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	18/29	3.22	3.48	2.39	3.17	2.47	2.67
ELD	18/29	2.72	2.90	2.00	2.69	2.12	2.48
Math	18/29	3.11	3.62	2.67	3.31	2.65	3.11
Science	18/29	2.50	2.72	2.17	2.17	2.12	2.56
History/SS	18/29	2.00	2.17	1.78	2.29	1.71	2.26

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	19%	31%	41%	+22%	22%	43%	52%	+30%
Grade 4	24%	35%	34%	+10%	22%	33%	37%	+15%
Grade 5	53%	43%	47%	-6%	39%	32%	41%	+2%
Grade 6	57%	45%	46%	-11%	30%	45%	34%	+4%
Grade 7	53%	51%	44%	-9%	23%	39%	40%	+17%
Grade 8	61%	43%	51%	-10%	41%	31%	36%	-5%

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	45%	42%	44%	-1%	30%	37%	40%	10%
Asian	45%	47%	48%	3%	36%	39%	41%	5%
African American	NA	39%	38%	0%	18%	29%	35%	17%
Hispanic/Latino	40%	34%	39%	-1%	19%	32%	35%	16%
White	54%	45%	48%	-6%	40%	43%	45%	5%
Filipino	NA	NA	59%	0%	NA	NA	59%	0%
EL	9%	20%	15%	6%	6%	16%	15%	9%
SES Disad	35%	34%	35%	0%	22%	29%	32%	10%
SpEd	22%	9%	17%	-5%	12%	21%	22%	10%

c. PSAT

	Language Arts - % Met Benchmark (390)	Mathematics - % Met Benchmark (430)	Language Arts - % Met Benchmark (390)	Mathematics - % Met Benchmark (430)
	2017-18	2017-18	2018-19	2018-19
District	52%	33%	54%	33%
Grade 8	67%	37%	57%	41%

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang. Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained -0.6	Orange	-23.4	Maintained 2.6
Schoolwide	Yellow	Low -9.4	Increased +7.9	Orange	Low -17.7	Declined -8.3	Orange	-17.7	Maintained 0.1
Asian	Yellow	Medium +0.2	Maintained +5.3	Orange	Low -5.4	Declined -5.5	Orange	-11.3	Declined -5.9
African American	N/A	Low -6.1	Incr. Sig. +20	N/A	Low -26.8	Decl. Sig. -20.7	NA	-28.3	Maintained 1.5
Hispanic Latino	Yellow	Low -29.6	Maintained +6	Yellow	Low -29.6	Maintained +6	Yellow	-30.4	Increased +3.1
White	Green	High +12.5	Increased +19.9	Orange	Low -8	Decl. Sig. -20.5	Orange	-8.3	Maintained 0.3
Filipino	NA	NA	NA	NA	NA	NA	Blue	+12.9	Increased +16.2
EL	Yellow	Low -23.4	Increased +7	Orange	Low -29.3	Declined -5.9	Orange	-41.6	Declined -12.3
SES Disad	Yellow	Low -33.6	Increased +9.5	Orange	Low -33.5	Maintained +0.2	Orange	-37.7	Declined -4.2
SpEd	Yellow	Low -54.6	Incr. Sig. +30.6	Red	Very Low -70.7	Decl. Sig. -16.1	Yellow	-67.2	Increased +3.5

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
Schoolwide	Orange	Low -39.8	Declined -3.6	Yellow	Low -30	Increased +9.8	Green	-22.6	Increased +7.4
Asian	Orange	Medium -19.1	Declined -1.3	Yellow	Medium -18.6	Maintained +0.5	Green	-8.9	Increased +9.7
African American	N/A	Low -51.6	Declined -6.5	N/A	Low -38.7	Increased +12.9	NA	-28.1	Increased +10.6
Hispanic Latino	Orange	Low -64.2	Declined -5.5	Yellow	Low -49.9	Incr. Sig. +17.3	Yellow	-37.9	Increased +9
White	Yellow	Medium -21	Maintained -0.7	Yellow	Medium -18.9	Maintained +2.1	Green	-13.7	Increased +5.2
Filipino	NA	NA	NA	NA	NA	NA	Green	+7.6	Increased +10.1
EL	Orange	Low -49.6	Declined -3.1	Yellow	Low -45.1	Increased +4.5	Yellow	-38.5	Increased +6.6
SES Disad	Orange	Low -57.4	Declined -1.5	Yellow	Low -44.1	Increased +13.3	Yellow	-40.4	Increased +3.6
SpEd	Yellow	Low -83.4	Increased +11.8	Yellow	Low -66.8	Incr. Sig. +16.5	Yellow	-54.7	Increased +12.1

3. District Assessments:

- a. **Percent of students meeting standards on district language arts assessments** (with the number of student scores for the school in 2017-18)

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	88%	88%	80%
Gr. 1 – Phonemic Awareness		96%	74%	82%	92%
Grade 1 Fluency (Rate)		68%	64%	74%	77%
Grade 2 Fluency (Rate)		71%	77%	81%	75%
Grade 3 Fluency (Rate)		66%	65%	63%	71%
Grade 4 Fluency (Rate)		62%	54%	64%	36%
Grade 5 Fluency (Rate)		62%	86%	59%	58%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2		64%	80%	82%
Grade 3		57%	45%	72%
Grade 4		53%	48%	55%
Grade 5		56%	64%	40%
Grade 6		53%	63%	39%
Grade 7		55%	57%	63%
Grade 8		63%	43%	NA

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	81%	81%
Grade 1 - Opinion		62%	52%	57%
Grade 2 - Opinion		67%	83%	63%
Grade 3 - Opinion		53%	56%	62%
Grade 4 - Opinion		49%	38%	51%
Grade 5 - Opinion		52%	56%	38%
Grade 6 - Argument		51%	50%	48%
Grade 7 - Argument		42%	41%	33%
Grade 8 - Argument		66%	62%	NA

b. Percent of students meeting standards on district mathematics assessments
(with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	63%	96%
Grade K – Solve Word Problems with Addit. and Subt.		81%	89%	98%
Grade K – Find Numbers that Make 10		76%	81%	83%
Grade 1 - Represent/Solve Addition Problems		71%	64%	87%
Grade 1 - Represent/Solve Subtraction Problems		60%	52%	79%
Grade 1 – Properties/Relationship of Addit. and Subt.		65%	56%	78%
Grade 2 – Solve Addition Problems with Unknowns		50%	28%	83%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	41%	66%
Grade 2 – Subtract within 1000		75%	30%	86%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	52%	84%
Grade 3 - Properties/Relationship of Mult. and Divis.		50%	42%	70%
Grade 3 - Solve Problems; Explain Patterns		44%	29%	N/A
Grade 4 - Multi-Digit Multiplication – Place Value		45%	45%	54%
Grade 4 - Multi-Digit Division – Place Value		48%	41%	49%
Grade 4 - Compare decimals/fractions to hundredths		60%	52%	N/A
Grade 5 - Write/Interpret Numerical Expressions		54%	68%	37%
Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	64%	55%
Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	21%	50%
Grade 6 – Expressions		46%	63%	29%
Grade 6 - Equations		39%	38%	18%

Analysis of Data – Student Achievement –SBAC Results, District Assessments

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

- Local indicator survey reflects implementation of state standards is growing from beginning development to initial implementation

SBAC

- School wide increase of 10% proficient in Math
- Double digit increase in grades 3 & 4 on ELA & Math ranging from 10-30%
- 7th grade Math increased from year to year 17%
- When examining SBAC data by cohort, Grades 3-5 increased percentage of proficient students in each class each year in both ELA & Math. Grades 6-8 made notable growth in Math also

SBAC Subgroups

- African American, Hispanic Latino, Special Education, and Socio-economically disadvantaged students made double digit growth school wide from 2016-2018
- ELL students grew by 6% in English Language Arts

Rigorous Curriculum Design (Local Assessments)

- Grade 1 Phonemic Awareness increased 18%
- Grade 1 Fluency increased 13%
- Grade K & 1 met goal of 80% proficient in reading foundational skills
- Grade K Writing met goal of 80% proficient
- Grade 2 Informational Text met goal of 80% proficient
- Grade 3 Informational Text near goal of 80% proficient
- Math in Grades K-3 have seen double digit growth on district assessments
- Grade 4 made notable growth in math as well

California School Dashboard

- Math performance on the SBAC assessments increased from Orange to Green
- SPED subgroup increased by 3.5 percent in English Language Arts
- Filipino Subgroup grew by 16 percent in English Language Arts

PSAT

- Grade 8 percentage of student proficient in ELA & Math are higher than district percentages.

Greatest successes noted indicate that staff and leadership have an opportunity to examine antecedents why students performed well in some areas versus others in order to replicate those successes.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

Rigorous Curriculum Design (Local Assessments)

- Math grades 4-6 show a double-digit decrease in scores and performed well below goal of 80% proficient
- Writing grades 4-6 also showed double-digit decrease in proficiency
- Reading informational text in grades 5 and 6 also showed double-digit decrease in proficiency
- Fluency in grades 4 is at 36% while Grade 5 fluency decreased significantly since 2015-2016

SBAC

Increase proficiency on SBAC in ELA for grades 6-8

Rigorous Curriculum Design (RCD) assessments are aligned to SBAC expectations per district data curated through Rigor & Relevance work. We will focus staff on increase implementation of RCD by increasing the amount of Early Release Monday collaboration time dedicated to Professional Learning Communities.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

California Dashboard State Indicator

- ELA-Orange: Asian ELL students, socio-economically disadvantaged, and White at orange level
- Math- Green: SPED, Socio-economically disadvantaged Hispanic or Latino, and English Language Learners performing at yellow

Discrepancies in student performance based on demographics, current language proficiency, and socioeconomic status will be made transparent and openly discussed during site collaboration and through grade level Professional Learning Communities.

3. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	12%		41	5%		421	19%		37	19%	
Gr. 4	463	47%		39	51%		466	40%		42	41%	
Gr. 5	421	40%		37	35%		418	33%		35	30%	
Gr. 6	314	0%	40%	24	4%	33%	389	1%	31%	31	2%	32%
Gr. 7	284	1%	49%	26	0%	19%	308	1%	31%	20	0%	14%
Gr. 8	216	0%	41%	16	0%	56%	277	0.8%	22%	19	0%	9%

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall
District = 2,580 School = 187

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	5%	16%	42%	38%
School	Oral	NA	10%	40%	46%
School	Written	10%	28%	31%	31%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	6	100%	98	66%	4	100%
Grade 1	347	77%	15	40%	387	76%	34	68%
Grade 2	352	71%	34	82%	405	64%	17	100%
Grade 3	366	57%	30	40%	348	64%	35	80%
Grade 4	402	49%	33	39%	355	46%	27	59%
Grade 5	354	43%	29	28%	368	54%	28	54%
Grade 6	317	63%	28	32%	308	26%	29	38%
Grade 7	254	44%	17	12%	296	28%	20	20%
Grade 8	228	53%	18	56%	253	22%	14	7%

Analysis of Data – English Learner Progress

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

Long-Term English Learner (LTEL) Students

- Percentage of LTEL students have steadily decreasing from 2016-2018

ELPAC

- Freiler students slightly outperformed district student performance on ELPAC at levels 3 and 4
- Students performed higher in oral language which includes listening and speaking compared to written language which includes reading and writing

English Language (EL) Monitoring

- 100% of Grade K and 2 ELLs being monitored are meeting achievement expectations based on district criteria
- Grade 3 has 80% of ELs meeting achievement expectations
- When viewing as cohort of students, for most groups, the percent of students meeting criteria increases from year to year in the same group of students

Greatest successes noted indicate that staff and leadership have an opportunity to examine antecedents why students performed well in some areas versus others in order to replicate those successes.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas*

English Language (EL) Monitoring

- Grade 1 and Grades 4 through 8 are not meeting achievement expectations determined by the district
- Upon completing outside calculations on EL Monitoring based on the total number of ELL students, the data indicated the percentage of Kindergarten ELL students making progress toward academic achievement did not match the number of indicated on the data above

ELPAC

- Only 38% of ELL students are scoring at a 4 on the ELPAC

Long-Term English Learner (LTEL) Students

- Very few students are reclassifying once they reach at risk for LTEL in grades 4 and up based on site level reclassification data
- 0 out of 15 fifth grade EL students reclassified in 2017-2018 and were enrolled in 6th grade English Language Development elective

Professional development on ELPAC expectations, unpacking ELD standards and designing and delivering ELD lesson through a lesson study and coaching model are planned for the 2019-2020 school year through support of the Continuous Improvement Department.

B. Pupil Engagement and School Climate (State/Local Indicators)

1. **Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent $\geq 10\%$ of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
TOTAL	10.3%	6.3%	9.9%	3.9%

2. Student Discipline

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	48		70		35		-1.5% 2017 to 2018 +0.5% 2016-2018
In House							
Home							
Students suspended	26	2.8%	44	4.8%	30	3.3%	-.1%
Expulsions	2		1		0	0	
Students expelled	2	.2%	1	.1%	0	0%	

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very High 9.2%	Declined -0.3%	Orange	Very High 9.2%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Yellow	High 4.2%	Declined -0.7%	Orange	High 4.7%	Increased +0.5%	Yellow	3.3%	Declined -1.4%
Asian	Orange	High 3.4%	Increased +1%	Orange	Medium 2.2%	Increased +0.4%	Green	1.6%	Declined -0.5%
African American	Green	Medium 2.3%	Decl. Sig. -9.7%	Orange	High 4.6%	Increased +2%	Red	10.6%	Increased +6.1%
Hispanic Latino	Yellow	High 4.1%	Declined -0.4%	Yellow	High 5.1%	Declined -0.5%	Green	2.3%	Declined -2.9%
White	Red	Very high 7.2%	Increased +1.7%	Red	Very high 6.1%	Increased +1.7%	Yellow	4.3%	Declined -1.8%
Filipino	NA	NA	NA	NA	NA	NA	Orange	4.2%	Increased +0.3%
EL	Orange	High 3.6%	Increased +1.2%	Yellow	High 3.2%	Declined -0.3%	Green	1.7%	Declined -1.4%
SES Disad	Yellow	High 6%	Declined -0.4%	Yellow	High 5.3%	Declined -0.8%	Yellow	4.2%	Declined -1.1%
SpEd	Red	Very high 7.9%	Maintained -0.2%	Red	Very high 8.1%	Increased +0.6%	Red	10.8%	Increased +2.7%

c. Reduction in the number of referrals (Aeries)

	2016/17		2017/18		2018/19		Decrease or Increase in % of Students.	Target Met
	#	%	#	%	#	%		
Referrals	675		617		593		As of 5.10.19 -2.12%	Yes
Students Receiving Referrals	272	272/904 30.08%	254	254/869 29.22%	222	222/818 27.1%		

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	73	88%	54	79%	22	86%
Staff – Cert.	19	65%	30	80%	43	73%
Staff – Class.	3	83%				
Students	450	62%	NA	NA	234	82%
Total	545	75%	84	80%	299	80%
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	72	92%	53	88%	20	91%
Staff – Cert.	19	92%	30	92%	41	70%
Staff – Class.	3	100%				
Students	450	74%	NA	NA	232	84%
Total	544	90%	83	90%	293	82%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success*

- Chronic absenteeism had decreased significantly from 6.3 % to 3.9%
- Freiler has a significantly lower chronic absenteeism rate than the district rate of 9.9%
- Number of suspensions was reduced by half from 2017 to 2018
- Unduplicated students suspended resulted in a 1.5% decline in the number of students suspended from school
- As of 3.29.19 the number of student referrals has decreased by 4.12% despite the reduction in enrollment
- Number of staff participating in climate survey has increased each year since 2017
- Students and parents responses reflect results above the goal of 75% in regards to school safety
- Parents and students rated our climate well above 75%
- Students show 10% increase in school safety and 20% increase for school climate for 2019

Consistency in following through on district SARB process and positive behavior interventions have contributed to the successes noted.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas*

- Number of parents & students participating in climate survey has decreased
- School Safety perception in staff has decreased by 22%
- School Climate amongst staff decreased by 7%

The new administrative team leading Freiler next year presents an opportunity to forge new and refreshed relationships with all stakeholders.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

California Dashboard State Indicator: Yellow

- African American students were rated at Red on Indicator due to significant increase of 6.1%
- SPED students were also rated at Red on Indicator due to significant increase of 2.1%

Dashboard data in conjunction with student discipline data reflects that students suspended may be in multiple subgroups. Behavior interventions such as parent conferences, mental health referrals, behavior plans, incentives, administrative counseling and goal setting to prevent as many disciplinary incidents as possible.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
Goal 1:		
By May, 2018, 80% of FES students will meet or exceed standards on district ELA and math assessments	Unit assessments in EADMS	Review each Trimester
By May, 2018, FES students identified as EL will demonstrate school-wide improvement on district ELA and math assessments by 5%.	Unit assessments in EADMS	Review each Trimester
The percent of students meeting ELA & Math standards on CAASPP will increase by 2%	CAASPP	Review Annually
By May, 2018, FES students identified as LTEL and/or "at risk" will demonstrate school-wide improvement on district ELA and math assessments by 5%	Unit assessments in EADMS	Review each Trimester
Students who are enrolled in intervention support classes for both ELA and math will decrease by 2%	Unit assessments in EADMS and progress report grades	Review as needed/ Annually
Please see TUSD's LCAP specifically aligned to special education and intensive intervention strategies.	NA	NA

Significant Accomplishments

- Administration provided 1-2 opportunities for staff to enter EADMS scores
- Initial implementation of PLCs
- Some PLCs across grade levels focused on reviewing district assessments data versus teacher anecdotal notes/observations
- DuFour's 4 questions of PLCs added to PLC form

Evidence of Impact (outcomes achieved or not)

- Schoolwide increased in Math SBAC by 10%, however ELA decreased by 1%.
- ELLs on SBAC increased by 6.6% on Math, decreased 12.3% on ELA
- Data was not reviewed per the timeline indicated above schoolwide
- Insufficient data to analyze metrics on goals beyond Section II of this document

Implications for 2019-20 Plan

- Assessments will be entered into EADMS, administration to closely monitor this and used for data analysis during PLC time.
- Increase understanding and establish effective PLC practices
- Explore strategies to improve ELL progress on SBAC
- Revision of LTEL goals is necessary to guide decision-making for improving instruction
- Improve understanding and implementation of Tier 2 and Tier 3 interventions

Goal #2 - Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
By May, 2018, The percentage of FES students suspended will decrease by 2%	Aeries	Annually
During the 2017-2018 school year, FES will have zero students recommended for expulsion from school.	Aeries	Annually
During the 2017-2018 school year, attendance rates will increase by 1%	Attendance rates calculated from Aeries	Monthly
During the 2017-2018 school year, tardies will decrease by 10%	Aeries	Monthly

Significant Accomplishments

- Attendance is discussed at SST meetings for struggling students; action plan to improve attendance is included.
- Chronic absenteeism decreased from 6.2% in 16-17SY to 3.9% in 17-18SY
- Freiler decreased the number of suspensions from 16-17SY to 17-18SY from 4.7% to 3.3%
- No expulsions for the 2018-2019 school year
- 96.6% was the average attendance for 2017-2018, which was increase from 96.5% in 2016-2017 school year.
- Second Step implementation K-5 district mandate, unit completion form required to be turned in to district prevention services department
- Discipline chats, administrative counseling and other positive behavior supports continued this year in all grade levels

Evidence of Impact (outcomes achieved or not)

- Assistant Principal presented 3 students to SARB hearings and 2 students were placed on SARB contracts
- Assistant Principal and teachers have enforced district wide K-8 tardy policy
- Freiler continues to recognize students with good attendance by giving them incentives and a party at the end of the year

Implications for 2019-20 Plan

- Tardies are not tracked on a school wide report, but will continue to be monitored by teachers and assistant principal
- Second Step lessons will be implemented in grades 6-8
- Discipline chats at all grade levels will continue
- Increased understanding for positive behavior interventions as a Tier 2 support

Goal #3 - Parent Involvement & EducationEvaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
Increase number of parent responses on school survey	School Survey Data	Annually
Increase number of parents attending the Parent Café educational meetings	Sign in sheet	Monthly
Middle School Parent Education Night attendance Science Night & High School Expectations	Sign in sheet	After Events

Significant Accomplishments

- Parent attendance at Parent Cafe increased from an average of 5 attendees to 7 attendees
- Parent education classes through county office now being offered as part of parent café

Evidence of Impact (outcomes achieved or not)

- We did not reach the goal of increased parent survey participation; in fact, we had less than half of responses from the prior year.
- Middle School Parent Education Night attendance did not occur during the 2018-2019 school year

Implications for 2019-20 Plan

- Actions will be revised to meet goals/outcomes will be slightly revised
- Parent requested more diverse ways to communicate all calls, such as text messages or emails, and use of social media
- New websites district wide next year
- Increase how often social media and website information is being updated and posted
- Continue to recruit parents to attend meetings and events at school

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
100% use of iREAD program each week grades K-2	iREAD reports	Trimester
All FES students will utilize classroom tablets or lab 2 x's a week	Schedules	Annually
Interim SBAC tests given 2 x's a year to all FES students	Interim SBAC schedule	Annually
After school computer lab for homework/intervention needs	Sign in sheet	Annually

Significant Accomplishments

- After school computer lab is open for students to access
- Students used tablets or labs to be able to access computers regularly according to the schedule

Evidence of Impact (outcomes achieved or not)

- SBAC Interim tests may have been given, but were not accounted for
- iREAD results report shows that Freiler did not follow recommended time and lessons as set by the district in Grades 1 and 2 however, Grade K is on target

Implications for 2019-20 Plan

- Revision of outcomes is necessary to guide decision-making for stakeholders
- Examine why iRead was not implemented as directed

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the May 15, 2019 meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Karen Alcorn	X				
Lindsay Ahlberg		X			
Elizabeth Valle					X
Mohammad Ayobi					X
Nicole Fernandez*				X	
Daisy Hernandez*				X	
Debbie Jackson				X	
Catey Nasello			X		
Miriam Navarro			X		
Joann Ormonde		X			
Jennifer Williams				X	
Megan Williams		X			
Numbers of members of each category	1	3	2	4	2
Total in each group	6			6	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

*Indicate parents of EL Students on SSC list above (31 %EL = 2 EL parents on SSC).

B. School goals for 2019/20- A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

c. All Students

d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions

Outcomes	Metric	Timeline
The percent of students meeting or exceeding standards on district ELA assessments will increase by 5%	Unit assessments in EADMS	Review as units are assessed
The percent of students meeting or exceeding standards on district Math assessments will increase by 5%	Unit assessments in EADMS	Review as units are assessed
The percent of ELs students making progress on district assessments will increase by 5%	Unit assessments in EADMS	Review each unit assessment and annually via district monitoring forms
The percent of students meeting ELA standards on CAASPP will increase by 2%	CAASPP	Review Annually
The percent of students meeting Math standards on CAASPP will increase by 2%	CAASPP	Review Annually
Students who are enrolled in ELA intervention support classes will increase their proficiency on district assessments by 5%	Unit assessments in EADMS and progress report grades	Review as units are assessed
Students who are enrolled in Math intervention support classes will increase their proficiency on district assessments by 5%	Unit assessments in EADMS and progress report grades	Review as units are assessed

Rationale for identified outcomes (site): Based on input from stakeholders, goals were revised to be clearer in actions and achievement. For example, we broke apart ELA and Math performance goals into individual goals with an increase in percentage proficient. Intervention and EL goals were revised to reflect progress on local assessment proficiency. Local assessment data district wide indicates correlation with SBAC performance. Understanding and implementation of effective ELD practices will also assist with student performance overall in other areas.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
During the 2019-2020 school year, the percentage of FES students suspended will decrease by 1%	Aeries	Annually
During the 2019-2020 school year, FES will have zero students recommended for expulsion from school.	Aeries	Annually
During the 2019-2020 school year, attendance rates will increase by 1%	Attendance rates calculated from Aeries	Monthly
During the 2019-2020 school year, chronic absenteeism will not increase.	Aeries/Dataquest	Annually

Rationale for identified outcomes (site): Students who are in school daily experience greater success. Reducing suspensions, increasing attendance rates, and maintaining the number of chronically absent students will keep more students in class daily and is expected to lead to an increase in measurable academic outcomes. These disciplinary and attendance goals support the district assessment and CAASPP outcomes detailed in Goal #1.

Goal #3 – Parent Involvement & Education**Evaluation for Goal 3 Actions:**

Outcomes	Metric	Timeline
Increase number of parent responses on school survey by 100%	School Survey Data	Annually
Increase number of parents attending the Parent Café educational meetings	Sign in sheet	Monthly
Use social media as a digital newsletter to communicate with parents, families, and community stakeholders.	Social media views, engagement, and follows	Weekly
Increase parental engagement in evening school events such as Back to School Night, Open House, Subject Nights, and other activities	Sign In Sheet	Per Event

Rationale for identified outcomes (site): Families who feel welcome and believe their voice is heard engage more often with their child's school. Students with families who are actively engaged in their education experience greater academic success. Freiler will continually reach out to families to inform them about events and provide essential information with the goal of making families feel welcome and valued as a part of the school community.

Goal #4 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
100% use of iREAD program each week grades K-2	iREAD reports	Trimester
Interim SBAC tests given 2 x's a year to all FES students	Interim SBAC schedule	Annually
Use new website to inform parents, families, and community stakeholders about school information and upcoming events.	Website views	Weekly
Use Rigor, Relevance, Engagement rubric to provide timely and formative feedback to teachers digitally.	Rubric feedback	Monthly

Commented [TS1]: Do we have the technology in place to support this goal?

Commented [NC2R1]: No. Our laptops are working poorly. For example, most of the laptops in 1st grade can't take headphones even though they have a jack. They don't work. So the kids are using the program without headphones which is necessary for the program's success. Students also greatly dislike this program, but it's a district commitment.

Rationale for identified outcomes: Technology is an area of need site wide. Although we have two fully functional computer labs and a few carts with laptops. More devices are necessary, and quality and strategic use of current devices must improve in order to support regular implementation of iRead program. 21st century skills not only include communication, critical thinking, collaboration and creativity, but also digital literacy.

Art Freiler Elementary School
Single Plan for Student Achievement (SPSA)
Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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*):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: May 15, 2019

Attested:

Karen Alcorn
Typed name of School Principal

Signature of School Principal

Date

Megan Williams
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

Wanda Hirsch Elementary

Single Plan for Student Achievement

2019/20



School Mission

With integrity and compassion, Wanda Hirsch Elementary School promotes a commitment to personal academic excellence, while empowering each individual to strive for and embrace the character, knowledge and problem solving skills necessary to facilitate positive changes in our diverse world.

Tracy Unified School District
CDS: 39-75499-6114490
Principal: Cindy Sasser

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

Contact Person: Cindy Sasser
Position: Principal
Telephone Number: (209) 830-3312
E-mail Address: csasser@tusd.net

The School Site Council approved this revision of the SPSA on: May 8, 2019

The District Governing Board approved this revision of the SPSA on: enter date

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	549	532	510
AFDC/Free & Reduced (%)	Oct CBEDS	40%	39%	39%
English Learners R-30 (%)	Oct CBEDS	23%	26%	24%
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	9%		10%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	3%		
Students redesignated to FEP (#)	Oct CBEDS	13.8%	4.7%	22.9%
Ethnicity: White (%)	Oct CBEDS	31%	29%	25%
Hispanic (%)	Oct CBEDS	40%	41%	41%
African American (%)	Oct CBEDS	5%	7%	7%
Asian (%)	Oct CBEDS	18%	16%	17%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	22+4 Preschool Total: 26	21+3 Preschool Total: 24	21+5 Preschool Total: 26
number and type of support certificated staff (including special education staff)	2 LSH (Preschool) + 2 PT LSH (1 Preschool, 1 Gen.Ed.) 2 Psych (1.5 preschool, 1 PT Gen.Ed.) 1 PT RSP	2 LSH (Preschool) + 2 PT LSH (Gen. Ed.), 2 Psych (1.5 Preschool, 1 PT Gen. Ed.) 1 PT RSP	2 LSH (Preschool) 2 Psych (1 Gen.Ed, 1 Preschool) 1 RSP
number of classified staff	26	21	21
Number/percent of teachers with EL Certification	100%	100%	100%

3. Changes in categorical programs or feeder programs (check one)

☐ No significant changes

☒ Significant changes

A fifth preschool class was added. This was the second year a county K-3rd grade class was on site at Hirsch.

4. Changes in District Core Programs (check one)

☐ No significant changes

☒ Significant changes

At the K-5 level new ELA/ELD instructional materials were implemented in the fall of 2017-18. The McGraw-Hill program "Wonders" was used in conjunction with updated ELA units of study that were first implemented in the 2015-16 school year. Second Step social/emotional curriculum was added in all TK-5th grade classes.

5. Changes in Facilities (check one)

☒ No significant changes

☐ Significant changes

6. Other Significant Changes

B. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 22,293
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 11,970
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 21,587
Total amount of state funds allocated to this school	\$ 55,850

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas <div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> </div>	
Total amount of federal categorical funds allocated to this school	
Total amount of state and federal funds allocated to this school	\$55,850

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	10/13	3.30	3.69	3.70	3.46	3.40	3.80
ELD	10/13	3.10	2.62	3.20	2.85	3.00	2.80
Math	10/13	3.60	4.00	3.70	3.85	3.80	3.90
Science	10/13	2.30	2.46	2.30	2.15	2.30	2.30
History/SS	10/13	2.30	2.15	1.90	2.00	1.90	2.00

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	33%	52%	63%	+30	37%	53%	54%	+17
Grade 4	50%	47%	59%	+9	44%	31%	36%	+8
Grade 5	48%	44%	47%	-1	35%	37%	31%	-4

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	44%	47%	56%	12%	40%	39%	40%	0%
Asian	57%	66%	53%	-4%	68%	59%	52%	-16%
African American	58%	40%	33%	-25%	36%	40%	33%	-3%
Hispanic/Latino	31%	33%	49%	+18%	29%	27%	28%	-1%
White	50%	58%	66%	+16%	43%	49%	47%	+4%
EL	15%	18%	19%	+4%	18%	13%	15%	-3%
SES Disad	17%	38%	47%	+30%	22%	30%	17%	-5%
SpEd	17%	30%	34%	+17%	22%	22%	34%	+12%

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change

DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained -0.6	Orange	-23.4	Maintained 2.6
Schoolwide	Yellow	Low -11.4	Maintained +2.1	Yellow	Low -8.3	Increased +3.2	Green	+0.7	Increased +9
Asian	Green	High +25	Increased +19.8	N/A	High +35.4	Increased +10.5	N/A	+9.3	Declined -26.2
African American	N/A	Medium +8.5	Incr. Sig. +43.8	N/A	Low -40.9	Decl. Sig. -49.4	N/A	-30.9	Increased +10
Hispanic/Latino	Orange	Low -30.3	Declined -8.4	Orange	Low -33.6	Declined -3.3	Yellow	-14.3	Increased +19.2
White	Yellow	Low -5.3	Maintained +6.1	Blue	High +19.2	Inc. Sig. +24.6	Green	+18	Maintained 1.3
EL	Orange	Low -28.2	Declined -2.8	Orange	Low -26.4	Maintained +1.9	Orange	-26.7	Maintained -0.3
SES Disad	Yellow	Low -36.2	Maintained +2.9	Orange	Low -33.4	Maintained +2.8	Yellow	-21.3	Increased +12.1
SpEd	N/A	Low -55.1	Incr. Sig. +30.3	N/A	Low -57.5	Maintained -2.5	N/A	-37.1	Increased +20.5

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
Schoolwide	Yellow	Medium -24.5	Maintained +1.2	Orange	Low -25.3	Maintained -0.8	Yellow	-22.4	Maintained 2.9
Asian	Blue	High +12.8	Incr. Sig. +20.9	N/A	High +19	Increased +6.2	N/A	+9.9	Declined -9.1
African American	N/A	Medium -21.9	Incr. Sig. +33.4	N/A	Low -32.4	Declined -10.5	N/A	-43.1	Declined -10.7
Hispanic/Latino	Orange	Low -44.8	Declined -6.2	N/A	Low -51.2	Declined -6.4	Yellow	-44.5	Increased +6.7
White	Yellow	Medium -16.6	Maintained +3.3	Green	Medium -5	Maintained +3.3	Yellow	-11.6	Declined -6.6
EL	Yellow	Low -35.5	Maintained +0.6	Orange	Low -42.2	Declined -6.7	Orange	-45.9	Declined -3.7
SES Disad	Orange	Low -49.9	Declined -1.1	Yellow	Low -40.1	Increased +9.8	Orange	-45.4	Declined -5.3
SpEd	N/A	Low -73.7	Incr. Sig. +16.6	N/A	Low -66.6	Increased +7.1	N/A	-70.7	Declined -4.1

4. District Assessments:

- a. **Percent of students meeting standards on district language arts assessments**
(with the number of student scores for the school in 2017-18)

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	92%	98%	75%
Gr. 1 – Phonemic Awareness		96%	90%	98%	97%
Grade 1 Fluency (Rate)		68%	81%	84%	84%
Grade 2 Fluency (Rate)		71%	84%	80%	73%
Grade 3 Fluency (Rate)		66%	56%	65%	75%
Grade 4 Fluency (Rate)		62%	72%	65%	32%
Grade 5 Fluency (Rate)		62%	76%	67%	50%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2		64%	51%	67%
Grade 3		57%	66%	84%
Grade 4		53%	58%	40%
Grade 5		56%	57%	62%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	86%	82%
Grade 1 - Opinion		62%	60%	66%
Grade 2 - Opinion		67%	51%	59%
Grade 3 - Opinion		53%	49%	75%
Grade 4 - Opinion		49%	54%	40%
Grade 5 - Opinion		52%	51%	58%

b. Percent of students meeting standards on district mathematics assessments
(with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	32%	93%
Grade K – Solve Word Problems with Addit. and Subt.		81%	94%	89%
Grade K – Find Numbers that Make 10		76%	98%	89%
Grade 1 - Represent/Solve Addition Problems		71%	80%	88%
Grade 1 - Represent/Solve Subtraction Problems		60%	63%	88%
Grade 1 – Properties/Relationship of Addit. and Subt.		65%	43%	76%
Grade 2 – Solve Addition Problems with Unknowns		50%	66%	78%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	61%	59%
Grade 2 – Subtract within 1000		75%	48%	69%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	66%	86%
Grade 3 - Properties/Relationship of Mult. and Divis.		50%	43%	78%
Grade 3 - Solve Problems; Explain Patterns		44%	27%	N/A
Grade 4 - Multi-Digit Multiplication – Place Value		45%	62%	53%
Grade 4 - Multi-Digit Division – Place Value		48%	51%	57%
Grade 4 - Compare decimals/fractions to hundredths		60%	67%	N/A
Grade 5 - Write/Interpret Numerical Expressions		54%	59%	43%
Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	55%	N/A
Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	41%	N/A

Analysis of Data – Student Achievement –SBAC Results, District Assessments

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

All grade levels increased the percentage of students meeting or exceeding standards on SBAC over the two-year period in both English Language Arts and Mathematics, with the exception of fifth grade. All subgroups increased the percentage of students meeting or exceeding standards in English Language Arts with the exception of two small subgroups. Schoolwide, Hirsch students increased by 12% over the two-year period and remained the same in math. The SES Disadvantaged subgroup increased by 30% over the two-year period. The EL subgroup increased by 28% in ELA and 20% in Math over the 2-year period. The SES Disadvantaged subgroup increased by 26% in ELA. The Special Education subgroup increased by

17% in ELA and 12% in Math. The fall dashboard data for English Language Arts showed Hirsch increased school wide by 9, and went from Yellow to Green. The African American, Hispanic/Latino, SES Disadvantaged, and Special Education subgroups all increased. The Hispanic/Latino subgroup is the largest subgroup and the increase was 19.2. The Special Education subgroup increased by 20.5. The White and English Learner subgroups maintained their status. The fall dashboard for Mathematics showed Hirsch increased our distance from 3 by 6, and went from Orange to Yellow. The largest subgroup, Hispanic/Latino increased by 6.7 and moved from Orange to Yellow. On the district language arts assessments, first, second and third grades exceeded the district percent in foundational skills. Reading Informational Text, all grade levels except one was above the district percent. In writing, kindergarten, first, third, and fifth grade exceeded the district percent. On the district math assessments, kindergarten, first, third, and fourth grade exceeded the district percent in all areas. Most other grade levels exceeded the district percent in all but one area. We will continue to use best practices and challenge students, focusing on growth mindset, discussing their thinking and collaborative conversations. We will continue to have all grade levels gaining proficiency on computers, and have third through fifth graders take interim SBAC assessments.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

In English Language Arts, the English Learner subgroup maintained status and was rated orange per the California Dashboard. The Asian subgroup has a +9.3 status, but declined. In Mathematics, EL and SES Disadvantaged subgroups were rated orange. Hirsch has a renewed focus on our EL intervention and we are using Wonders resources. We have paras with teaching credentials working with small groups to help support them in areas of targeted need and CELDT/ELPAC level.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

SBAC data indicates that the EL subgroup has the greatest gap in ELA when looking at students meeting or exceeding proficient standards on SBAC. Looking at the State Academic Indicator on the California Dashboard, Hirsch's distance from level 3 continues to be less than the District's by 24.8 (District is -23.4, Hirsch is +9) in ELA. There are no subgroups 2 or more levels below the Overall rating in Math. In Math, the District's distance from level 3 is -53.7; Hirsch's is -22.4. There are no subgroups 2 or more levels below the Overall rating. We will continue to offer intervention to students at-risk in the subgroups with the greatest distance from 3: African American, Hispanic/Latino, EL, SES Disadvantaged and Special Education in ELA; African American, Hispanic/Latino, White, EL and SES Disadvantaged in Math. Hirsch Staff is receiving professional development with an HMH Consultant, looking using the Rigor and Relevance Rubric while practicing best practices and strategies.

5. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade (data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At- Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	12%		19	5%		421	19%		21	5%	
Gr. 4	463	47%		21	26%		466	40%		18	28%	
Gr. 5	421	40%		18	19%		418	33%		20	26%	

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed (data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580

School = 94

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

Subtest		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	8%	23%	26%	43%
School	Oral	9%	9%	27%	55%
School	Written	16%	32%	18%	35%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	6	100%	98	66%	5	80%
Grade 1	347	77%	19	95%	387	76%	24	100%
Grade 2	352	71%	16	94%	405	64%	30	40%
Grade 3	366	57%	16	44%	348	64%	23	26%
Grade 4	402	49%	0	NA	355	46%	14	0%
Grade 5	354	43%	17	18%	368	54%	11	45%

Analysis of Data – English Learner Progress

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

The percentages for Hirsch students who are at-risk of becoming long term EL as calculated from CDE, DataQuest were significantly lower than that of the District in grades 3, 4, and 5 for the past two years. ELPAC subtest performance for EL students, when comparing with District scores, Hirsch students scored better on subtests two and four. For the second year in a row, the percent of EL students meeting achievement expectations on District monitoring criteria is very strong in grades K and 1, but weaker than the district percent in grades 2 through 5. We will continue to support our EL students using strategies known to have success with EL students, including using realia/visuals and GLAD strategies. Two morning kindergarten teachers help support EL students in the afternoon, as well as credentialed para-educators.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

In English Language Arts, the English Learner subgroup maintained status and was rated orange per the California Dashboard. The Asian subgroup has a +9.3 status, but declined. In Mathematics, EL and SES Disadvantaged subgroups were rated orange. Hirsch has renewed focus on our EL intervention and we are

using Wonders resources. We have paras with teaching credentials working with small groups to help support them in areas of targeted need and CELDT/ELPAC level.

B. Pupil Engagement and School Climate (State/Local Indicators)

- 1. Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent $\geq 10\%$ of enrolled days as calculated through Aeries)

	District 016-17 (K-8)	School 2016-17	District 2017-18 (K-8)	School 2017-18
TOTAL	10.3%	11.7%	9.9%	11.8%

2. Student Discipline

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	21		29				Declined -0.3%
In House			6				
Home			23				
Students suspended	14	2.2%	9	1.5%	7	1.2%	
Expulsions	0		0		0		NA
Students expelled	0	0%	0	0%	0	0%	

*# Number of incidents of suspension (# of individual students suspended during the year).
Some students were suspended more than one time during the year.*

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2015-16 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very high 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Orange	Medium 2.6%	Increased +0.9%	Green	Medium 1.5%	Declined -0.8%	Green	1.2%	Declined -0.3%
Asian	Blue	Very low 0%	Maintained 0%	Green	Medium 1.3%	Decl. Sig. -1.4%	Orange	1.6%	Increased +0.3%
African American	Yellow	High 4.4%	Decl. Sig. -4.2%	Red	Very High 8.3%	Incr. Sig. +5.7%	Blue	0%	Declined -8.3%
Hispanic Latino	Orange	Medium 1.3%	Increased +0.9%	Blue	Low 0.8%	Decl. Sig. -1.7%	Blue	0.4%	Declined -0.4%
White	Orange	High 4.6%	Increased +1.9%	Green	Medium 1.1%	Declined -0.8%	Orange	2.4%	Increased +1.3%
EL	Blue	Very low	Decl. Sig. -2.7%	Yellow	Low 0.7%	Decl. Sig.	Blue	0%	Declined -0.7%

		0%				-2.7%			
SES Disad	Orange	High 3.5%	Increased +1.7%	Green	Medium 1.8%	Decl. Sig. -1.5%	Green	1.5%	Declined -0.3%
SpEd	Red	Very high 10.4%	Incr. Sig. +2.4%	Yellow	High 5.4%	Decl. Sig. -7.4%	Yellow	4%	Declined -1.4%

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	12	88%	37	81%	13	70%
Staff – Cert.	22	78%	18	92%	23	92%
Staff – Class.	16	83%				
Students	4	92%	74	85%	35	74%
Total	42	85%	129	86%	71	79%
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	12	92%	33	88%	13	78%
Staff – Cert.	22	100%	18	96%	23	88%
Staff – Class.	17	97%				
Students	4	94%	72	77%	34	93%
Total	42	96%	123	87%	70	86%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

Results from the school surveys indicate that staff, students, and parents agree that Hirsch has a positive climate (79% agree) and is safe (86% agree). Students demonstrating good character are acknowledged on a regular basis. We believe that with the addition of Second Step curriculum and communicating the skills within Second Step, the responses will improve even more. Our goal is for the climate survey to reach 90%. We will definitely work on increasing the number of students and parents participating in the survey. There were multiple requests of all groups to complete the survey. We will have paper versions of the survey available for all groups from now on. The total number of students suspended overall declined.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

During 2018, most subgroups improved with regard to the suspension rate, according to the California Dashboard. Two subgroups, Hirsch's White and Asian subgroups increased, and are now orange. We will analyze the data to see whether these suspensions were a result of several students or just one or two with multiple occurrences. The Schoolwide rating and SES Disadvantaged groups are green, and African American, Hispanic Latino, and EL groups are blue. The Special Education subgroup was rated yellow. School safety is very important and is dealt with in an appropriate manner. We follow the education code and the District Elementary School Handbook. We work with students and try to be proactive and restore relationships if and when there has been a conflict rather than suspend, when possible. Students read stories, answer questions, and set goals based upon their infraction. The Second Step curriculum will also continue in order to help students deal with conflicts peacefully.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

Two subgroups 2 levels below the Green School wide rating, were the White and the Asian subgroups. Hirsch staff will work with the families of the students to help determine the cause for their behavior. Second Step curriculum will help staff give students tools to deal with conflict or emotions in a positive manner instead of reacting in a manner that would warrant suspension. Many staff members are also utilizing Responsibility Centered Discipline to help support students.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting **district goals**.

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. The percent of students meeting standards on district ELA assessments will increase by 5%	Unit assessments in EADMS	Review each trimester
2. The percent of students meeting standards on district Math assessments will increase by 5%	Unit assessments in EADMS	Review each trimester
3. There will be a 5% increase in the number of students meeting standards on SBAC in grades 3 through 5	SBAC results	Annually
4. 100% of Hirsch teachers will participate in site based PD focused on STEM strategies, including sense-making notebooks, 5E lesson design/phenomena focused inquiry, and oral language/science talks, to support classroom implementation of the STEM units.	Attendance Monitored	2019-2020 School Year
5. 80% of students in grades K-2 nd will score proficient in iRead by the end of second grade	iRead reports	Monitor each trimester

Significant Accomplishments

- Administration was able to establish a baseline for rigor in all classrooms with HMH consultant. Several professional development opportunities for rigor and relevance specifically through high level questioning and academic discussions were provided for staff.
- Certificated staff have designated time (2 hours per month) for Profession Learning Communities (PLCs). During this time, lessons are discussed and planned, student work and data are analyzed, and effective strategies are discussed. A form is used to document work completed and plan for future PLC time and needs.

Evidence of Impact (outcomes achieved or not)

- Goal 1: Especially in Reading Informational Text and Writing, students in almost all grade levels increased by at least 5%.
- Goal 2: In most areas in Mathematics, students increased their scores by at least 5%.

- Goal 3: With the exception of 5th grade, students meeting standards were increased by at least 5% on SBAC in ELA and Math Summative Assessments.
- Goal 4: When walking through classrooms, there was evidence of higher level and more rigorous questioning and academic discussions. The RR rubric was used and entered into the HMH ICLE database.
- Goal 5: As of May 1, 2019, students scoring proficient in iRead: kindergarten, 76%. First grade students scoring proficient in iRead, 41%. Second grade, 55% students are currently scoring proficient. End of the year results will be analyzed at the end of the school year.

Implications for 2019-20 Plan

- The goals and outcomes will remain the same.
- June 3-5, 2019, Hirsch Asst. Principal and 4 teachers will attend Solution Tree PLC Conference and will share information with staff.
- Certificated staff will continue to work with HMH Consultant to increase and refine rigor, relevance and relationships in classrooms.
- If Title 1 carryover funds are available, substitute teachers will be used for teachers to work with the HMH consultant as well as to purchase and/or update current computers to support students using iRead and taking SBAC.

Goal #2 -- Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Fewer than 2% of students will be suspended	Suspension rate calculated from Aeries	Review monthly
2. All students (100%) will receive Second Step Curriculum to address social emotional needs	Teacher/Admin. observation	Review monthly
3. Private therapist will address the counseling needs of Tier 2 and Tier 3 students needing SES, one day/week	Referral numbers	Review monthly
4. School wide attendance will increase by .5% by continuing communication with parents, student incentives, and by following the SARB process	ADA reports	Monthly

Significant Accomplishments

- 100% of students received 2nd Step social emotional instruction.
- Therapy was provided for tier II and tier III emotional support.
- The SARB process was followed. Site SARB meetings were held for all 2nd and 3rd letter families. The parents of two students were cited at a District SARB hearing due to attendance concerns.

Evidence of Impact (outcomes achieved or not)

- Suspensions declined and were 1.2%, so the goal was achieved.
- The number of absences in 2017-18 was .1% higher than the previous year and was 2.1% higher than the District average. The estimated average daily attendance from August to April for the 2018-19 school year is 95.2%.

Implications for 2019-20 Plan

- All services and goals will remain the same for the 2019-2020 school year.
- An additional day of mental health will be provided for students.
- As staff is more familiar with the Second Step curriculum, strategies and vocabulary learned will become more commonplace. Morning announcements will continue.
- Staff will continue to work with families in order to improve attendance.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Parent/teacher conferences will be attended by 95% of parents	Teacher reports (sign in sheets)	October
2. Back to School Night and Open House will be attended by 95% of parents	Teacher reports (sign in sheets)	August and May
3. One family event, such as Science Night, Art Show, Multicultural Fair, etc., will be attended by 95% of parents	Sign in sheets	Throughout the year

Significant Accomplishments

- All events at Hirsch were well attended by families.

Evidence of Impact (outcomes achieved or not)

- Parent teacher conferences were attended by 98% of parents. Approximately 95% of parents attended Back to School Night and 85% attended Open House. Our family educational nights averaged about 80 families at each event. This year, our DARE graduation was held during the day. In the past, the graduation was an evening event. Family attendance was significantly higher at evening graduations.

Implications for 2019-20 Plan

- We will continue to support parent involvement and offer opportunities such as Back to School Night, Parent Conferences and Family Nights to build partnerships and open communication with stakeholders.

Goal #4 -- Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. All 1 st through 5 th grade students will use keyboarding programs, Microsoft 365 or typing.com to increase computer proficiency	Computer reports (typing.com tracks progress: rate & accuracy)	Review each trimester
2. All teachers (100%) will use devices and projectors to support student learning and differentiated instruction to increase the relevance and rigor in the classroom	Instructional Rounds	Monthly
3. All 3 rd through 5 th grade students will use at least 2 SBAC interim assessments for both ELA and Math	Teacher reports	Review each trimester

Significant Accomplishments

- The use of technology was present in all classrooms. All K-2 teachers used the computer based iRead program. Older students created presentations on the computer and took SBAC interim assessments. All students in 1st through 5th grade practiced keyboarding skills.

Evidence of Impact (outcomes achieved or not)

- 100% of teachers used laptops to differentiate and increase rigor in instruction.
- All 3rd through 5th grade students used interim assessments in preparation for SBAC testing.

Implications for 2019-20 Plan

- All goals from the 2018-19 school year will continue. A goal to introduce coding in 2nd through 5th grade will be added.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the May 8, 2019 meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	
Cindy Sasser	X				
Laura Pekari		X			
Jody Price		X			
Molly Delgado		X			
Kay Phenix			X		
*Riyam Alqais				X	
Anne McHenry				X	
*Surinder Kaur				X	
Diego Mallorga				X	
Felicia Valderaz				X	
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (24 %EL = 2 EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

c. All Students

d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
1. The percent of students meeting standards on district ELA assessments will increase by 5%	Unit assessments in EADMS	Review each trimester
2. The percent of students meeting standards on district Math assessments will increase by 5%	Unit assessments in EADMS	Review each trimester
3. There will be a 5% increase in the number of students meeting standards on SBAC in grades 3 through 5	SBAC results	Annually
4. The relevance and rigor will increase in classrooms	RR Rubric will be used	Monitor each trimester
5. 80% of students in grades K-2 nd will score proficient in iRead by the end of second grade	iRead reports	Monitor each trimester

Rationale for identified outcomes (site): It is the goal of Wanda Hirsch Elementary School that all subgroups raise their achievement and that the achievement gap will close. Hirsch's Hispanic subgroup is now the largest and is a focus. All students can learn when individual student needs are recognized and quality instruction, curriculum and assessment are delivered on a consistent basis. By using district assessment data, we will be able to track data over time and compare Hirsch achievement data to that of other schools in the district. Teachers will track achievement data each trimester, discuss it more often within their grade level PLCs, and differentiate instruction. This will drive Tier 1 instruction. It will also help to identify those students needing Tier 2 and 3 intervention.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
1. The current suspension rate of 1.2% will decrease	Suspension rate calculated from Aeries	Review monthly
2. All students (100%) will receive Second Step Curriculum to address social emotional needs	Teacher/Admin. observation District data sheets	Review monthly
3. Private therapist will address the counseling needs of Tier 2 and Tier 3 students needing SES, two days/week	Referral numbers	Review monthly
4. School wide attendance will increase by .5% by continuing communication with parents, student incentives, and by following the SARB process	ADA reports	Monthly

Rationale for identified outcomes (site): Student attendance is linked to student achievement. Students will not learn at the same rate as their peers if they are not in school. The outcomes shown above

are correlated with attendance and the social emotional safety of our students. Second Step curriculum will provide our students with the skills and strategies necessary to help them cope and be successful in school. There are more needs for therapy than one day per week can provide. Adding an additional day for counseling will help to support more students needing this resource.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
1. Parent/teacher conferences will be attended by 95% of parents	Teacher reports (sign in sheets)	October
2. Back to School Night and Open House will be attended by 95% of parents	Teacher reports (sign in sheets)	August and May
3. One family event, such as Science Night, Art Show, Multicultural Fair, etc., will be attended by 95% of parents	Sign in sheets	Throughout the year

Rationale for identified outcomes (site): Sustained parent involvement is linked to student achievement and staying in school. Relationships formed with parents enhance the academic and social development of students. The metrics shown above will be easy to track, as they are linked to parent participation. We want parents to feel a part of their child's learning and school experience.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
1. All 1 st through 5 th grade students will use keyboarding programs, Microsoft 365 or typing.com to increase computer proficiency	Computer reports (typing.com tracks progress: rate & accuracy)	Review each trimester
2. All teachers (100%) will use devices and projectors to support student learning and differentiated instruction to increase the relevance and rigor in the classroom	Instructional Rounds	Monthly
3. All 3 rd through 5 th grade students will use at least 2 SBAC interim assessments for both ELA and Math	Teacher reports	Review each trimester
4. All 3 rd through 5 th grade students will receive coding instruction at least 2 times per month.	Classroom observation	Monthly

Rationale for identified outcomes (site): The use of technology in school directly supports learning grade level content, helps develop thinking processes, stimulates motivation and self-esteem, and helps to prepare students for the future. State assessments demand that our students in third through fifth grades be proficient in computer skills. We are committed to provide students and staff with the technology tools and skills to support academic content standards and improve learning so they can compete in a digital world. The outcomes shown above will help support staff and students with becoming more proficient in technology.

Hirsch Elementary School
Single Plan for Student Achievement (SPSA)
Recommendations and Assurances

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: May 8, 2019.

Attested:

Cindy Sasser
 Typed name of School Principal

 Signature of School Principal

 Date

Jody Price
 Typed name of SSC Chairperson

 Signature of SSC Chairperson

 Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

Jacobson Elementary School

Single Plan for Student Achievement

2019/20



School Vision

The mission of Melville S. Jacobson Elementary School is to inspire students to be lifelong learners by providing engaging, rigorous curriculum and relevant collaborative learning opportunities. The Jacobson School community will prepare students to solve real world 21st century problems and empower students to value diversity, themselves and others.

Tracy Unified School District
CDS: 39-75499-6107973
Principal: Mary Petty

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

Contact Person: Mary Petty
Position: Principal
Telephone Number: (209) 830-3315
E-mail Address: mpetty@tusd.net

The School Site Council approved this revision of the SPSA on: May 7, 2019

The District Governing Board approved this revision of the SPSA on: _____

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2015-16	2016-17	2017-18
Enrollment (#)	Oct CBEDS	648	633	652
AFDC/Free & Reduced (%)	Oct CBEDS	53%	60%	63%
English Learners R-30 (%)	Oct CBEDS	37%	31%	33%
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	19%	17%	15%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	3%	3%	
Students redesignated to FEP (#)	Oct CBEDS	19	14	
Ethnicity: White (%)	Oct CBEDS	19%	18%	16%
Hispanic (%)	Oct CBEDS	47%	50%	50%
African American (%)	Oct CBEDS	7%	6%	6%
Asian (%)	Oct CBEDS	20%	20%	20%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	25 Gen. Ed. FTE	25 Gen. Ed. FTE	25 Gen. Ed. FTE
number and type of support certificated staff (including special education staff)	3 SDC 1 RSP 1 LSH .8 Psych .6 PE/Music	3 SDC 1 RSP 1 LSH .8 Psych .6 PE/Music	3 SDC 1 RSP .6 PE/MUSIC
number of classified staff	29	30	30
Number/percent of teachers with EL Certification	100%	100%	100%

3. Changes in categorical programs or feeder programs (check one)

☒ No significant changes
☐ Significant changes

4. Changes in District Core Programs (check one)

☐ No significant changes
☒ Significant changes

At the K-5 level there were new ELA/ELD instructional materials implemented in 2018-2019 school year. The McGraw-Hill program "Wonders" ("Maravillas") were used in our classrooms and ELD pull out rotation cycles.

5. Changes in Facilities (check one)

☒ No significant changes
☐ Significant changes

6. Other Significant Changes

Our school community went through a number of changes in classified, confidential-management, and management staff on our campus. The administration team, office staff, and custodial staff were transferred in from other sites in TUSD.

B. Programs included in this Plan

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 24,092
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 21,690
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 58,290
Total amount of state funds allocated to this school	\$ 104,072

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas <div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> <div> <div>\$7350.00</div> <div>\$7000.00</div> </div> </div>	\$ 129,974
Total amount of federal categorical funds allocated to this school	\$ 129,974
Total amount of state and federal funds allocated to this school	\$ 234,046

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	21/28	3.83	4.05	3.83	4.29	3.57	3.85
ELD	21/28	3.41	3.62	3.34	3.62	3.32	3.35
Math	21/28	4.07	4.33	3.97	4.33	3.68	3.85
Science	21/28	2.72	2.38	2.50	2.33	2.79	2.38
History/SS	21/28	3.18	2.48	3.19	2.33	2.89	2.43

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	24%	26%	19%	-5	30%	32%	31%	+1%
Grade 4	15%	24%	28%	+13	10%	11%	30%	+20%
Grade 5	23%	13%	30%	+7	21%	17%	19%	-2%

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
School wide	21%	21%	26%	+5	21%	24%	27%	+6
Asian	16%	18%	21%	+5	20%	31%	23%	+3
African American	13%	21%	17%	+4	14%	16%	17%	+3
Hispanic/Latino	19%	16%	21%	+2	19%	19%	25%	+6
White	27%	22%	27%	0	27%	28%	29%	+2
EL	12%	19%	16%	+4	19%	19%	22%	+3
SES Disad	16%	18%	20%	+4	18%	20%	24%	+6
SpEd	5%	2%	7%	+2	3%	5%	12%	+9

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained -0.6	Orange	-23.4	Maintained 2.6
School wide	Yellow	Low -65.9	Maintained +0.6	Orange	Low -65.6	Maintained +0.3	Yellow	-53.4	Increased +12.2
Asian	Red	Very low -80.5	Decl. Sig. -17.8	Yellow	Low -67.8	Increased +12.7	Yellow	-60.9	Increased +6.9
African American	N/A	Very low -72.2	Declined -5.4	N/A	Low -61.8	Increased +10.5	N/A	-89.9	Declined -28.2
Hispanic Latino	Red	Very low -72.4	Maintained -0.3	Red	Very low -72.4	Maintained -0.3	Yellow	-61.7	Increased +14.6
White	Yellow	Low -48	Incr. Sig. +20.6	Orange	Low -63	Declined -15	Yellow	-46.2	Increased +16.8
EL	Red	Very low -77.8	Declined -9.1	Orange	Very low -73.3	Increased +4.6	Yellow	-54.6	Increased +18.17
SES Disad	Red	Very low -73.6	Maintained +4.3	Red	Very low -77.7	Declined -4.1	Yellow	-63.1	Increased +14.6
SpEd	Red	Very low -138.8	Decl. Sig. -15.4	Red	Very low -139.1	Maintained -0.2	Orange	-122.7	Increased +16.3

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
School wide	Yellow	Low -54.9	Maintained +0.2	Low	Low -55.7	Maintained -0.8	Yellow	-46.4	Increased +9.1
Asian	Yellow	Low -49.2	Maintained +1.1	Orange	Low -48.1	Maintained +1.1	Orange	-45.5	Maintained 2.6
African American	N/A	Low -50.9	Maintained +0.4	N/A	Low -77.7	Decl. Sig. -26.8	N/A	-89.1	Declined -11.4
Hispanic Latino	Yellow	Low -61	Maintained -0.8	Orange	Low -61	Maintained -0.8	Yellow	-54.6	Increased +11.5
White	Orange	Low -51.1	Declined -6	Yellow	Low -40.9	Increased +10.2	Yellow	-35.6	Increased +5.3
EL	Yellow	Low -58.2	Maintained +1	Yellow	Low -52.3	Increased +5.9	Yellow	-43.4	Increased +8.9
SES Disad	Yellow	Low -62.3	Maintained -0.7	Orange	Low -65	Maintained -2.8	Yellow	-51.8	Increased +13.2
SpEd	Red	Very low -144.5	Decl. Sig. -36.1	Orange	Very low -134	Increased +10.5	Orange	-114.6	Increased +19.4

4. District Assessments:

- a. **Percent of students meeting standards on district language arts assessments**
(with the number of student scores for the school in 2017-18)

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	69%	62%	71%
Gr. 1 – Phonemic Awareness		96%	70%	78%	96%
Grade 1 Fluency (Rate)		68%	41%	61%	73%
Grade 2 Fluency (Rate)		71%	79%	65%	64%
Grade 3 Fluency (Rate)		66%	72%	75%	58%
Grade 4 Fluency (Rate)		62%	62%	57%	28%
Grade 5 Fluency (Rate)		62%	62%	59%	47%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2		64%	51%	67%
Grade 3		57%	51%	75%
Grade 4		53%	57%	46%
Grade 5		56%	44%	61%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	51%	71%
Grade 1 – Opinion		62%	61%	48%
Grade 2 – Opinion		67%	67%	64%
Grade 3 - Opinion		53%	58%	58%
Grade 4 - Opinion		49%	56%	36%
Grade 5 - Opinion		52%	57%	52%

- b. **Percent of students meeting standards on district mathematics assessments**
(with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	90%	85%
Grade K – Solve Word Problems with Addit. and Subt.		81%	75%	68%
Grade K – Find Numbers that Make 10		76%	69%	39%
Grade 1 - Represent/Solve Addition Problems		71%	58%	80%
Grade 1 - Represent/Solve Subtraction Problems		60%	44%	59%
Grade 1 – Properties/Relationship of Addit. and Subt.		65%	61%	55%
Grade 2 – Solve Addition Problems with Unknowns		50%	56%	77%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	67%	66%
Grade 2 – Subtract within 1000		75%	43%	62%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	80%	74%
Grade 3 - Properties/Relationship of Mult. and Divis.		50%	63%	66%
Grade 3 - Solve Problems; Explain Patterns		44%	62%	N/A
Grade 4 - Multi-Digit Multiplication – Place Value		45%	35%	47%
Grade 4 - Multi-Digit Division – Place Value		48%	52%	30%
Grade 4 - Compare decimals/fractions to hundredths		60%	49%	N/A
Grade 5 - Write/Interpret Numerical Expressions		54%	53%	59%

Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	57%	N/A
Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	26%	N/A

Analysis of Data – Student Achievement –SBAC Results, District Assessments

Greatest Progress:

- There was a significant change from the 2018 results in all area of ELA, ELD, and Math in the Implementation of State Standards from the CA Dashboard local indicator. We had 75% of our staff complete the survey. The two areas of slight decline were in social science subjects. Teachers felt math was the greatest area of strength and was rated the highest in both professional learning and instructional materials. Teachers also rated ELA at a level 4 or above in the area of professional learning and instructional materials. This is important information as we have implemented the new Wonders ELA curriculum this school year.
- There was a +11 point gain (ELA/Math combined) for students meeting or exceeding proficient standards on SBAC in our Special Education subgroup.
- Overall, for the 2016-18 school years the SBAC ELA and Math summative assessments have increased in both areas for 4th grade. 3rd grade had a 1-point gain over the 2-year period in Math and a -5 point loss in ELA. 5th grade had a -2 point loss in Math, with 7-point gain in ELA over the 2-year period. While our scores are below the district average, there has been growth in these two grade levels. As compared to the district on the 2018 District assessment: 1st grade made a 12% gain in fluency and an 18% gain in phonemic awareness. On the District Opinion Writing 3rd grade was 5% higher as compared to the district. 5th grade stayed consistent with the district score of 52%, but dropped 5% from the 2017 scores. In the area of mathematics, there were significant gains: 3rd grade consistently exceeded the district average ranging from 6%-16% gain in two areas. This is correlated with a 9% gain on the SBAC assessment in math school wide. Kinder exceeded district average on decomposing numbers to 10, 2nd grade exceeded district average by 6-9% in 2 of the measured domains of math and 4th grade exceeded the district average in multi-digit division by 2%. This data will be reevaluated in the fall when updated SBAC scores and District Assessment results are available.
- The State Academic Indicator for ELA moved up to yellow and showed increases overall. Our Asian subgroup had maintained at yellow for ELA and maintained at orange in math. Our EL population moved up to yellow in ELA. In the area of math, we maintained as well with an overall score of yellow in all subgroups. Our students with disabilities did show a 19 point gain in math and a 16 point gain in ELA. Our Hispanic/Latino and SES disadvantaged subgroups were our highest performing with our highest increases in math scores and remain at yellow.

Greatest Need:

- There was significant change from 2018 in the Implementation of State Standards from the CA Dashboard local indicator for ELA, ELD, and Math. The two lowest scoring subjects were science and history. Both scored beginning development in professional learning, instructional materials and programs to support staff improvement. Professional development, teacher planning time and when budgets are released in the summer, carry over money will be reimbursed to teachers to provide supplies for NGSS/STEM instruction. In addition, TUSD is forming a social studies committee to pilot materials and explore instructional shifts within the new history and social studies framework.
- The State Academic Indicator for ELA and Math reflect our overall scores are lower but steadily improving. We do not have any scores that are green or blue in any academic area. Overall, it appears that ELA has the lowest scores with multiple scores in the red. ELA professional development, another year of 1st-5th grade intervention block based on ELA/Math assessment data

discovered in PLCs will continue in the 2019-20 school year, IREAD for kinders will continue in the computer lab to support the increase in success discovered this year, piloting Sonday dyslexia training in 1st grade, data input for Math/ELA district assessment scores will be entered consistently to compare data in PLC time, 3 release days per grade level will be given for alignment of curriculum, planning, data analysis, and lesson studies.

- 2017-2018 SBAC data shows a decline in 5th grade in both math and language arts, however there was a 7% increase in language arts for the 2018 SBAC year. This does not correlate with the district assessment scores. 5th grade also scored below the district average for fluency and above average in reading informational text. Reading will continue to be an area of focus for all grade levels at JES. District assessments indicate grades 2, 3, and 5 scored above the district average on reading informational text. Scores ranged between 46-75% proficiency. In the area of writing, all grade levels scored below the district average except 3rd grade showed a 5% increase and 5th grade was consistent with the district averages. Kinder scored 2% below the district average, which is an improvement from the 22% decrease in the 2017 year. In the area of mathematics (that contribute to algebraic thinking) average student performance by grade is: kindergarten 64%, 1st grade 38%, 2nd grade 68%, 3rd grade 70%, 4th grade 38.5% and 5th grade 59%. The grade levels that demonstrate the greatest need for improvement are 1st, 4th, and 5th. This is a direct correlation with the SBAC scores. All SBAC and district assessment data will be reevaluated in the fall when updated SBAC data and District Assessment data is available.
- JES Guiding Coalition at JES will be analyzing on-going data for SBAC, iRead & District Assessment progress throughout the 2019-2020 school year.

Performance Gaps:

- The 2016-2017 SBAC proficiency show overall gains in all subgroups, with the white subgroup showing no change at all. Specifically, between the 2017 and 2018 data the following subgroups showed a slight decline in language arts: African American and EL. In math, the Asian subgroup showed a slight decrease in performance. SBAC data (specifically performance gaps), will be analyzed upon availability in the fall of 2019.
- The State Academic Indicator for ELA and Math by subgroup demonstrates that our African American subgroup had the most significant decrease in Math and ELA in 2018. SBAC data will be analyzed upon availability in the fall of 2019 to determine any further performance gaps.

5. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(Data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At- Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	12%		47	6%		421	19%		35	6%	
Gr. 4	463	47%		49	35%		466	40%		49	18%	
Gr. 5	421	40%		48	50%		418	33%		44	14%	

b. ELPAC – Subtest Performance for EL Students at Moderately or Well Developed

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580

School = 148

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

Subtest		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	16%	17%	38%	30%
School	Oral	16%	15%	27%	43%
School	Written	20%	25%	32%	23%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	5	100%	98	66%	9	89%
Grade 1	347	77%	45	64%	387	76%	38	74%
Grade 2	352	71%	16	50%	405	64%	52	42%
Grade 3	366	57%	25	44%	348	64%	23	57%
Grade 4	402	49%	36	44%	355	46%	27	26%
Grade 5	354	43%	25	36%	368	54%	37	59%

Analysis of Data – English Learner Progress

Greatest Progress:

- EL Progress from the California Dashboard shows no color performance indicator for 2018, however our SBAC STATE indicator shows that our EL subgroup has progressed from orange to yellow in language arts and maintained at a yellow in math. Overall JES remained consistent with the district in the percent of students making progress and acquiring English as measured by the ELPAC Test and reclassification process.
- The long term EL and at risk of becoming a long term EL data shows that JES is surpassing the district average in 3rd, 4th, and 5th grade. At JES, 3rd grade has only 6% of student at risk of becoming long term EL, 4th grade has 18%, and 5th grade has 14%. These scores are less than the district average in the 2017-18 school year.
- Based on the ELPAC data, EL students scored 50.5 % overall writing, which correlates to the district average of 50%.
- The percent of EL students meeting achievement expectations based on the districts monitoring criteria is 89% in kindergarten, with an overall average of 58% in all grade levels K-5th.

Greatest Need

- EL Progress for the California Dashboard indicates that although we have made progress in the percent of student acquiring English measured by the ELPAC test and reclassification process, it is

a subgroup area we need to continue to monitor.

- The percent of EL students meeting achievement expectations based on the district's monitoring criteria is below the district average in all grades except 2nd, 3rd, and 5th grade. There is a steady decline as the grade level increases (5th grade did show improvement). In kindergarten, 89% of students met the achievement expectation for reclassification but by 5th grade only 59% are meeting the monitoring expectation.
- We will continue language acquisition intervention support during the school day. We will use both a push in and pull out model. We will continue to collaborate with the Maria Salazar, our new district EL support provider. Teachers will implement the Wonders ELD curriculum and focus on instructional strategies that align to Rigor/Relevance Framework. In addition, there will continue to be an emphasis of using GLAD strategies (8 more teachers attending training during the summer) and writing Quadrant D lessons for students. Students will continue receive 30 minutes of designated EL instruction daily and integrated EL instruction throughout the day. Grade level teams will continue to discuss and evaluate the best model for designated EL instruction (which students will be pulled out or kept in their classrooms for this time).
- JES Guiding Coalition at JES will be analyzing on-going data in English Learner progress throughout the 2019-2020 school year.

B. Pupil Engagement and School Climate (State/Local Indicators)

- 1. Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent \geq 10% of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18 (K-8)	School 2017-18
TOTAL	10.3%	11.8%	9.9%	11.2%

2. Student Discipline

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	20		38		34		Maintained
In House			3				
Home			35		34		
Students suspended	7	4%	16	2.5%	34	2.9%	
Expulsions	0		0		0		
Students expelled	0	0%	0	0%	0	0%	

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2015-16 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change

DISTRICT	Orange	Very high 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Orange	Medium 1.3%	Increased +0.5%	Orange	Medium 2.9%	Increased +1.7%	Yellow	2.9%	Maintained 0%
Asian	Green	Low 1%	Maintained -0.1%	Blue	Very Low 0%	Maintained 0%	Blue	0%	Maintained 0%
African American	Green	Medium 2.2%	Decl. Sig. -4.2%	Red	High 6%	Incr. Sig. +4.1%	Green	1.9%	Declined -4.1%
Hispanic Latino	Yellow	Low 0.9%	Increased +0.6%	Orange	Medium 2.5%	Increased +1.3%	Orange	3.9%	Increased 1.4%
White	Orange	Medium 2%	Increased +2%	Red	High 4.6%	Incr. Sig. +3.9%	Green	2.9%	Declined -1.7%
EL	Blue	Very low 0.4%	Declined -0.3%	Orange	Medium 1.8%	Increased +1.8%	Orange	2.3%	Increased 0.5%
SES Disad	Yellow	Low 0.9%	Increased +0.4%	Orange	High 3.3%	Increased +1.3%	Orange	3.5%	Maintained 0.2%
SpEd	Red	High 5.7%	Incr. Sig. +2.8%	Red	High 4.2%	Incr. Sig. +3.1%	Green	2.9%	Declined -1.3%

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 80% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	16	93%	39	89%	33	78%
Staff – Cert.	29	89%	55	88%	49	87%
Staff – Class.	22	80%				
Students	145	81%	NA	NA	81	81%
Total	212	86%	94	89%	163	82%
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be an 85% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety. One goal in particular would

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	16	90%	36	90%	30	89%
Staff – Cert.	29	95%	54	93%	48	90%
Staff – Class.	22	95%				
Students	145	80%	NA	NA	81	80%
Total	212	90%	90	92%	159	86%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress:

- Jacobson has consistently exceeded the 75% or higher percentage goal of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations. This year we had a decline in the number of parent responses from 39 to 33 parents responding. Our climate score slightly decreased by 7%, noting that this could be a result of a great number of new staff (administration, office staff, teachers, and classified). The certificated and classified employees rated the school the highest with a score of 87%. We will continue to have an open door policy in our office and provide several avenues for parent and staff communication: School Site Council, Jacobson Parent Club (JSPA), and Coffee with the Principal/Parent Liaison, Parent workshops, and Family Education Nights.
- Jacobson has consistently exceeded the 75% or higher percentage goal of parents, staff, and students responding positively to the survey questions regarding school safety. Our score had a slight dip from 92% to 86%. Staff and parents both rated the safety of the school in the 89-90% range. Something to improve upon would be to raise the student safety response from 80% to 85%.
- Jacobson's overall suspension rate according to the 2017-2018 Dashboard is yellow. 2.9% of students were suspended in 2018, showing that numbers were maintained from the year before. We will continue to be proactive in communicating expectations with students and families following the TUSD handbook. We will continue monthly meetings with our noon duty staff on proactive measures and resolving peer conflict during lunch recess. We will continue visiting classrooms mid-year to discuss safety concerns through a read-aloud and Q & A format. This information will be shared with staff on our meetings in a memo and ERM staff meetings.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

- The chronic absenteeism rate at JES for the 2017-2018 school year was 11.2%, which is 1.3% above the district average. In order to improve in this area we will hold SART meetings with parents use the SARB process and offer incentives for students who improve their attendance. We will also send our parent liaison and attendance clerk to train with other attendance clerks to learn pro-active ways that they keep their attendance rates up.
- The suspension rate from the California Dashboard shows that we have multiple subgroups in the red: Hispanic/Latino and English Learners. In order to improve in this area, we will ensure intervention rotation and EL pull out time reflect some of the student's behavioral needs as well. We will work with all staff to make sure students are receiving social emotional support such as student-study-success meetings, behavior intervention plans, pro-active parent communication, parenting workshops, counseling and other related services. We received a rating of yellow, school wide in comparison to the district at an orange. We will continue to implement 2nd Step Curriculum in all classrooms giving students the tools to deal with conflict or emotions in a positive manner instead of reacting in a manner that would warrant suspension. Additionally, we will refer students needing additional behavioral support with our onsite counselor through our private therapist or Valley Community Counseling.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups:*

- No subgroups fall below the average score of orange on the California Dashboard for suspension. There is a reported increase in suspension within our Hispanic/Latino, White and English Learner population who scored orange, while our African-American, Asian, White, and Special Education subgroups scored blue and green.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Establish a baseline for rigor to increase rigor in all classrooms with support from HMH consultant.	-PLP reports from HMH Consultant -Essential Questions & objectives visible in every classroom	-Each Visit (3-5 times a year)
2. 80% of students in grades k-2 will score proficient in i-Read	iRead Report	Each Trimester
3. 75% of students will receive a 3 or higher on ELA post ELA units of study assessments.	Post Assessment	Each Trimester
4. 75% of students will receive a 3 or higher on RCD unit of study post math assessments.	Post Assessment	Each Trimester
5. All students 3 rd - 5 th will improve by 5% in SBAC testing in all categories.	SBAC	Yearly
6. 4 th grade math SBAC scores will improve by 10%.		

Significant Accomplishments

- Administration established a baseline for rigor in all classrooms with HMH consultant. Several professional development opportunities for rigor and relevance were provided for staff (ERMs and Buy-Back Days). Higher-level questioning strategies and quadrant learning are being reflected upon and were added to the instructional rounds form and looked for in all classrooms.
- We have established our PLC time and distinguished it from our grade level collaboration time. Administration has consistently given 1.5 hours a month or more for grade level teams to analyze assessment data on monthly cycles and successful instructional strategies used. Each team was given a PLC survey to establish a baseline of where they felt their team was in implementing the PLC process and the overall understanding of the PLC model.
- A Guiding Coalition has been formed that will continue to focus on the need and explicit analysis of assessment data that will impact student learning by each classroom teacher.

Evidence of Impact (outcomes achieved or not)

- Goals 2, 3, and 4 were not achieved, although some were close.
- 75% of students did not score 3 or higher on ELA and Math RCD assessments. The school average was closer to 59%.
- 75% of students in grades k-2 were not proficient in iRead. The school k-2 average was closer to 38%.

Implications for 2019-20 Plan

- We will keep the same academic goals but will increase from 75% to 80% proficiency in both ELA and Math district assessments.
- Students in grades k-2 will utilize iRead daily for 20-30 minutes, including kindergarten-utilizing iRead in computer lab every day for 30 minutes. There was a significant increase in kindergarten proficiency scores now (79% at or above grade level) that the teachers are using lab consistently. In addition, teachers are able to provide one on one tutoring/intervention during this time while their aide is helping the students on the computers. Teachers, guiding coalition, and administrators will monitor and analyze iRead data monthly.
- Students will have access to Tier I core instruction, Tier II support for at risk students and Tier III intensive support.
- EL students will receive 30 minutes of designated instruction daily and integrated ELD instruction throughout the school day.
- Grade levels will meet in PLC teams bi-monthly or at least 1.5 hours a month and have 3 release planning days to analyze student data and plan instruction accordingly.
- HMH will provide 7 days of onsite coaching to increase rigor, relevance and relationships in the classroom.
- If any Title 1 carry over funds be awarded back to the JES budget, there are plans to build a second computer lab so that all K-2nd grade students could do iRead daily on desktop computers (since the impact was so great at the kindergarten level with this change).

Goal #2 -- Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 100% of students will receive social emotional instruction from the Second Step Curriculum.	Observation	Review monthly
2. Maintain or decrease the current suspension rate of 2.5% for the year by focusing on intervention for behavior to change behavior.	Suspension rate reports	Trimester
3. Valley Community Counseling will support the needs of Tier II and Tier III students needing emotional support with 4 days a week of services.	Referral numbers to VCC	Monthly
4. Increase school wide attendance by .5% by continuing with parent education, student incentives and the SARB process.	Monthly ADA reports	Monthly

Significant Accomplishments

- 100% of students received 2nd Step social emotional instruction.
- VCC provided tier II and tier III emotional support 3 days a week and we added a 4th day (mid-year) with a private therapist.
- School wide attendance increased by .5% and we took 12 families to SARB hearing this school year, which many were cited for attendance and tardy concerns.

Evidence of Impact (outcomes achieved or not)

- Students have developed a common language for dealing with social emotional issues that arise. Students and teachers report that the students are benefitting from the individual and group sessions they are receiving. Although therapy has not made a significant impact on school-wide suspensions, it is helping to prevent multiple suspensions for the same student.
- From August through April 17, 2019, 34 students have been suspended for a total of 98 days (57 incidences).
- The estimated average daily attendance from August to April is 95.23%

Implications for 2019-20 Plan

- With Title 1 budget decreases, therapy services will be reduced from 4 days to 3 days for the 2019-20 school year. If Title 1 monies are refunded to site budgets, adding a fourth day of therapy will be a priority if stakeholders find it necessary.
- We will continue implementing 2nd Step Curriculum in every classroom for the 2019-20 school year.
- Administration will continue to share safety plan with all stakeholders and have drills monthly.
- Students with perfect attendance will be recognized at assemblies. Classrooms with perfect attendance will receive treats and students with perfect attendance for the year will be put in a raffle to win a prize.
- Administration will continue to guide teachers of pro-active disciplinary measures using our school-wide matrix and encourage teachers to continue using pro-active solutions for encouraging positive behaviors (3 positive reactions, ERM PD refresher of RCD discipline). In addition, administration and our Guiding Coalition will continue to encourage and promote parent communication through emails, positive phone calls home in a frequent pro-active manner.
- Administration will continue to reach out to families on regularly scheduled SARB meetings and hearings that will help with attendance concerns and follow the SARB process. In addition, our attendance clerk will be receiving some training from a veteran clerk at another site to learn more proactive ways of getting students cleared by phone calls and required medical notes.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 95% of parents will attend parent teacher conferences.	Sign in sheets	Once a year
2. 95% of parents will attend Back to School Night.	Sign in sheets	Once a year
3. 95% of parents will attend at least one curriculum night (Family Science Night, Family Reading Night, VCC Parenting Class)	Sign in sheets	After each event

Significant Accomplishments

- We had a strong community turn out for events offered at night. Parents attended School Site Council, Coffee with the Principal, Parent Conferences, Open House, Back to School Night, JSPA Meetings and Educational Family Nights. We offered a last minute 10-week parenting workshop at the end of the year that was not well attended. We plan to utilize our parent liaison in the future to gather more parents early on.

Evidence of Impact (outcomes achieved or not)

- Parent-teacher conferences were attended by 95% of parents and about 90% of parents attended Back to School Night. Our family educational nights averaged about 80 families each event.

Implications for 2019-20 Plan

- We will continue to support parent involvement and offer opportunities such as Back to School Night, Parent Conferences and Family Education Nights to build strong partnerships and open communication with stakeholders.

Goal #4 -- Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. All 1 st -5 th grade students will have 15 minutes of keyboard instruction a week in Typing Agent to increase basic computer proficiency.	Typing Agent Report	Trimester
2. 100% of teachers will use laptops to support differentiated instruction and increase rigor.	Observation	Monthly
3. All 3 rd through 5 th grade students will use online SBAC interim assessments in preparation for SBAC.	Observation	Monthly

Significant Accomplishments

- The use of technology was present in all classrooms. All k-2 teachers used the computer based iRead intervention in the computer lab and on their classroom laptops. Older students created Power Point Presentations, typed written assignments and used the internet to complete research assignments. JES participated in “A week of Code,” and started an after school coding club for 4th and 5th grade students.

Evidence of Impact (outcomes achieved or not)

- All students received 15 minutes of typing practice weekly
- 100% of teachers used laptops to differentiate and increase rigor in instruction.
- All 3rd through 5th grade students used interim assessments in preparation for SBAC testing.

Implications for 2019-20 Plan

- We will continue with the same goals for the 2019-20 school year but will add a goal of building a second computer/science lab if the funds are available.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the May 7th meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Mary Petty	X				
Derek Sprecksel			X		
Liz Money			X		
Lisa Fry-Meyer				X	
Debbie Mello		X			
Sarah Carlson		X			
Laura Nunes		X			
Clara Ayola*				X	
Jennifer Nelson				X	
Lorena Chavez*				X	
Lysa Phimmason*				X	
Mireida Figueroa*				X	
Estelita Eubank*				X	
Numbers of members of each category	1	3	2	7	
Total in each group	6			7	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (31% EL = at least 2 EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

c. All Students

d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
7. 95% of K-2 students will make 1 years growth on iRead as measured by the Class Growth Report.	iRead Report	Each Trimester
8. 80% of students will increase by 5% on ELA units of study post assessments from previous year.	Post Assessment	Each Trimester
9. 80% of students will increase by 5% on RCD unit of study post math assessments from previous year.	Post Assessment	Each Trimester
10. All students 3 rd - 5 th will improve by 10% in SBAC testing in all categories.	SBAC	Yearly

Rationale for identified outcomes (site): Using district assessment data will enable us to track data over time and compare the student achievement at Jacobson to that of other TUSD schools. Teachers will use the above data every 6-8 weeks (at the trimester) to drive Tier I intervention classroom instruction and Tier II intervention. To effectively implement our grade-level intervention blocks for the 2019-20 school year, every 6 weeks, each grade level team, along with strategic support from professionals, will regroup and differentiate support for students based on skill needs using components of the data listed above. In addition, teachers will analyze and compare RCD unit data with SBAC data in their PLCs every 6 weeks. JES Guiding Coalition will be analyzing on-going data throughout the 2019-2020 school year.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
5. 100% of students will receive social emotional instruction from the Second Step Curriculum.	-district data sheet -observation	Review Trimester
6. Decrease the current suspension rate of 2.5% for the year by focusing on intervention for behavior to change behavior.	-Suspension rate reports	Monthly
7. Valley Community Counseling will support the needs of Tier II and Tier III students needing emotional support with 3 days a week of services.	-Referral numbers to VCC -referral forms	Monthly
8. Increase school wide attendance by .5% by continuing with parent education, clerk training on proactive attendance measures, student incentives and the SARB process.	Monthly ADA reports	Monthly

Rationale for identified outcomes (site): The outcomes listed above are directly correlated with attendance and the social emotional safety of our students. Second Step will provide all of our students pro-active and appropriate social/emotional skills and strategies. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. Making sure students are at school and feeling safe and supported are correlated to the desired outcomes. In addition, keeping a consistent administration team for the 2019-20 school year that will continue to build relationships with students and parents will reduce the number of suspensions.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
4. 90% of parents will attend parent teacher conferences.	Sign in sheets	Once a year
5. 90% of parents will attend Back to School Night.	Sign in sheets	Once a year
6. 90% of parents will attend Open House.	Sign in sheets	After each event
7. 5% of parents will attend our 10- week parent workshop.	Sign in sheets	Once a year

Rationale for identified outcomes (site):

NEA reports that when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like school more. The outcomes listed above are directly linked to parent participation and education. The ultimate goals are for parents to know and understand the end of year learning expectations and for parents to feel welcomed and included in their child's learning ultimately increasing parent attendance and student learning.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
4. All 1 st -5 th grade students will have 15 minutes of keyboard instruction a week in Typing Agent to increase basic computer proficiency.	Typing Agent Report	Trimester
5. 100% of teachers will use laptops to support differentiated instruction and increase rigor.	Observation	Monthly
6. All 3 rd through 5 th grade students will use online SBAC interim assessments in preparation for SBAC.	Interim SBAC reports	Monthly
7. All 3 rd through 5 th grade students will receive coding instruction at least 2 times per month in computer lab.	Observation	Trimester
8. After school Coding Club will be opened up to 4 th -5 th grade students.	Sign in sheets	monthly
9. All students and teachers will participate in “A Week of Code.”	observation	yearly

Rationale for identified outcomes (site):

Teachers will use our site technology to support students in developing basic computer proficiency. Teachers will use technology tools to support teaching and learning such as projectors, laptops, student cows, etc. The TUSD vision for technology states technology is used effectively and appropriately for instruction and learning for all students to support college and career readiness. The outcomes listed above support the technology vision for the district as well as objectives for teaching and student learning. Kinder laptops will be better working as ISET just replaced all damaged batteries. Finally, 3rd and 5th grade will be receiving new working laptops in cows to share among their grade levels. ISET has now provided all grade levels at JES with new laptops.

Jacobson Elementary School

Single Plan for Student Achievement (SPSA)

Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: 5/7/19

Attested:

Mary Petty
Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

George Kelly Elementary **Single Plan for Student** **Achievement** **2019/20**



School Vision

George Kelly Elementary School is dedicated to the recognition of the unique value and diversity of children, staff, family, and community working in partnership and provides an active, meaningful, and comprehensive curriculum in a positive and safe learning environment. To create lifelong learners, we emphasize communication and technology to ensure that each child is empowered to reach his or her fullest potential to be productive in meeting tomorrow's challenges.

Tracy Unified School District
CDS: 39-75499-108357
Principal: Michael Bunch

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

Contact Person: Michael Bunch
Position: Principal
Telephone Number: (209) 830-3390
E-mail Address: mbunch@tusd.net

The School Site Council approved this revision of the SPSA on: May 9, 2019

The District Governing Board approved this revision of the SPSA on: June 11, 2019

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	1067	1046	1013
AFDC/Free & Reduced (%)	Oct CBEDS	37%	40%	40%
English Learners R-30 (%)	Oct CBEDS	22%	22%	19%
Long Term English Learners** (% of EL for 6+ years –gr6-12)	CDE DataQuest	7.0%		
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	10.7%		9%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	26%	24%	
Students redesignated to FEP (#)	Oct CBEDS	21		
Ethnicity: White (%)	Oct CBEDS	27%	28%	26%
Hispanic (%)	Oct CBEDS	29%	28%	29%
African American (%)	Oct CBEDS	7%	7%	6%
Asian (%)	Oct CBEDS	28%	29%	30%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	45	44	44
number and type of support certificated staff (including special education staff)	2 RSP Teachers 1 Psychologist- 60% 1 Speech Therapist 80%	2 RSP Teachers 1 Psychologist - 80% 1 Speech Therapist - 60%	2 RSP Teachers 1 Psychologist – 80% 2 Part-Time Speech Therapists – 100% Total
number of classified staff	1 secretary 1 attendance clerk 1 parent liaison (.75) 1 office clerk (.50) 1 day custodian 1 night custodian 1 bustodian 1 RSP paraprofessional 2 PE paraprofessionals 3 EL paraprofessionals 1 bilingual paraprofessional 9 noon supervision 1 library technician Total =24	1 secretary 1 attendance secretary 1 parent liaison (.50) 1 office clerk (.50) 1 day custodian 1 night custodian 1 bustodian 1 RSP paraprofessional 2 PE paraprofessionals 1 EL paraprofessionals 1 Bilingual paraprofessional 8 noon supervision 1 morning supervision 1 library technician Total = 23	1 secretary 1 attendance clerk 1 parent liaison (.75) 1 office clerk (.50) 1 day custodian 1 night custodian 1 bustodian 1 RSP paraprofessional 2 PE paraprofessionals 2 EL paraprofessionals 1 Bilingual paraprofessional 9 noon supervision 1 library technician 1 Speech paraprofessional Total =24
Number/percent of teachers with EL Certification	100%	100%	95%

3. Changes in categorical programs or feeder programs (check one)

 X No significant changes
 Significant changes

4. Changes in District Core Programs (check one)

 X No significant changes
 Significant changes

5. Changes in Facilities (check one)

 X No significant changes
 Significant changes

6. Other significant changes: During the 2018-2019 school year, KES began hosting two county special education classes for students with moderate/severe needs. One of the classes hosts students in K-3 grade, and the second class hosts students in 4-8 grade. We attempt to include these students in as many school-wide activities as is appropriate.

B. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 53,627
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for AVID, EDY, EL and FY	\$ 40,196
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 30,871
Total amount of state funds allocated to this school	\$ 124,694

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0.00
Total Allocation	
Parental Involvement	
Professional Development	
Total amount of federal categorical funds allocated to this school	\$ 0.00
Total amount of state and federal funds allocated to this school	\$ 0.00

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	16/21	3.50	3.71	3.31	3.58	2.75	3.37
ELD	16/21	3.29	3.00	3.08	2.84	2.58	2.58
Math	16/21	3.73	3.90	3.64	3.63	3.00	3.47
Science	16/21	2.64	2.71	2.31	2.26	2.50	2.58
History/SS	16/21	2.23	2.57	1.55	2.26	2.18	2.21

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	47%	43%	61%	+14%	44%	37%	55%	+11%
Grade 4	54%	57%	48%	-6%	34%	44%	35%	+1%
Grade 5	38%	52%	70%	+32%	21%	29%	33%	+12%
Grade 6	43%	52%	48%	+5%	31%	41%	41%	+10%
Grade 7	55%	72%	67%	+12%	39%	47%	49%	+10%
Grade 8	61%	67%	68%	+7%	55%	67%	57%	+2%

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	50%	57%	60%	+10%	37%	41%	45%	+8%
Asian	50%	58%	64%	+14%	41%	47%	54%	+13%
African American	30%	35%	48%	+18%	27%	24%	25%	-2%
Hispanic/Latino	41%	47%	57%	+16%	23%	33%	36%	+13%
White	56%	65%	60%	+4%	41%	47%	49%	+8%
EL	27%	35%	42%	+15%	15%	26%	33%	+18%
SES Disad	38%	44%	53%	+15%	30%	28%	38%	+8%
SpEd	12%	12%	16%	+4%	9%	11%	15%	+6%

a. PSAT Results

	Language Arts - % Met Benchmark (390)	Mathematics - % Met Benchmark (430)	Language Arts - % Met Benchmark (390)	Mathematics - % Met Benchmark (430)
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	2017-18	2017-18	2018-19	2018-19
District	52%	33%	54%	33%
Grade 8	79%	54%	73%	55%

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained -0.6%	Orange	-23.4	Maintained 2.6
Schoolwide	Yellow	Medium -3.6	Maintained +3.7	Green	High +10.8	Increased +14.3	Green	+16.1	Increased +5.3
Asian	Green	Medium -3.7	Increased +8.2	Blue	High +12.6	Incr. Sig. +16.3	Green	+24.5	Increased +11.8
Filipino	NA	NA	NA	NA	NA	NA	Green	+37.9	Increased +9.8
African American	Yellow	Low -28.5	Increased +9.8	Yellow	Low -17.3	Increased +11.1	Orange	-21.9	Declined -4.6
Hispanic Latino	Yellow	Low -21.2	Maintained +4.6	Yellow	Low -6.9	Increased +14.3	Green	+3.6	Increased +10.4
White	Yellow	Medium +8.4	Maintained +4.9	Green	High +19.3	Increased +10.9	Green	+20.8	Maintained 1.5
EL	Yellow	Low -25	Maintained +4.3	Yellow	Low -13.3	Increased +11.6	Green	+1.6	Increased +14.9
SES Disad	Yellow	Low -22.3	Increased +7.8	Yellow	Low -12.8	Increased +9.5	Green	+0.2	Increased +13
SpEd	Red	Very low -93	Maintained +4.5	Orange	Very low -72.1	Inc. Sig. +20.9	Yellow	-52.5	Increased +19.6

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4%	Yellow	-56.7	Increased +6
Schoolwide	Yellow	Low -26.7	Maintained +2.6	Orange	Low -56.7	Decl. Sig. -30	Green	-9.8	Increased +46.9
Asian	Green	Medium -16.8	Increased +12.2	Orange	Low -34.7	Decl. Sig. -17.9	Blue	+3	Increased +37.7
Filipino	NA	NA	NA	NA	NA	NA	Blue	+9.3	Increased +67.4
African American	Yellow	Low -58	Maintained +4	Red	Very Low -103.5	Decl. Sig. -45.5	Yellow	-55.8	Increased +47.7
Hispanic Latino	Orange	Low -49	Declined -3.5	Orange	Low -76.3	Decl. Sig. -27.2	Green	-22.5	Increased +53.8
White	Yellow	Medium -17.3	Maintained +0.2	Orange	Low -41.4	Decl. Sig. -24	Green	-4.8	Increased +36.6
EL	Yellow	Low -43	Increased +6.3	Orange	Low -52.3	Declined -9.3	Green	-19.9	Increased +32.4
SES Disad	Yellow	Low	Increased	Orange	Low	Decl. Sig.	Green	-23.8	Increased

		-46.4	+10.1		-68.9	-22.6			+45.2
SpEd	Red	Very low -126.4	Maintained +1.9	Orange	Very Low -114.2	Increased +12.1	Yellow	-80.2	Increased +34.1

4. District Assessments:

- a. **Percent of students meeting standards on district language arts assessments**
(with the number of student scores for the school in 2017-18)

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	88%	85%	72%
Gr. 1 – Phonemic Awareness		96%	88%	83%	96%
Grade 1 Fluency (Rate)		68%	84%	80%	71%
Grade 2 Fluency (Rate)		71%	81%	81%	64%
Grade 3 Fluency (Rate)		66%	85%	75%	80%
Grade 4 Fluency (Rate)		62%	74%	80%	37%
Grade 5 Fluency (Rate)		62%	68%	73%	59%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2		64%	71%	76%
Grade 3		57%	66%	82%
Grade 4		53%	69%	59%
Grade 5		56%	66%	62%
Grade 6		53%	49%	41%
Grade 7		55%	44%	76%
Grade 8		63%	66%	42%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	81%	75%
Grade 1 - Opinion		62%	78%	68%
Grade 2 - Opinion		67%	73%	65%
Grade 3 - Opinion		53%	55%	69%
Grade 4 - Opinion		49%	56%	53%
Grade 5 - Opinion		52%	59%	65%
Grade 6 - Argument		51%	66%	49%
Grade 7 - Argument		42%	40%	51%
Grade 8 - Argument		66%	93%	81%

- b. **Percent of students meeting standards on district mathematics assessments**
(with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	97%	93%
Grade K – Solve Word Problems with Addit. and Subt.		81%	85%	87%
Grade K – Find Numbers that Make 10		76%	81%	90%
Grade 1 - Represent/Solve Addition Problems		71%	82%	92%
Grade 1 - Represent/Solve Subtraction Problems		60%	68%	87%

Grade 1 – Properties/Relationship of Addit. and Subt.		65%	82%	81%
Grade 2 – Solve Addition Problems with Unknowns		50%	76%	83%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	84%	71%
Grade 2 – Subtract within 1000		75%	74%	76%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	74%	86%
Grade 3 - Properties/Relationship of Mult. and Divis.		50%	52%	83%
Grade 3 - Solve Problems; Explain Patterns		44%	52%	NA
Grade 4 - Multi-Digit Multiplication – Place Value		45%	54%	53%
Grade 4 - Multi-Digit Division – Place Value		48%	65%	41%
Grade 4 - Compare decimals/fractions to hundredths		60%	83%	NA
Grade 5 - Write/Interpret Numerical Expressions		54%	54%	58%
Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	62%	NA
Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	57%	NA
Grade 6 – Expressions		46%	56%	24%
Grade 6 - Equations		39%	35%	22%

Analysis of Data – Student Achievement – SBAC Results, District Assessments

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

George Kelly School has demonstrated varied improvements across a variety of academic disciplines. Our data indicate the following broad trends: 1) Our school-wide SBAC scores demonstrate student performance growth in both ELA and math. These data suggests that our students are meeting/exceeding the testing targets for CAASPP. 2) In terms of district assessment performance data, the results are a bit more varied. Our students continued to demonstrate growth for certain learning targets. Depending of a specific skill, our students, in certain instances, demonstrated significant growth in performance. Given that these comparative data do not include students' performance for the 2018-2019 school year, we cannot yet determine the relative success of our students for this school year.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

KES' broad indicators from CAASPP reporting indicate a system wide need to continue growing. Given the above data, it can be determined that our Fall 2018 scores indicate wide-spread positive growth.

Based on the CAASPP performance indicators identified in the CDE Dashboard, only African American students' performance declined -4.6 points compared to Fall 2017 data; thus this group of students is the only group whose performance level fell into the *orange* indicator category. White students maintained 1.5 points compared to Fall 2017 data. Moving into the 2019-2020 school year, we will continue working to demonstrate school-wide growth on the SBAC test. Additionally, within our PLC work, we will offer targeted support for African American and White students, at all three tiers of instruction, to help to ensure that these demographic subgroups of students demonstrate growth on the dashboard indicators.

Second, in terms of school district benchmark data, our grade-level collaborative teams will continue their work—identifying essential learning targets. In doing so, our grade and content teams will be better equipped to ensure that all students are being assessed on a guaranteed and viable curriculum. We anticipate that this process of identifying essential targets helps to build our teacher efficacy towards ensuring that all essential targets are skillfully taught to students, while guaranteeing appropriate levels of support are provided to students in real time.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

With respect to CAASPP testing, KES' Fall 2018 performance indicators show school-wide growth in both

ELA and math. Within these broad data are some areas for continued growth and improvement. Specifically, African American students' scores declined -4.6 points during the Fall 2018; after demonstrating continued growth for the previous two years. As such, African American students fell into the orange range on the CDE 5x5 grid. This is two color bands below the school-wide performance level—green.

With respect to TUSD benchmark assessment indicators, during the 2017-2018 school year KES' results largely dipped by comparison to the previous school year. These data results indicate a continued necessity to frame our classroom instruction around RCD essential learning targets. During the 2017-2018 school year KES experienced vast changes. An entirely new administrative team joined the KES staff, new curriculum was piloted, and creating a school-wide focus on sustained growth as a PLC was introduced. These factors contributed to a real learning curve for our school site. Throughout this school year and last, we have made concerted efforts to ensure that teachers have the training, tools, and time necessary to analyze our current reality, and set the necessary goals (aligned to the TUSD LCAP, KES school plan, and RCD units of study) to help ensure that all students learn at high levels, every day.

5. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	12%		35	11%		421	19%		29	21%	
Gr. 4	463	47%		45	22%		466	40%		35	33%	
Gr. 5	421	40%		34	24%		418	33%		37	17%	
Gr. 6	314	0%	40%	32	0%	19%	389	1%	31%	24	0%	14%
Gr. 7	284	1%	49%	23	4%	26%	308	1%	31%	30	0%	18%
Gr. 8	216	0%	41%	11	0%	36%	277	0.8%	22%	16	3%	5%

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well developed Overall

District = 2,580

School = 166

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	NA	10%	30%	58%
School	Oral	NA	6%	24%	67%
School	Written	NA	22%	35%	38%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria
(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	0	N/A	98	66%	7	86%
Grade 1	347	77%	22	91%	387	76%	27	96%
Grade 2	352	71%	27	78%	405	64%	30	70%
Grade 3	366	57%	27	48%	348	64%	17	94%
Grade 4	402	49%	36	11%	355	46%	22	55%
Grade 5	354	43%	32	16%	368	54%	24	33%
Grade 6	317	63%	18	33%	308	26%	20	5%
Grade 7	254	44%	25	44%	296	28%	15	60%
Grade 8	228	53%	15	80%	253	22%	16	25%

Analysis of Data – English Learner Progress

Greatest Progress: List any improvements made in this data and explain how to maintain or build upon the success.

The above data trends demonstrate that KES' EL students are making broad gains on the CAASPP test. Within this capacity, and according to the CDE Dashboard, KES' students demonstrated growth on CAASPP performance indicators in both ELA and Math (+14.9 in ELA and +36.6 in math respectively).

Table a – according to these data, the percentage of students in 3rd – 5th grades identified as “at risk” to be identified as LTEL students increased between 2016-2017 and 2017-2018. However, the actual percentage of 6th – 8th grade LTEL students declined in each grade. These data suggest that EL students are demonstrating the necessary growth to be reclassified as R-FEP prior to being identified as LTEL. Further, these data indicate that KES is successfully equipping our LTEL students with the needed supports to be reclassified as R-FEP.

Table b – indicates a sustained growth trajectory. Based on the provided rubric, our EL students' performance levels trend to the higher end of the rubric scale. Beginning with rubric level 2, and ending at rubric level 4, the performance percentages increased consistently across each of the overall, oral, and written domains.

Table c – the total number of EL students decreased this school year, compared to Fall 2017. The total number of EL students in 3rd – 5th grade declined steadily. Given the shift in ELPAC testing, as well as the fact that EL content curriculum is embedded within our ELA curriculum designated and integrated EL instruction is becoming more closely aligned with the broad learning domains.

To continue this momentum, a team of teachers and para educators are being trained on designated EL instruction. In doing so, students will receive the necessary targeted instruction to support academic acquisition of the English language. Further, our entire teaching staff will continue to embed integrated EL support instruction into both daily ELA instruction, and cross content instruction centered on listening, speaking, reading, and writing. Our goal is to have students appropriately reclassified R-FEP in as timely a manner as possible.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

As indicated in both the ELA and math CAASPP reporting tables, our EL students made gains of +14.9 (ELA) and +32.4 (math) points respectively. These performance increased placed EL students in the “green” areas on the CDE dashboard. These growth metrics are encouraging. However, EL students still remain behind the school-wide performance indicators. Moving into the 2019-2020 school year, EL students will receive designated support, aligned with our ELA programs. The purpose is to support the varied needs of all EL students (including newcomers through bridging students). Along with this, supporting the needs of EL students within our PLC remains a priority. This will be accomplished via integrated EL support. In doing so, students will be taught using the following learning domains: listening, speaking, reading, and writing. These domains—especially speaking—will help to contribute to our students’ collective mastery of cognitive academic language proficiency (CALP). Thus, supporting our broad goal of helping all EL students be appropriately reclassified as quickly as possible.

B. Pupil Engagement and School Climate (State/Local Indicators)

- 1. Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent \geq 10% of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
TOTAL	10.3%	4.6%	9.9%	4.9%

- 2. Student Discipline**

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	113		50		26		-1% Decrease in whole number of students suspended.
In House			0		0		
Home			50		26		
Students suspended	59	5%	39	4%	23	2%	
Expulsions	0		1		0	0	Zero students have been expelled from school during the indicated year. Thus, our percentage rate is 0%.
Students expelled	0	0%	1	0%	0	0%	

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very high 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Orange	High 3.7%	Maintained 0%	Yellow	High 3.4%	Decl. Sig. -1.4%	Green	2%	Declined -1.4%
Asian	Yellow	Medium	Maintained	Orange	High	Increased	Green	2.5%	Declined

		1.4%	-0.1%		3.1%	+0.3%			-0.5%
Filipino	NA	NA	NA	NA	NA	NA	Blue	0%	Declined -1.1%
African American	Yellow	High 4%	Decl. Sig. -5%	Yellow	High 6%	Decl. Sig. -4.2%	Yellow	5.3%	Declined -0.6%
Hispanic Latino	Orange	High 5.3%	Increased +0.9%	Yellow	High 4.5%	Decl. Sig. -1.6%	Green	1.9%	Declined -2.6%
White	Green	Medium 3%	Declined -0.7%	Green	Medium 2.9%	Decl. Sig. -1.6%	Blue	1%	Declined -2%
EL	Yellow	Medium 2.2%	Maintained -0.1%	Green	Medium 2.6%	Declined -0.6%	Green	1.1%	Declined -1.4%
SES Disad	Orange	High 4.9%	Increased +0.3%	Yellow	High 4.1%	Decl. Sig. -2%	Green	2.3%	Declined -1.8%
SpEd	Red	Very high 12.2%	Increased +0.6%	Yellow	Very high 10.9%	Decl. Sig. -6.1%	Green	0.9%	Declined -10%

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	528	80%	39	80%	14	64%
Staff – Cert.	156	71%	32	92%	77	77%
Staff – Class.	36	92%				
Students	1792	66%	419	76%	173	65%
Total	2512	77%	490	83%	264	69%
Met Goal (Y/N)		Y		Y		N

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	523	89%	37	94%	36	88%
Staff – Cert.	62	92%	32	96%	36	85%
Staff – Class.	18	100%				
Students	1189	78%	410	81%	114	77%
Total	1792	90%	479	90%	186	83%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

KES is a very safe school. Students, staff, and community members alike treat one another with dignity and respect. KES achieved its broad goal of returning a school-wide satisfaction rating at 75% satisfaction or above. School-wide our stakeholder groups reported an 83% satisfaction rating. Parents and staff both returned safety ratings above the comprehensive percentage (83%). Students' satisfaction rating returned lower (77% respectively). We engage in monthly, quarterly, and semi-annually emergency drills (I.e., fire, earthquake, and lockdown). KES takes these drills seriously. We follow up lockdown drills with after-action reports that are intended to highlight the actions we took that were well-executed, as well as to identify areas for continued improvement.

Employees are strategically placed throughout the school campus to ensure that students are properly supervised. Further, our system for student behavioral intervention is based on addressing and redirecting negative student behavior at the lowest level possible. In doing so, there is a consistent presence of what student behaviors are acceptable, versus those that are discouraged. In doing so, we work collectively to ensure that the safety of students, staff, and community members is given the highest priority.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

School climate data did not return as satisfying the level of percentage returns as did school safety data. Certificated and classified staff data returned a satisfaction rating of 77% (above the LCAP goal rating of 75%). Parents and students returned satisfaction rates of 64% and 65% respectively. Thus, lowering our school-wide satisfaction rating to 69% (below the LCAP goal, 75%).

To address these lower satisfaction ratings, KES introduced Rachel's Challenge to our school this year. We are implementing a "kindness challenge" that is intended to provide a foundation for the ways that students and the community perceive our school. We state publicly that our school is an Ohana. In doing so, we are working towards ensuring inclusivity at the site. Beyond inclusivity, we are planning to build more school/community events to build on our overall climate rating. We are prioritizing the role of ASB at our school—making assemblies more enjoyable for students, creating more family nights, and attempting to build more clubs at school. We envision making KES a place where students learn, belong, and have fun.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

Within the student discipline table, we see a -1.4% decrease in the total number of students who were suspended from school comparing 2016-2017 rates with 2017-2018. School-wide, our site discipline data indicates low suspension rates; insofar as the CDE dashboard placed KES in the green section.

No individual demographic subgroup is two or more levels below the overall rating. However, African American students' suspension data indicate placement in the yellow range of the 5x5 grid. Albeit these data are only one performance color indicator below KES' overall green rating, African American students are the only demographic subgroup whose suspension rates were rated any color other than green. Thus, we will continue to monitor the frequency to which African American students are suspended from school, insofar as to ensure that these suspension rates are not disproportionate to our African American student population. KES will continue to explore alternate behavioral interventions that are intended to redirect undesired student behaviors at levels lower than suspension.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Outcomes	Metric	Timeline
Area 1: Tier 1		
1. By June 1, 2019, 80% of KES students will meet or exceed Reading standards on district ELA assessments for foundational skills (K-5).	Unit assessments in EADMS	Review each Trimester
9. By June 1, 2019, 80% of KES students will meet or exceed Reading standards on district ELA assessments reading informational text (2-8).	Unit assessments in EADMS	Review each Trimester
10. By June 1, 2019, 80% of KES students will meet or exceed Writing standards on district ELA assessments for opinion writing (K-5), and argumentative writing (6-8).	Unit assessments in EADMS	Review each Trimester
11. By June 1, 2019, KES students will demonstrate a Medium performance level for school-wide SBAC testing in Mathematics (3-8).	CDE Dashboard for SBAC Testing in Mathematics	Annually
12. By June 1, 2019, each demographic subgroup will maintain, increase, or increase significantly its performance outcomes for SBAC testing.	CDE Dashboard for SBAC Testing in Mathematics	Annually
13. By June 1, 2019, KES students identified as EL will demonstrate continued improvement on district ELA assessments for foundational skills (K-5) by 10%.	Unit assessments in EADMS	Review each Trimester
14. By June 1, 2019, KES students identified as EL will demonstrate continued improvement on district ELA assessments for reading informational text (2-8) by 10%.	Unit assessments in EADMS	Review each Trimester
15. By June 1, 2019, KES students identified as EL will demonstrate continued improvement on district ELA assessments for opinion writing (K-5), and argumentative writing (6-8) by 10%.	Unit assessments in EADMS	Review each Trimester
16. By June 1, 2019, KES students identified as EL will demonstrate Medium performance on SBAC testing in	CDE Dashboard for SBAC Testing	Annually

math (Achieving Medium performance is an overall improvement).	in Mathematics	
Area 2: Tier 2		
17. By June 1, 2019, KES students identified as LTEL and/or “at risk” will demonstrate school-wide improvement on district ELA assessments for foundational skills by 10%	Unit assessments in EADMS	Review each Trimester
18. By June 1, 2019, KES students identified as LTEL and/or “at risk” will demonstrate school-wide improvement on district ELA assessments for reading informational text by 10%	Unit assessments in EADMS	Review each Trimester
19. By June 1, 2019, KES students identified as LTEL and/or “at risk” will demonstrate school-wide improvement on district ELA assessment for opinion writing (K-5) and argumentative writing (6-8) by 10%.	Unit assessments in EADMS	Review each Trimester
20. By June 1, 2019, KES students identified as LTEL and/or “at risk” will demonstrate Medium performance outcomes on SBAC (Achieving Medium performance is an overall improvement).	CDE Dashboard for SBAC Testing in Mathematics	Annually
Area 3: Tier 3		
21. Please see TUSD’s LCAP specifically aligned to special education and intensive intervention strategies.	NA	NA

Significant Accomplishments

One of the most significant accomplishments that KES gained this year was a better understanding, and capability of how to track students’ data and performance. In particular, our team placed deliberate focus on improving all students’ broad reading and math reasoning abilities. As stated in the CAASPP reports, school-wide KES’ performance outcomes improved compared to the 2012-2018 school year. Our staff began reviewing ongoing performance data during ERM meetings, to analyze our performance gaps, and strategize best practices to narrow pervasive gaps. Moving forward, we will continue to analyze performance data, in terms of all students, versus individual classrooms of students.

Regarding EL students specifically, our above data demonstrate continued academic performance growth. Specifically, the ELPAC data shown in table b suggests that our EL students are successfully working towards reclassification. In doing so, the rates at which students are being identified LTEL have diminished.

Evidence of Impact (outcomes achieved or not)

Utilizing the above process, our collaborative team time has become much more attentive to the ongoing needs of all students. Insofar as our PLC collaborative teams work, collaborative conversations center on students’ progress towards mastering essential standards...while building providing timely feedback and support, using a sustained growth model. Second, the broad framework for collaboration has changed. Our process of becoming a professional learning community, has placed a primary collaborative focus on students’ learning, instead of broad teaching.

Based on the stated CAASPP data, we African American students did not demonstrate the same rate of growth as other demographic student groups. Specifically in ELA, African American students were the only statistically significant student group that declined (-4.6 points). During the 2017-2018 school year, KES did not build performance goals along student demographic lines.

Implications for 2019-20 Plan

- At the Tier 1 level, KES is creating its repository of best instructional practices to meet the needs of all students each day. We intend to accomplish this task by sharing instructional strategies that are aligned with the 3R rubric of best practices. Additionally, teachers will

continue to identify essential learning targets that frame our broad classroom instruction.

- Based on this analysis, KES is planning to monitor the performance growth of all students while paying particular attention to the performance of African American students. We have begun compiling data to best identify performance gaps for African American students, in an effort to provide decisive support, aligned with each's given need. Coupled with this, we will create an intervention system at the Tier II level to gauge the continued performance of all students toward mastery of essential benchmark standards.
- At the Tier III level, our system for intervention will offer timely support for current essential standards, not yet mastered. Also, working with our English Learner and Special Education support staffs, our collaborative teams will use the CDE Dashboard to create a framework to provide targeted remediation of previous years' standards, still not yet mastered. In addition, using collaborative data during PLC collaborative time, teachers will continue to monitor the daily progress of all students within a given unit of study.
- KES is also building a system for broad skills level support across grade levels. This response to students' needs responds directly to PLC framing questions 3 and 4. Using the broad category of reading for comprehension and analysis, students will be grouped based on reading level. For 30 minutes, twice per week students will receive platooned support at, below, and above grade level. This type of support helps to ensure that students receive both needed intervention and enrichment.

Goal #2 -- Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. By December 2018, KES will revise its current Mission Statement into an outcomes oriented statement	Staff vote with 90% approval being the metric for consensus.	Review Monthly
2. By June 1, 2019, fewer than 3% of KES students will be suspended from school	Suspension rate/numbers calculated from Aeries	Review Monthly
3. During the 2018-2019 school year, KES will have zero students recommended for expulsion from school.	Expulsion rate/numbers calculated from Aeries	Review Monthly
4. During the 2018-2019 school year, KES will reach 97% attendance rates school-wide for each month of the school year.	Attendance rates calculated from Aeries	Review Monthly

Significant Accomplishments

- KES accomplished its goal of revising and adopting a new school-wide mission statement. This was approved at the January, 2019 school site council meeting after achieving 92% approval consensus from the KES staff.
- Suspension rates continued to decline during the 2018-2019 school year. KES remains committed (when possible) to addressing student behavior interventions at levels that ensure students may continue to attend school.
- During the 2018-2019 school year, KES had zero suspensions that resulted in expulsion from school.

Evidence of Impact (outcomes achieved or not)

- KES did not achieve its stated outcome of reaching 97% attendance rates school-wide for the entire year. The current school wide attendance percentage stands at approximately 96.45% daily attendance. Our school-wide attendance rates have shown slight improvement. We will continue working towards a 2019-2020 overall attendance rate of 97% or higher.
- According to the CDE dashboard, our chronic absenteeism rates maintained at 0.4% gains—for a school-wide chronic absenteeism rate of 4.9% for the school year. Further, the CDE data further indicated that school-wide the comprehensive levels of chronic absenteeism places KES into the green section of the 5x5 grid. Demographically, students who are socioeconomically disadvantaged, two or more races, and white students had the highest levels of chronic absenteeism (placed in the orange section of the 5x5 grid). Hispanic students' levels of chronic absenteeism were reported in the yellow section. School-wide our levels of chronic absenteeism have remained largely consistent, KES needs to continue strategically focus on improving these absenteeism rates, such that students from any of the named demographic groups move into the green section. Also, this will help KES to continue to improve upon its school-wide chronic absenteeism rates.

Implications for 2019-20 Plan

- Working to ensure that students regularly attend school remains a top priority.
- In conjunction with attempting to achieve a 97% overall attendance rate for the school year, we will create monthly attendance goals for all grade-levels.
- To accomplish this goal KES will continue to monitor absenteeism rates monthly for each individual grade-level.
- KES will continue working to ensure that the school system is a safe, welcoming, and enriching place for all students to attend school. Along with our rigorous academic programs, KES continues to make attending school enticing for all students...via expanding the role of extracurricular opportunities at the school.

Goal #3 – Parent Involvement & EducationEvaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. At least 10 family members will attend Parent Café meetings	Sign-in forms from Parent Café meetings	Weekly during meetings
2. By the end of Trimester 1, KES will develop an ELAC committee whose primary function is to help inform and provide oversight towards the academic success of all EL students at KES.	Sign-in forms indicating people willing to serve in this capacity.	By the end of Trimester 1.
3. Develop and conduct monthly Coffee with the Principal meetings, to discuss KES' continued partnership with the families it serves.	Sign-in forms from Coffee with the Principal meetings.	Monthly during meetings.
4. Develop and conduct monthly Meet the Principal meetings with families of newly enrolled KES students.	Sign-in forms from Meet the Principal meetings (Invitations derive from Aeries attendance reporting data—newly enrolled	Monthly during meetings.

	students).	
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Significant Accomplishments

- KES conducted monthly Parent Café meetings.
- Parents received the information presented at these meetings well.
- According to the names on the sign-in sheets, attendance at Parent Café meetings was consistent over time.
- KES continued its Coffee with the Principal program during the 2018-2019 school year.
- KES made some gains in terms of building our ELAC committee. We successfully recruited an EL representative to our school site council. Further, KES' EL coordinator gave ongoing updates of our EL program during school site council meetings.

Evidence of Impact (outcomes achieved or not)

- KES has still not been able to accomplish its goal for having more parent involvement in either Parent Café, or during Coffee with the Principal
- Consistently there were 2-4 parent attendees during Parent Cafe.
- Coffee with the Principal was often unattended.

Implications for 2019-20 Plan

- Moving into the 2019-2020 school year, we will continue to prioritize improved attendance at parent/community meetings.
- This is a continued challenge, we will begin targeted outreach at Back to School Night. Instead of simply creating blanket invitations for parents to attend Coffee with the Principal and/or Parent Café, we will call parents, and personally invite them to attend. This will be a targeted outreach. We will prioritize inviting parents of English Learners, AVID students, and vulnerable student populations.
- Meetings will include targeted agendas—strategies related to best practices where the school will support families at home—to ensure that all students learn at high levels.
- We will also use this platform to prioritize our recruitment of a new PTO executive board.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Students will use COWS in the classroom to support daily learning.	Reports from amount of time logged into computer carts on wheels.	Monthly reports
2. Students in grades K-2 will log onto iRead every day, in order to supplement their core instructional experience in reading.	Reports from iRead indicating the time students log onto and access the iRead site.	Monthly reports

Significant Accomplishments

- KES accomplished both of the stated technology goals. Students routinely log into student computers, and/or log onto iRead. Students have been provided exposure to technology. Further,

we continue to incorporate technology into daily instruction. In doing so, KES students are becoming ever more proficient, in terms of using technology to solve real-world problems.

Evidence of Impact (outcomes achieved or not)

- KES has achieved both of the stated outcomes.
- Students are provided equitable access to technology each day.
- These supports help to supplement teachers' daily instruction. Students are comfortable logging onto a digital device, and using the device as part of the daily learning process.

Implications for 2019-20 Plan

- Moving into the 2019-2020 school year, KES will continue to encourage a blended technological program. Using COWS and the KES computer labs, students will extend each's own learning by applying specific content learning into more abstract problem-solving projects that are framed in technology.
- Our STEM tower classes will continue to use project based learning that is either entirely created using technology, or supported via technology. One example of this type of supplemental learning is the students' use of coding in the classroom. In doing so, we are supporting the TUSD LCAP goal of preparing all students for college and career readiness, via 21st century skills.
- Moving into the 2019-2020 school year, a primary focus will be to use technology as the underlying foundation for extended learning (see Goal 1). KES teachers are at varied places in terms of how each teacher incorporates technology into daily instruction. One example of this type of support is blended lessons, where

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the May 9, 2019 meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Michael Bunch	X				
Deanne Clary		X			
Kylene Giguere		X			
Eden Matelski		X			
Rocio Virgen-Casas*			X		
Jennie Silcox				X	
Jennifer Hernandez				X	
Sarah Gomes				X	
Leah Rodrigues				X	
Sandeep Garewall*				X	
Nathan Hernandez					X
Numbers of members of each category	1	3	1	4	1
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: Sandeep Garewall

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (19% EL = 2 EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

c. All Students

d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
Area 1: Tier 1		
By May 2020, the CDE performance indicator for all students will reflect gains on the CAASPP in math of +15 points or more.	CDE Dashboard for SBAC Testing in Mathematics	Annually
By May 2020, the CDE performance indicator for all students will reflect gains on the CAASPP in English Language Arts of +10 points or more.	CDE Dashboard for SBAC Testing in ELA	Annually
By May 2020, the CDE Performance indicator for EL students will reflect gains on the CAASPP in math of +34 points or more.	CDE Dashboard for SBAC Testing in Mathematics	Annually
By May 2020, the CDE Performance indicator for EL students will reflect gains on the CAASPP in English Language Arts of +17 points or more.	CDE Dashboard for SBAC Testing in ELA	Annually
By May 2020, 100% of KES teachers will participate in site-based professional development centered on STEM instruction strategies (I.e., sense-making notebooks, 5E Lesson Design, phenomena focused inquiry, and oral/language science talks) to support classroom implementation of STEM units of study.	Sign-In Sheets	2019-2020 School Year
Area 2: Tier 2		
By May 2020, the CDE Performance indicator for African American students will reflect gains on the CAASPP in English Language Arts of +15 points or more.	CDE Dashboard for SBAC Testing in ELA	Annually
By May 2020, the CDE Performance gains indicator for all EL students will demonstrate gains that are proportionately similar to English Only students for both math and ELA.	CDE Dashboard for SBAC Testing (Math/ELA)	Annually
By May 2020, students identified as LTEL will demonstrate performance gains on the ELPAC in writing by 4% or more.	ELPAC Assessment	Annually
By May 2020, KES will achieve initial AVID certification.	AVID Certification Process	Annually
Area 3: Tier 3		
By May 2020, the CDE Performance indicator for students in Special Education will reflect gains on the CAASPP in math of +40 points or more.	CDE Dashboard for SBAC Testing in Mathematics	Annually

Rationale for identified outcomes (site):

Each of the above performance goals are aligned with TUSD's broad goal to ensure college and career readiness for all students. As indicated on the CDE dashboard, the overwhelming majority of KES

students demonstrated improvement on the CAASPP assessment. KES is committed to continuing this growth trend over time.

However, African American students were the only statistically significant student group whose performance declined. Thus, we have considered this population of students “at risk.” As such, we have identified specific support strategies at the Tier I and Tier II levels that are intended to reverse this trend, and ensure that African American students demonstrate performance growth at rates higher than the rest of the student population.

KES is also expanding training and professional development opportunities for teachers during ERM and PLC time to build capacity for EL integrated support at both the Tier I and Tier II levels. Working with the English Learner Program Coordinator, we will focus on targeted instructional strategies that integrate EL support into daily instruction. This level of support will work in conjunction with the direct EL support services provided in a pull-out model by our EL paraprofessionals.

Moving into the 2019-2020 school year, KES will achieve initial AVID certification. During the 2018-2019 school year, our school was on a non-certification track. Working with the TUSD AVID coordinator, we are aligning our signature AVID practices with our broad reading and writing goals. Specifically, the two signature practices our AVID team will focus on derive from several WICOR frameworks. Students will develop academic language and literacy within reading and inquiry; while honing argumentative writing within the frameworks of writing, collaboration, and organization. Once we achieve initial certification for students in 6th – 8th grade, we will expand AVID’s role in future school years for students in 3rd – 5th grades.

Finally, as indicated on the Tier III table, students who are eligible for Special Education services did demonstrate substantial growth. Specifically in math, our Special Education student population increased +34.1 points. Given that our Special Education students are still -80.2 points below the standard, we intend to capitalize on these performance gains, in order to ensure that our Special Education students continue narrowing the performance gap that is present in mathematics.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
During the 2019-2020 school year, KES will reach 97% attendance rates school-wide for each month of the school year.	Attendance rates calculated from Aeries	Review Monthly
By May 2020, suspension rates for students identified as Two or More Races will decrease by -2.0% or more.	Aeries Discipline Dashboard	Review Monthly
During the 2019-2020 school year, KES will achieve a minimum 75% or higher satisfaction rating for the climate survey for all stakeholders	TUSD School Climate Survey	Annually

Rationale for identified outcomes (site):

KES’ suspension rates as a whole continue to decline. As indicated in the above metrics, the unduplicated totals for student suspension rates shrank to 2%. However, students identified as Two-or-More Races were the only statistically significant student group whose suspension rates increased. We will explore alternative behavior intervention strategies for these students. Further, we will continue to encourage the Rachel’s Challenge message of kindness and inclusion. Thus, helping to mitigate the instances where suspensions become necessary.

KES did not achieve its broad goal for 97% percent attendance rates for the school year. We are continuing to work towards this broad outcome. In terms of chronic absenteeism, KES has three

KES School Plan 2019-20

statistically significant student groups who reported trends two levels below the school-wide chronic absenteeism rate of 4.9%; and one student group who reported a trend one level below the school-wide average.

- To appropriately address our chronic absenteeism rates, KES administration will begin conducting monthly queries (using Aeries) to pull lists of students whose absenteeism rates are becoming excessive. In doing so, our intent is to address absenteeism concerns at the lowest levels possible to correct this issue. We will also involve parents into this process (see monthly Meet the Principal meetings – Goal 3#). As needed, we will utilize the SST process to help parents and teachers work as a team to minimize chronic absenteeism at the school.

KES had relatively small proportions of survey participants. As such, it is challenging to determine with certainty the levels of parent/student/staff satisfaction in terms of KES' climate. However, given the data that were collected, the overall school climate satisfaction rating of 69% indicates that there is continued room for growth. Moving into the 2019-2020 school year, we will continue building on our momentum with Rachel's Challenge to continue improving our school climate. In addition, KES will work with VCCS and ASB to work to ensure that stakeholder experiences are positive. We are working to increase the number of community events that KES hosts. Our intended outcome is to bring the community together to celebrate all of the positive work that KES does in order to support our students.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
By the end of Trimester 1, KES will develop a PTO executive board whose primary function is to help oversee and run the daily functions of the KES PTO.	Parent Selection Forms—given out at Back to School Night.	By the end of Trimester 1.
By May 2020 KES will improve the attendance and active participation rates of parents during Parent Café, and Coffee with the Principal.	Sign-in forms from Coffee with the Principal meetings.	Monthly during meetings.
By the end of Trimester 1, KES will identify and welcome two (2) or more parent of EL students into the school site council whose primary function will be to support ELAC.	Sign-in forms from Parent Café, principal meetings, and EL demographic queries from Aeries.	By the end of Trimester 1.
By May 2020 KES will achieve 30% attendance at Family Curricular Nights (Math, STEM, and Literacy)	Sign-in forms	Trimester 1, Trimester 2, and Trimester 3

Rationale for identified outcomes (site):

Moving into the 2019-2020 school year, KES' rationale for rebuilding our PTO executive board is intended to ensure that school-wide instructional support remains viable. Our PTO works directly with KES to support our instructional program—both financially and with volunteer time. In terms of school fundraising, our PTO has been a very generous partner helping to supplement our school budget, by donating funds that support assemblies and the school musical, to name a few. We are committed to supporting this ongoing partnership.

Empowering parents via the Parent Café and Coffee with the Principal helps to include as many community stakeholders into our school community as possible. As stated above, for Goal #2, we will cross utilize the influence of parents to help address our ongoing chronic absenteeism rates as well. We think that having honest dialogue regarding the importance of daily attendance will help

parents to better understand and support our broad instructional initiatives for all students to learn at high levels.

Finally, KES has not been particularly successful in building a strong coalition of parents of English learning students. It seems that parents of EL students have been reluctant to sit on committees (based on anecdotal conversations). This is a school culture issue that must be addressed, given the demographic profile of KES is changing. We have identified the crucial importance of targeted support for EL students under Goal #1. Thus, we must create a system where the ongoing input of parents of EL students is placed at the forefront of school-based decision-making.

Goal #4 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
By May 2020, 100% of students in grades K-2 will use technology devices to work towards a standing goal of successfully completing two or more iRead series per month.	Reports from iRead indicating the time students log onto and access the iRead site.	Monthly reports
By May 2020, 100% of students in grades 3-8 will use computer technology to write and communicate information using multiple reliable sources that support ELA/Writing frameworks for RCD.	Based on common formative assessments with the RCD units of study.	Trimester

Rationale for identified outcomes (site):

We are expanding the role of technology in the classroom. Students will continue to use COWS in the classroom to supplement each's learning. The long-term purpose of technology implementation in the classroom is the support students' learning and proficiency as 21st century learners.

KES intends for technology to become an integrative tool for students to master standards at deeper levels. The two above outcomes support phonemic awareness and fluency rates; as well as opinion-based and argumentative writing. As evidenced in the Section II (Presentation & Analysis of Data), Table 4 (District Assessments) our metrics indicate that the percentages of students mastering targets in phonemic awareness/fluency rates and opinion/argumentative writing at approximately 50%. The data in each table indicates areas for continued growth and development.

Our rationale for aligning these goal outcomes to Goal #4 (Technology) is to place a targeted emphasis towards increased use of technology devices as a learning tool. This tool supports students' identifying multiple sources of information, then committing this information to writing. In doing so, students work towards mastery of learning targets on district benchmark assessments (derived from CAASPP), and mastery of 21st century learning targets for college and career readiness.

Kelly Elementary School

Single Plan for Student Achievement (SPSA)

Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: May 9, 2019

Attested:

Michael Bunch
Typed name of School Principal

Signature of School Principal

Date

Leah Rodrigues
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

John C. Kimball High School

Single Plan for Student Achievement 2019/20



School Vision

We believe that ALL students can succeed and thrive.

School Mission

We create a safe environment that engages all students in relevant learning experiences to promote critical thinking for student success.

Tracy Unified School District

CDS: 39-75499- 0119040

Principal: Benjamin Keller

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

Contact Person: Benjamin Keller
Position: Principal
Telephone Number: (209) 832-6600
E-mail Address: bkeller@tusd.net

The School Site Council approved this revision of the SPSA on: May 8, 2019

The District Governing Board approved this revision of the SPSA on: _____

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	1513	1480	1507
AFDC/Free & Reduced (%)	Oct CBEDS	33%	35%	36%
English Learners R-30 (%)	Oct CBEDS	9%	9%	9%
Long Term English Learners** (% of EL for 6+ years –gr6-12)	CDE DataQuest	48%		
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	1%		1%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	6%		
Students redesignated to FEP (#)	Oct CBEDS			
Ethnicity: White (%)	Oct CBEDS	27%	25%	26%
Hispanic (%)	Oct CBEDS	33%	35%	35%
African American (%)	Oct CBEDS	8%	8.5%	8%
Asian (%)	Oct CBEDS	25%	25%	25%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	61	59	60
number and type of support certificated staff (including special education staff)	5	4	4
number of classified staff	30	30	
Number/percent of teachers with EL Certification	100%	97%	97%

3. Changes in categorical programs or feeder programs (check one)

☒ No significant changes
☐ Significant changes

4. Changes in District Core Programs (check one)

☒ No significant changes
☐ Significant changes

5. Changes in Facilities (check one)

☒ No significant changes
☐ Significant changes

6. Other Significant Changes

Kimball High will have 5 new teachers for the 2019/2020 school year. Two of these new teachers are Special Education teachers (one RSP and one SDC). The additional RSP teacher will be utilized in the new co-teaching inclusion model that Kimball High will implement among all grade 9-10 resource students. These students will be enrolled in regular education classes in all core subject areas and will receive push-in support, as necessary, by our resource teachers in English-

Language Arts and Math. In addition, Kimball High will have a new Assistant Principal.

B. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 146,108
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 48,170
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 45,741
Total amount of state funds allocated to this school	\$ 240,019

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas <div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> </div>	N/A
Total amount of federal categorical funds allocated to this school	N/A
Total amount of state and federal funds allocated to this school	N/A

C. Expected Schoolwide Learning Results (ESLRs)

Jags will

Demonstrate Respect

Respect Diversity
Respect Time Commitments
Respect yourself and each other
Respect Environment

Rise to Rigor

Listen, Speak, Read and Write using academic language
Meet high expectations with support and interventions as needed
Interpret meaning from conflicting data
Academic Competency

Build Relationships

Students will learn and apply positive strategies for problem resolution
Communicate responsibly and work effectively in a world of diverse viewpoints, belief systems and cultures
Community contributors

Extend Relevance

Connect learning to real-world challenges and opportunities
Recognize that decisions and actions have consequences
Understand options during and following high school
Use technology to deliver academic thought

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	14/40	3.70	3.70	3.78	3.65	3.89	3.61
ELD	14/40	3.50	3.25	3.67	3.31	3.56	3.43
Math	14/40	3.36	3.30	3.50	3.55	3.50	3.29
Science	14/40	2.73	2.91	2.60	2.66	2.90	2.81
History/SS	14/40	2.25	3.03	2.27	2.91	2.90	2.91

	# responses	Progress Implementing other academic standards	
	2018/19	2018	2019
Career/Technical Education	30/29	2.53	2.17
Health Education	33/29	2.58	2.34
Physical Education	31/29	3.16	3.52
Visual and Performing Arts	27/29	3.07	3.81
World Language	31/29	2.84	3.50

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students on EAP (Early Assessment of Progress)

	Language Arts				Mathematics			
Grade 11 SBAC	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
College Ready (Standard Exceeded)	28%	27%	25%	-3%	13%	14%	13%	0%
Provisionally College Ready (Standard Met)	34%	37%	37%	+3%	24%	22%	25%	+1%
Not College Ready (Standard Nearly Met)	23%	21%	26%	+3%	30%	28%	26%	-4%
Not College Ready (Standard Not Met)	16%	14%	12%	-4%	33%	36%	36%	+3%

b. Percent of students on EAP (Early Assessment of Progress) – by Subgroup

Language Arts 2018				
Grade 11	College Ready (Standard Exceeded)	Provisionally College Ready (Standard Met)	Not College Ready (Standard Nearly Met)	Not College Ready (Standard Not Met)
Schoolwide	25%	37%	26%	12%
Asian	38%	30%	21%	11%
African American	4%	46%	29%	21%
Filipino	32%	48%	16%	3%
Hispanic/Latino	14%	37%	35%	14%

White	28%	38%	23%	11%
EL	NA	10%	45%	45%
SES Disad	21%	31%	30%	18%
SpEd	NA	11%	30%	59%

Mathematics 2018				
Grade 11	College Ready (Standard Exceeded)	Provisionally College Ready (Standard Met)	Not College Ready (Standard Nearly Met)	Not College Ready (Standard Not Met)
Schoolwide	13%	25%	26%	36%
Asian	29%	25%	25%	21%
African American	3%	7%	28%	62%
Filipino	23%	42%	19%	16%
Hispanic/Latino	4%	19%	28%	49%
White	11%	30%	30%	29%
EL	NA	3%	17%	79%
SES Disad	11%	17%	27%	46%
SpEd	NA	4%	7%	89%

c. PSAT Results

	Language Arts - % Met Benchmark (390)	Mathematics - % Met Benchmark (430)	Language Arts - % Met Benchmark (390)	Mathematics - % Met Benchmark (430)
	2017-18	2017-18	2018-19	2018-19
District	58%	30%	not yet available	
Grade 10	68%	33%		

3. College and Career Readiness for HS (California Dashboard - State Indicator)

a. College and Career Readiness – Percent of students

Dashboard	% Prepared	% Approaching Prepared	% Not Prepared
Class of 2016	47%	37%	16%
Class of 2017	44%	31%	25%
Class of 2018	43%	25%	32%

**b. Students completing A-G Requirements –
(2017-18 from Aeries; prior years from CDE)**

	# met a-g	Percent (of gr. 12 students)	Goal Met? Y/N
2015/16	145	35%	
2016/17	131	34%	
2017/18	116	30%	N

Students completing A-G – subgroup data

2017/18	# met a-g	Percent (of gr. 12 students)	Goal Met? Y/N
Schoolwide	116	30%	N
Asian	26	44%	Y
Hispanic	17	15%	N
AfAm	9	29%	N
Fillipino	19	44%	Y
White	33	32%	N
E.L.	1	6%	N
SES Dis.	25	19%	N

4. District Assessments:

- a. **Percent of students meeting standards on district language arts assessments**
(with the number of student scores for the school in 2017-18)

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 9		37%	27%	38%
Grade 10		56%	61%	43%
Grade 11		71%	87%	59%
Grade 12		N/A	N/A	NA

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Grade 9 - Argument		57%	66%	NA
Grade 10 - Argument		N/A	N/A	45%
Grade 11 - Argument		61%	92%	66%
Grade 12 - Argument		N/A	N/A	22%

Analysis of Data – Student Achievement –SBAC Results, District Assessments, Analysis of Data Preparation for School/Career

Greatest Progress: List any improvements made in this data and explain how to maintain or build upon the success.

District Assessments

- Slight growth in Grade 9 Language Arts Informational Text scores from 16-17 to 17-18.
- Sufficient data sample was obtained in 17-18 for Grades 10 & 12 to be counted in the Language Arts Writing Assessment.

SBAC (EAP)

- Percentage of Juniors that are Not College Ready (Standard Not Met) decreased by 4% from 2016-2018

A-G Completion

- African American students were very near the site average (only 1% behind) in 2018, which was a strong improvement.

Greatest Need:

- A-G Completion rate has shrunk over the past 3 years and needs to be addressed immediately. Hispanic, Special Education, EL, and SES Disadvantaged students continue to be far behind the overall student site average.
- Overall growth in both the Math and ELA SBAC among juniors has been stagnant. Steps need to be taken to improve SBAC performance.
- The percentage of students rated as “not prepared” for college and career readiness on the state dashboard has grown significantly, while the percentage of those “prepared” has shrunk slightly from 2016 to 2018. This needs to be addressed through attention to SBAC passage rates, A-G completion, the completion of established career pathways, and the completion of the state seal of biliteracy.

Our action plan will provide detailed plans and actions steps to address these needs.

Performance Gaps:

Hispanic, EL, SES Disadvantaged, and Special Education students are still far below average in A-G passage rates. Hispanic, African American, and SES Disadvantaged students are behind the site average in Exceeding the Standard and are well above the site average in Not Meeting the Standard on both the Math and ELA SBAC.

5. English Learner Progress**a. Long Term EL & At-Risk of Becoming Long Term EL by Grade**

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr 9	244	1%	39%	49	2%	24%	234	0.5%	19%	43	0%	14%
Gr 10	204	2%	72%	40	3%	60%	230	0.6%	28%	40	1%	29%
Gr 11	212	1%	62%	30	0%	63%	193	2%	18%	38	3%	20%
Gr 12	157	1%	66%	28	0%	57%	209	1%	21%	21	2%	11%

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580

School = 84

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

Subtest		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	NA	17%	36%	42%
School	Oral	NA	NA	29%	59%
School	Written	17%	35%	27%	21%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Grade 9	223	28%	95	11%	217	41%	34	24%
Grade 10	165	58%	29	48%	164	60%	36	36%
Grade 11	143	56%	27	89%	170	63%	32	31%
Grade 12	155	55%	15	80%	118	53%	25	40%

Analysis of Data – English Learner Progress

Greatest Progress:

EL students have dramatically improved on their performance on EL testing through the ELPAC, reducing the number students still requiring an EL program. Long-term EL (6+ years) decreased from 24%, 60%, 64%, and 57% at each grade level in 2017 to 14%, 29%, 20%, and 11% at each grade level in 2018.

Greatest Need:

The district is transitioning to a more intensive EL program next year that will continue to push more at-risk and long-term (4+ year) EL students toward re-designation. Short-term EL students will also be enrolled in regular college prep English classes in addition to their EL classes that will provide them greater access to the core curriculum.

B. Pupil Engagement and School Climate (State/Local Indicators)

1. Chronic Absenteeism (scheduled for release March – California Dashboard)
(Percent of students absent \geq 10% of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
Grade 9-12	12.1%	8.0%	9.9%	7.1%

2. Student Discipline

a. Number and Percent of suspensions or expulsions (Aeries)

	2016/17		2017/18		2018/19		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	135		146		93		-3.5% in # of students suspended from 16/17 to 18/19 -82% in # of In House Suspensions from 16/17 to 18/19
In House	421		290		73		
Home	135		146		93		
Students suspended	103	7%	101	6.8%	68	4.5%	
Expulsions	5		7		5		
Students expelled	.3%		.4%		.3%		

*# Number of incidents of suspension (# of individual students suspended during the year).
Some students were suspended more than one time during the year.*

a. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very High 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Red	Very high 11.8%	Increased +0.3%	Red	Very high 15.5%	Incr. Sig. +5.7%	Orange	13.9%	Declined -1.6%
Asian	Orange	High 7.2%	Increased +1.8%	Red	Very high 10.4%	Incr. Sig. +6.1%	Yellow	8%	Declined -2.4%
African American	Red	Very high 23.2%	Incr. Sig. +5.1%	Red	Very high 24.1%	Incr. Sig. +5.9%	Orange	20%	Declined -4.1%
Hispanic Latino	Yellow	Very high 13.2%	Decl. Sig. -2%	Red	Very high 19.8%	Incr. Sig. +6.2%	Yellow	17.2%	Declined -2.6%
White	Red	Very high 11.6%	Increased +1.7%	Red	Very high 14.3%	Incr. Sig. +5.2%	Red	15.4%	Increased +1.1%
EL	Yellow	Very high 12.5%	Decl. Sig. -6.8%	Red	Very high 15.7%	Incr. Sig. +5%	Red	15.6%	Maintained 0.1%
SES Disad	Orange	Very high 15.2%	Declined -1.8%	Red	Very high 20.9%	Incr. Sig. +6.6%	Yellow	16.6%	Declined -4.3%
SpEd	Red	Very high 24.7%	Increased +2.3%	Red	Very high 23.7%	Increased +0.6%	Red	27.8%	Increased +4%

b. Reduction in the number of referrals (Aeries)

	2016/17		2017/18		2018/19		Decrease or Increase in % of Students.	Target Met
	#	%	#	%	#	%		
Referrals	1925		1100		1254		Decrease of 10% over two years	Y
Students Receiving Referrals	725	48%	498	33.6%	573	38%		

3. Stakeholder Survey Results**a. School Climate Survey Results (California Dashboard – Local Indicator)**

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	29	86%	42	81%	14	64%
Staff – Cert.	51	73%	26	78%	77	77%
Staff – Class.	8	58%				
Students	252	55%	NA	NA	173	65%
Total	340	68%	68	80%	264	69%
Met Goal (Y/N)		N		Y		N

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	29	94%	42	86%	14	81%
Staff – Cert.	50	90%	26	82%	74	83%
Staff – Class.	6	83%				
Students	250	76%	NA	NA	167	71%
Total	335	86%	68	84%	255	78%
Met Goal (Y/N)		Y		Y		Y

4. Graduation Rate (High Schools Only) Aeries

a. 100% of students will receive a high school diploma or equivalent certificate

	Class of 2017	Class of 2018
Enrollment (Seniors) in fall	382	343
H.S. Diploma	377	322
Certif of Compl (IEP)	1	3
GED/CHSPE	2	0
Adult School Diploma	0	0
Total	380	325
Percent (Total/Enrollment)	99.5%	94.7%
Goal Met?	No	No

b. Graduation Rate (California Dashboard - State Indicator based on 4-year cohort)

	Class of 2016			Class of 2017			Class of 2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Green	High 94.2%	Increased +3.8%	Green	High 93.8%	Increased +1.6%	Green	90.4%	Maintained 0.3%
Schoolwide	Blue	Very high 96.2%	Increased +1.1%	Blue	Very high 96.7%	Increased +1.2%	Green	93.9%	Maintained 0.3%
Asian	Blue	Very high 97.2%	Increased +3.2%	Blue	Very high 98.7%	Increased +3%	Blue	95.6%	Increased +3.8%
Filipino	Blue	Very high 98.1%	Increased +1.2%	Blue	Very high 97.2%	Maintained -0.3%	Blue	100%	Increased 4%
Hispanic	Green	High 93.4%	Maintained -0.7%	Blue	Very high 97.6%	Increased +4%	Yellow	90.8%	Declined -3%
African American	Blue	Very high 97.6%	Incr. Sig. +7.5%	Yellow	High 92.9%	Declined -1%	NA	100%	Increased 3%
White	Blue	Very high 95.7%	Declined -2.5%	Blue	Very high 96.1%	Declined -1.2%	Green	92.9%	Maintained 0.6%
E.L.	Blue	High 93.9%	Incr. Sig. +8.8%	Blue	Very high 95.7%	Incr. Sig. +6.8%	Orange	79.4%	Declined -8.8%
SES Disad	NA	NA	NA	NA	NA	NA	Green	93.6%	Maintained 0.8%
SES Dis.	Blue	Very high 95.5%	Increased +3.4%	Blue	Very high 96.7%	Increased +3.2%	NA	84.8%	Declined -3.6%

Analysis of Data – School Climate and Safety

Greatest Progress: List any improvements made in this data and explain how to maintain or build upon the success.

School safety continues to be a focus of Kimball High School and the overall community feels that the campus is extremely safe. Administration and security team work collaboratively to take pro-active measures in regard to overall student and campus safety. Improved communication with students, staff and parents on suicide prevention, the safe and

responsible use of social media, and education on the dangers of vaping should aid in the maintenance of a safe environment at Kimball High.

Growth in the positive student responses to school climate are encouraging. We continue to increase communication with students on important elements to help them be successful in school, whether through student-run presentations, ASB/leadership, or communication from counselors. We are also working this year and next on norming behavioral expectations campus-wide to help improve equity in how we enforce behavioral expectations.

Greatest Need:

There has been a steady decline in parent responses regarding school climate that need to be addressed.

Performance Gaps:

The sudden drop in EL graduation rate needs to be addressed. We will need to evaluate if the sample size is dropping because of the high number of students that we are re-designating out of the EL program, and if that is having an impact.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

All students will be prepared using Tier 1 core instruction and differentiation that includes AVID strategies and rigorous and relevant instruction to improve student learning to prepare them for college and career life. English Learners will be supported through ELD classes that are offered as well as additional support classes. There will also be Tier 2 level supports for at risk students that are not making progress. This could include one-on-one and/or small group instruction, afterschool support and tutoring offered by multiple teachers representing various departments, and tutoring for those in our Medical and Health Services Academy.

2018-19 Identified Outcomes	Metric	Timeline
1. 80% of students will meet A-G requirements	Aeries Report	Yearly (May)
2. 100% AVID seniors will attend college	Teacher tracked	Yearly (May)
3. 80% of our Medical and Health Services Academy students will graduate from high school meeting 4-year college preparatory entrance requirements or career ready certification in Medical Assisting or Nursing.	Aeries Report Academy tracked	Yearly (May)
4. 80% of all students will meet standards on district ELA and Math assessments.	Unit Assessments EDAMS	Quarterly
5. Increase in the # of students meeting EAP in Math and ELA, and provisional readiness as meeting or exceeding college readiness	CAASPP ELA and Math results	2018-2019 results

Significant Accomplishments

- The Kimball Leadership Team (KLT) provided regular professional development to the staff at two Buy Back Days and a few staff ERM's. KLT worked hard to build relationships among staff and improve the overall school culture. There were significant changes to the PLC process as staff met in curricular specific groups and worked on creating common formative assessments and vertical articulation.

Evidence of Impact (outcomes achieved or not)

- The first class of graduating seniors from the MHSA will be in 2019-20, at this time we will be able to effectively assess whether or not 80% of those students graduated meeting A-G requirements. The MHSA was not able to acquire a teacher for the certification in Medical Assisting or Nursing.
- 80% of students did not meet A-G requirements for the 2018-19 school year.

Implications for 2019-20 Plan

- New programs and strategies will be put in place to increase A-G completion rates. Use of the College Next Tool will help students track A-G classes as well as college and career goals.

Goal #2 -- Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

We were very successful in reducing the amount of in-house suspensions by 82%. We will continue to work with staff to establish classroom behavior norms and student behavior expectations in order to continue to reduce the amount of in-house suspensions, referrals and detentions. We were also successful in reducing our suspension rate by 8.5%. We will continue to work at reducing the suspension rate by working with students and parents using conflict management techniques. By using proactive policies regarding tardies and absences, we will continue to decrease tardies and increase student attendance.

2018-19 Identified Outcomes	Metric	Timeline
1. Pro-active conversation about tardies (at #5)	Aeries	Review daily
2. In-house suspensions decrease by 20%	Aeries	Review monthly
3. At-home suspensions will be decreased	Aeries	Review monthly

Significant Accomplishments

- Administration has been able to significantly decrease the amount of in-house suspensions by 82% by not sending students who do not show up to Saturday School to in-house suspension. We have also been able to reduce the suspension rate by 8.5% by having proactive with students to reduce conflict. We continue to have proactive conversations about tardies and attendance with both students and families. These conversations have allowed our staff to communicate to stakeholders the importance of arriving to school and class on time and promote a school climate where all involved parties work together to support student success.

Evidence of Impact (outcomes achieved or not)

- Changes to the district-wide application of the tardy policy and evaluating the effectiveness of assigning In-School suspension as a means to promote student attendance at Saturday School led to a decrease of 82% for In-School Suspensions.

Implications for 2019-20 Plan

- Administration will continue to be proactive with conversations about punctuality and student success. These conversations combined with restorative discipline will work together to hold students accountable for being to every class on time. We will continue to support students providing information and resources to help students make sound decisions, working to reduce the number of disciplinary infractions over the course of the school year.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

We planned to increase parent involvement in organizations such as PTSA, Athletic Boosters, Drama Boosters as well as parent participation and attendance to school events and athletics. Furthermore, we sought to reach out to parents with opportunities to learn about college and career readiness and student safety.

2018-19 Identified Outcomes	Metric	Timeline
1. Enrollment in parent organizations such as PTSA, athletic boosters, drama boosters, and will increase by 5%.	Number of parents enrolled in organizations.	May 2019
2. The site will provide additional opportunities for parents to learn about college/career readiness and student safety (examples include new events like the Drug Trends Presentation, Human Trafficking Presentation, and Coffee with the Counselors)	Attendance at new events throughout year.	May 2019

Significant Accomplishments

- The PTSA had a strong group of parents that helped out at many events this year including welcoming the WASC Committee with a dinner and providing breakfast and lunch for Teacher Appreciation Day. Kimball had a fully functioning Booster Club that hosted a Crab Feed. The Drama Boosters helped out with the two productions, Lion King and Westside Story that were put on by the drama department.

Evidence of Impact (outcomes achieved or not)

- Enrollment in PTSA and Athletic Boosters decreased due to parents registering their students online instead of coming to campus. Also, the PTSA was not able to make a presentation at Back-to-School night this year, so less parents were recruited at the beginning of the year. . Parent participation at all events including back to school night, conferences, and freshman orientations continue to have high numbers of parents in attendance.

Implications for 2019-20 Plan

- The school will try to increase parent participation in PTSA by having a link on their website where parents can sign up, being proactive at back to school night and handing out flyers with the orientation packets in the summer. Kimball will continue to advertise for school events on the marquee, Facebook and the school website to keep parents informed of upcoming events and increase parent participation and attendance. Kimball will try and regularly log attendance at parent events to create a baseline of attendance numbers.

Goal #4 -- Technology: Teachers will continue to use technology in the classroom to enhance instruction and educate students in 21st century skills. Teachers can use projectors and computers to increase the use of technology in the classroom.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Computer labs will be used regularly for class assignments, research, projects and CAASPP/CAST testing. The Z-space computers will be moved other labs on campus or turned into another regular computer lab.	Frequency of lab sign ups, civic permits	May 2019
1. The number of followers/subscribers for Kimball social media will increase by 30% and more students and parents will access the Kimball High School website and College Next.	Facebook, Twitter, Instagram, School Website	May 2019

Significant Accomplishments

- Administration has regularly used social media sites, the marquee and the school website throughout the school year to keep parents and students informed about upcoming school events that has increased parent involvement and attendance at various school activities and athletics. Administration also sends out weekly voice messages to inform parents of upcoming events.

Evidence of Impact (outcomes achieved or not)

- The ZSpace lab license was not renewed this year due to the excessive cost and lack of teacher use. Teachers do use the regular computer labs on a regular basis and they were used this year for CAASPP testing. The marquee, social media and school websites were updated regularly.

Implications for 2019-20 Plan

- We will begin putting interactive projectors in some classrooms for the 2019-20 school year. This will allow teachers to use interactive technology in the classroom.
- We will continue to use encourage use of all computer labs on campus and work towards purchasing more computer carts for core classes.
- We will provide professional development to train teachers in the instruction of 21st century skills.
- The District is creating new a new website for each site. The new website will be more user friendly with hopes to increase parental and student involvement.
- We will continue to communicate with parents via social media and the marquee and weekly phone calls home.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the May 8, 2019 meeting.

School Site Council Membership for 2018/19

Names of Members	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Benjamin Keller	X				
Jack Eddy		X			
Jan Krachinsky			X		
Grace Voress					X
Stephanie Voress				X	
Chance Mizuno					X
Dale Mizuno				X	
Sandeep Garewal*				X	
Scott Anderson		X			
Melissa Burkert		X			
Anthony Irizarry		X			
Sheeva Farahani					X
Numbers of members of each category	1	4	1	3	3
Total in each group	6			6	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (9 %EL = 1 EL parent on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- c. All Students
- d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

The following actions will lead to accomplishment of our desired outcomes. For greater detail on these steps, please refer to our WASC action plan (chapter 5) from the 2018-2019 Self-Study Report.

Outcome 1

1. Ensure that all potential Career Pathways are properly set up through CALPADS so that pathway completion data is accurate.
2. Counselors and elective teachers encourage students to stay in pathways to complete them during the junior year.
3. Have the staff look at State Biliteracy Seal data to see if there is a positive correlation between successful completion of the Seal requirements and SBAC performance. Make plans to focus efforts on this program accordingly.
4. Develop an incentive program for students that perform well on the CAASPP assessments.
5. Through the PLC process, staff analyzes RCD unit assessment and CFA data to determine mastery of standards and create intervention steps when students are deficient

Outcome 2

1. Analyze student grade data to determine which courses are the primary stumbling blocks to students being A-G eligible.
2. Verify that courses where students are struggling are vertically aligned with courses in their respective departments and that grading practices accurately reflect what students know.
3. Using the College Next Tool All staff encourage all students to enroll in A-G courses that exceed minimum graduation requirements. This should extend to special education students and EL students.
4. Adopt 2-3 AVID strategies universally across campus and leverage AVID-trained teachers to provide professional development of all staff on effective teaching strategies that increase rigor and relevance.
5. Administrators will provide feedback through the classroom walk-through process to monitor and coach teachers on the use of AVID strategies as part of the implementation of the Rigor and Relevance Framework.

Outcome 3

1. Create a new testing schedule so that students can finish segments of the SBAC in uninterrupted blocks of time.

2. Communicate to students the importance of doing their best on the assessments by how their scores can benefit them for college enrollment and the courses they may or may not need to take.
3. Through the PLC process, staff analyzes SBAC claim data to determine if certain skills should be practiced more in all classrooms. Implement those findings into our curriculum and instructional pedagogy

Outcome 4

1. Audit the recruitment process for the MHSA to ensure that students are adequately informed about the opportunities and key elements associated with joining the academy.
2. Track progress of students to provide intervention as necessary when students begin to fail and ensure that instruction at each grade level adequately prepares students to be successful at the next. Ensure that EL and Special Education students are not being left behind.
3. Teachers and the administration collaboratively create necessary interventions to meet the needs of students that are identified as struggling through the data tracking process.

Outcomes 5 & 6

1. The AP Coordinator, with support from the AP of Instruction, will create a PLC of AP teachers that meet quarterly to look at AP data and determine what steps need to be taken to improve student performance.
2. The AP Coordinator, with support from the AP of Instruction and the counseling department, will hold parent and student educational forums to provide information on the benefits and expectations associated with the AP program.

Outcome 7

1. Create a teacher-leader team that will work with administration to train the entire staff on developing PLCs and lead in support of their growth and development.
2. Train all certificated staff on the key elements of forming and maintaining high-functioning PLCs.
3. Train PLCs on how to create a guaranteed and viable curriculum for all courses. Provide the time to carry this out. Leverage the RCD process in place in English and Math as a model.
4. PLCs will develop CFAs which will be delivered quarterly. These CFAs must be rigorous and relevant and tightly aligned with priority standards.
5. PLCs will analyze student data from CFAs during ERM time within one week of administering any CFA. This analysis will be done through a Cycle of Inquiry (COI) model.
6. PLCs will use their analysis from the COI to identify areas where students are deficient. They will develop intervention activities and strategies to help students accelerate their learning.
7. PLCs will look at RCD unit assessment and CAASPP data to help them refine their curriculum to increase student achievement.

Outcome 8

1. The administration will work collaboratively with teacher-leaders to train the staff on the Rigor & Relevance Framework and its accompanied Collaborative Instructional Review (CIR) rubric.
2. The staff will be encouraged to design and deliver “Quad D” lessons that have high levels of rigor and relevance. When a full lesson is not appropriate, the staff will aim to have “Quad D moments” whenever possible in a lesson.

3. Administrators will use the CIR rubric when conducting weekly classroom visits to record data on levels of student engagement, rigorous instruction, and the degree of relevance in what is being taught.
4. Each semester PLCs will analyze data of instructional trends based upon observations from classroom visits from the preceding semester. PLCs will use this data to refine their curriculum and focus their common lesson development efforts.
5. Each semester PLCs will conduct lesson studies or create and deliver a common anchor lesson with a focus on Quad D lesson design. Results from this will be shared out to the staff at ERM meetings.

Outcomes	Metric	Timeline
1. The number of KHS graduates rated as “prepared” in College and Career Readiness on the California Dashboard will increase by 8%.	California Dashboard	Yearly (May)
2. The number of KHS graduates that will complete A-G requirements will increase by 5% (This is the same as the district LCAP target outcome).	Aeries Report	Yearly (May)
3. Academic performance, as measured by “Distance from Standard” on the California Dashboard for monitoring SBAC performance will increase by 8 points in both Math and ELA.	California Dashboard	Yearly (July)
4. 75% of all students who start the Medical and Health Services Academy will successfully complete the program in 4 years.	Aeries Report Academy tracked	Yearly (May)
5. The number of students that enroll in AP courses will increase by 5%.	AP/College Board Portal	Yearly (May)
6. The number of students that elect to take AP exams will increase by 5%.	AP/College Board Portal	Yearly (May)
7. Create high-functioning Professional Learning Communities (PLCs) that meet frequently to design and refine a rigorous and relevant curriculum, analyze student data to identify areas to improve instruction, and create common structures that ensure equity in student access to the core curriculum	Meeting Agendas and student performance data on district benchmarks and site common formative assessments	Quarterly throughout the year
8. Certificated staff will consistently deliver rigorous and relevant instruction that increases student engagement	CIR online tool data	Ongoing throughout the year

Rationale for identified outcomes (site):

These outcomes are aligned with district goals and initiatives and areas of deficiency that were identified through analysis of the California Dashboard. These outcomes and action steps are divided into two primary site goals: 1) Increase the number of students who are adequately prepared for success in college and career after graduation from Kimball High, and 2) Create and deliver rigorous and relevant curriculum through a collaborative process that increases academic achievement and is guaranteed for all students.

A more detailed outline of these steps and accompanying metrics can be found in the comprehensive action plan in the Kimball High School 2018-2019 Self-Study WASC Report, chapter 5.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

The following actions will lead to accomplishment of our desired outcomes. For greater detail on these steps, please refer to our WASC action plan (chapter 5) from the 2018-2019 Self-Study Report.

Outcome 1

1. Form a team of teacher-leaders to work with the AP of Student Affairs to research methods of positive behavioral reinforcement that teaches students to reflect on their behavioral choices. Research will include attendance at conferences and visiting other successful school sites in the state.
2. With teacher input, develop a plan of progressive discipline that employs the researched methods in action step 1, that can be universally adopted to establish consistent norms for behavior campus-wide. This should include common procedures, preventions and interventions for students who fail to meet student expectations.
3. Develop staff capacity for prevention and intervention management techniques for teachers and staff through Early Release Monday's and other professional development opportunities.
4. Refine Discipline and Attendance Review Team (DART) contract procedures to provide equitable and consistent consequences for habitual tardy violations in order to increase the number of students in attendance and on-time for class instruction.
5. Develop an alternative to suspension program (progressive discipline) that holds students accountable for their behavior yet keeps them in class whenever possible or provides them an alternative learning environment on campus, different from a traditional in-school suspension. This would include effective research-based Tier 2 and 3 intervention supports.

Outcome 2

1. Improve parental communication procedures regarding student absenteeism. Ensure that parents have timely and accurate information regarding their children's absences so that parents can assist in providing stronger accountability.
2. Monitor student survey data regarding relationships with their teachers. Review this data with teachers and provide this information to the Kimball Leadership Team (KLT) to guide their planning on relationship-building professional development.

Outcomes	Metric	Timeline
1. Reduce the number of students who are suspended by 5%.	Aeries	Review quarterly
2. Reduce chronic absenteeism by 2%	Aeries	Review quarterly

Rationale for identified outcomes (site):

These outcomes are aligned with district goals and initiatives and areas of deficiency that were identified through analysis of the California Dashboard. These outcomes also align with the previously outlined academic and instructional goals which require students to be in class as much as possible. These outcomes and action steps are summarized by the following site goal: KHS will develop a behavioral multi-tiered system of support that is equitable and is focused on keeping students in class as much time as possible.

A more detailed outline of these steps and accompanying metrics can be found in the comprehensive action plan in the Kimball High School 2018-2019 Self-Study WASC Report, chapter 5.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

The following actions will lead to accomplishment of our desired outcomes. For greater detail on these steps, please refer to our WASC action plan (chapter 5) from the 2018-2019 Self-Study Report.

Outcome 1

1. Create a Special Education parent organization that meets quarterly to discuss the needs of Special Education students, including academically, socially, and emotionally.
2. Utilize the Special Education parent organization as a forum to educate parents on the changes that the site and district will be going through to mainstream all RSP students into regular education classes all day.
3. Provide parents support to assist their children at home on how to be successful students.
4. Utilize this organization to encourage parents of Special Education students to participate in PTSA, SSC, booster organizations, or attend other school functions that they traditionally do not participate in.

Outcome 2

1. Create an ELAC at Kimball High.
2. Utilize ELAC to educate parents of EL students on the instructional changes that the site and district will be making starting in the 2019-2020 school year.
3. Provide parents support to assist their children at home on how to be successful students.
4. Utilize ELAC to encourage parents of EL students to participate in PTSA, SSC, booster organizations, or attend other school functions that they traditionally do not participate in.

Outcomes	Metric	Timeline
1. 15% or more of all Special Education parents to attend and participate in activities dedicated	Number of parents enrolled in organizations.	May 2019

to supporting the needs of Special Education students.		
2. 15% or more of parents of EL students to attend and participate in activities dedicated to supporting the needs of EL students.	Attendance at new events throughout year.	May 2019

Rationale for identified outcomes (site):

Parental involvement is a significant predictor of the level of success a student attains in school. Two of our major subgroups of focus moving forward will be our EL and Special Education students. This is aligned with the district's focus and re-alignment of EL and Special Education programs that guarantee access to the core curriculum for all students. These transitions and increased expectations must be adequately communicated to parents in order to maximize student success. The site goal in alignment with the district goal is: KHS will increase the frequency of voluntary parental involvement, particularly among English Language Learning and Special Education students' parents.

A more detailed outline of these steps and accompanying metrics can be found in the comprehensive action plan in the Kimball High School 2018-2019 Self-Study WASC Report, chapter 5.

Goal #4 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

In order to efficiently complete the instructional goals outlined previously in this document, teachers will need to have assessment data uploaded to the district-purchased program (EADMS) that facilitates standards-focused analysis. The English department will be piloting the uploading of district benchmark exams (RCD assessments) to a digital format within EADMS to expedite grading and the ability to perform a standards-focused analysis. TUSD has a Data Navigator team that actively trains on how to utilize EADMS more effectively. KHS has an active member of this team on staff that will continue to train our staff on the use of EADMS.

Outcomes	Metric	Timeline
1. PLCs will utilize technology to monitor student performance on all district benchmarks and formative assessments.	EADMS data	Ongoing throughout the year

Rationale for identified outcomes (site):

KHS needs to make better use of the resources provided by the district when they purchased access to EADMS. Accessing these tools improves the efficiency at which teachers can accurately identify which students are still struggling with specific content so that as collaborative teams (PLCs) they can strategically plan on how to support student learning.

Kimball High School
Single Plan for Student Achievement (SPSA)
Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: May 8, 2019

Attested:

Benjamin Keller
Typed name of School Principal

Signature of School Principal

May 8, 2019
Date

Stephanie Voress
Typed name of SSC Chairperson

Signature of SSC Chairperson

May 8, 2019
Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

McKinley Elementary School

Single Plan for Student Achievement

2019/20



School Vision

The success and achievement of our students are a priority at McKinley School. We believe that all students can learn. We are committed to educating all students so that they have the knowledge, skills and frame of mind to be effective communicators and complex thinkers. As a result of our commitment, our students will be college and career ready. To achieve this goal, we will continue to:

- Teach the basic skills of reading, writing, listening, speaking and solving mathematical problems.
- Differentiate our instruction to provide students more opportunities to demonstrate and apply the basic skills to think critically, communicate effectively and produce quality work.
- Use research and standards-based curriculum that enhances our instruction and is more connected to real-life situations.
- Integrate technology, science, engineering and other subjects to increase their academic knowledge.
- Assess how well our students are doing and use the results to facilitate learning and improve achievement.

Maintain a safe and positive learning environment where students, staff, parents, and community members are respected, appreciated, encouraged and supported.

Tracy Unified School District
CDS: 39-75499-6042857
Principal: Carla Washington

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

Contact Person: Carla Washington
Position: Principal
Telephone Number: (209) 830-3319
E-mail Address: cwashington@tusd.net

The School Site Council approved this revision of the SPSA on: April 30, 2019

The District Governing Board approved this revision of the SPSA on: enter date

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	442	427	434
AFDC/Free & Reduced (%)	Oct CBEDS	69%	66%	64%
English Learners R-30 (%)	Oct CBEDS	42%	45%	41%
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	11%		12%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	4%	3%	
Students redesignated to FEP (#)	Oct CBEDS	6		
Ethnicity: White (%)	Oct CBEDS	15%	13%	15%
Hispanic (%)	Oct CBEDS	55%	60%	61%
African American (%)	Oct CBEDS	11%	6%	4%
Asian (%)	Oct CBEDS	12%	13%	13%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	21	23	23
number and type of support certificated staff (including special education staff)	2 preschool Teachers 1 RSP (4 days a week) 1 Psychologist 1 LSH (3 days a week)	2 preschool Teachers 1 RSP (4 days a week) 1 Psychologist 1 LSH (3 days a week)	2 preschool Teachers 1 RSP (4 days a week) 1 Psychologist 1 LSH –On-line)
number of classified staff	22	24	25
Number/percent of teachers with EL Certification	100%	100%	100%

3. Changes in categorical programs or feeder programs (check one)

☐ No significant changes

☐ Significant changes

4. Changes in District Core Programs (check one)

☐ No significant changes

☒ Significant changes

At the K-5 level there are new ELA/ELD instructional materials being implemented in the fall of 2017-18. The McGraw-Hill program "Wonders" ("Maravillas") will be used in conjunction with updated ELA units of study that were first implemented in the 2015-16 school year.

5. Changes in Facilities (check one)

☒ No significant changes

☐ Significant changes

6. Other Significant Changes

B. Programs included in this Plan

Check the box 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 16,226
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 14,760
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 44,948
Total amount of state funds allocated to this school	\$ 75,934

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: School wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 90,952
Total Allocation	
Parental Involvement	\$ 1,000.
Professional Development	\$ 10,000
Total amount of federal categorical funds allocated to this school	\$ 90,952
Total amount of state and federal funds allocated to this school	\$ 166,886

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	20/17	3.50	3.88	3.70	3.76	3.30	3.81
ELD	20/17	3.30	3.35	3.45	3.29	3.10	3.13
Math	20/17	3.65	3.94	3.70	3.71	3.45	3.75
Science	20/17	2.30	2.47	2.25	2.35	2.20	2.50
History/SS	20/17	2.20	2.24	2.20	1.82	2.16	2.06

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	43%	41%	35%	-8%	52%	44%	35%	-17%
Grade 4	29%	40%	36%	+7%	21%	22%	26%	+5%
Grade 5	35%	32%	45%	+10%	15%	24%	34%	+19%

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	35%	38%	39%	+4%	27%	30%	31%	+4%
Asian	53%	44%	40%	-13%	47%	44%	44%	-3%
African American	19%	17%	36%	+17%	7%	0%	21%	+14%
Hispanic/Latino	31%	35%	37%	+6%	21%	27%	28%	+7%
White	38%	53%	35%	-3%	44%	50%	42%	-2%
EL	20%	29%	23%	+3%	20%	28%	22%	+2%
SES Disad	29%	32%	34%	+5%	22%	23%	27%	+5%
SpEd	10%	17%	7%	-3%	17%	21%	4%	-13%

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained +0.6	Orange	-23.4	Maintained 2.6
Schoolwide	Yellow	Low	Inc. Sig.	Orange	Low	Maintained	Yellow	-19.2	Increased

		-32.7	+23.5		-33.3	-0.6			+14.1
Asian	N/A	Medium +0.4	Maintained +5	N/A	-5.3	Declined -5.7	NA	-1.2	Increased +4.1
African American	N/A	Low -68.1	Inc. Sig. +29.1	N/A	Very low -87.8	Decl. Sig. -19.7	NA	-32.6	Increased +55.2
Hispanic Latino	Yellow	Low -40.1	Inc. Sig. +23.4	Yellow	Low -36.9	Increased +3.2	Yellow	-28.9	Increased +8
White	N/A	Low -20.6	Increased +16.8	Green	Medium +4.7	Incr. Sig. +25.3	NA	-10.3	Declined -14.9
EL	Yellow	Low -34.2	Increased +14.8	Yellow	Low -29.4	Increased +4.8	Yellow	-21.1	Increased +8.3
SES Disad	Yellow	Low -43.7	Increased +15	Orange	Low -42.5	Maintained +1.2	Yellow	-28.8	Increased +13.8
SpEd	N/A	Very low -93.2	Declined -10.7	N/A	Very low -76.3	Incr. Sig. +17	NA	-88.5	Declined -11.7

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
Schoolwide	Yellow	Low -54.3	Increased +12.4	Yellow	Low -45	Increased +9.2	Orange	-46.1	Maintained 1.1
Asian	N/A	Low -25.9	Decl. Sig. 16.5	N/A	Low -33.6	Declined -7.8	NA	-24.9	Increased +8.7
African American	N/A	Low -92.3	Maintained +2.8	N/A	Very low -98.6	Declined -6.3	NA	-99.3	Maintained 0.8
Hispanic Latino	Yellow	Low -59.5	Inc. Sig. +15.2	Yellow	Low -51	Increased +8.5	Orange	-54.4	Declined -3.5
White	N/A	Low -25.2	Inc. Sig. +22.1	Green	Medium -8.1	Incr. Sig. +17.1	NA	-13.9	Declined -5.8
EL	Yellow	Low -56.5	Increased +6.6	Yellow	Low -43.7	Increased +12.8	Orange	-46.8	Declined -3
SES Disad	Yellow	Low -62.7	Increased +6.8	Yellow	Low -55.2	Increased +7.6	Orange	-55.7	Maintained 0.5
SpEd	N/A	Low -87.1	Maintained +2.2	N/A	Low -92.5	Declined -5.4	NA	-103.3	Declined -10.4

3. District Assessments:

a. Percent of students meeting standards on district language arts assessments (with the number of student scores for the school in 2017-18)

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	75%	81%	65%
Gr. 1 – Phonemic Awareness		96%	75%	71%	92%
Grade 1 Fluency (Rate)		68%	47%	57%	59%
Grade 2 Fluency (Rate)		71%	83%	67%	69%
Grade 3 Fluency (Rate)		66%	73%	59%	52%
Grade 4 Fluency (Rate)		62%	62%	59%	54%
Grade 5 Fluency (Rate)		62%	70%	62%	48%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2		64%	57%	71%
Grade 3		57%	74%	41%
Grade 4		53%	31%	45%
Grade 5		56%	51%	53%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	72%	60%
Grade 1 - Opinion		62%	61%	64%
Grade 2 - Opinion		67%	59%	61%
Grade 3 - Opinion		53%	61%	40%
Grade 4 - Opinion		49%	47%	27%
Grade 5 - Opinion		52%	51%	68%

b. Percent of students meeting standards on district mathematics assessments
(with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	88%	86%
Grade K – Solve Word Problems with Addit. and Subt.		81%	81%	83%
Grade K – Find Numbers that Make 10		76%	88%	78%
Grade 1 - Represent/Solve Addition Problems		71%	59%	75%
Grade 1 - Represent/Solve Subtraction Problems		60%	34%	83%
Grade 1 – Properties/Relationship of Addit. and Subt.		65%	45%	75%
Grade 2 – Solve Addition Problems with Unknowns		50%	40%	71%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	54%	73%
Grade 2 – Subtract within 1000		75%	40%	68%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	62%	39%
Grade 3 - Properties/Relationship of Mult. and Divis.		50%	59%	49%
Grade 3 - Solve Problems; Explain Patterns		44%	41%	NA
Grade 4 - Multi-Digit Multiplication – Place Value		45%	51%	67%
Grade 4 - Multi-Digit Division – Place Value		48%	42%	57%
Grade 4 - Compare decimals/fractions to hundredths		60%	N/A	NA
Grade 5 - Write/Interpret Numerical Expressions		54%	50%	61%
Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	57%	NA
Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	20%	NA

Analysis of Data – Student Achievement - SBAC Results, District Assessments

Greatest Progress: As we analyzed the CA Dashboard Local Indicator for the district, we found that in all subject areas are moving in a positive direction based on the changes from 2018 to 2019. All of our teacher responses reflect that we are gaining more skills and knowledge in the areas of standards and instructional materials that are aligned to the standards, and implementation of programs to support staff improvement.

Language Arts –When analyzing and comparing students from 2016-17 to 2017-18, using district assessments, the majority of the grade levels showed improvement in reading information text and fifty percent of the grade levels showed improvements in opinion writing

Math – On our district math assessments 82% of our kindergarten students met their grade level standards. Seventy-seven percent of our first graders met their grade level standards. Seventy percent of our second graders met their grade level standards. There was not enough data to give a complete percentage level for third, fourth and fifth grades. When averaging the scores that were available for third, fourth, fifth grades, the overall scores ranged from 44% to 62% of the students met the grade level standards in math.

CAASPP Results- When averaging our ELA scores over three years our fourth grade students have shown a positive gain of +7%. Our fifth grade students have shown a gain of +10%. There was a decrease in third graders meeting or exceeding grade level standards compared to the previous year. When averaging the third grade scores from 2016-2018, the overall percentage of third students meeting or exceeding standards in ELA and math are still a few percentage points above our fourth and fifth grade students.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

Math – Based on the 2017-18 district math assessments that were available, forty-four percent of our third grade students are meeting the standards. According to the California Dashboard in the fall 2018 our English learners, SES disadvantage and Hispanic subgroups ranked in the orange and none of our groups ranked in the red column. Our overall rating in the fall of 2018 was in the orange. These three subgroups make up the majority of our student population.

Language Arts- Based on the California Dashboard our overall rating in the fall of 2017 was in the orange. In the fall of 2018 we increased +14.1 which ranked us in the yellow. When comparing our ELA scores to the overall district scores the district maintained its status while we increased by a few percentage points. Our SES disadvantage, English learners and Hispanic students fell a few percentage points with cause them to move into the orange.

Next Steps: Our goal is to build upon our success by ensuring that our students have access to standards based core instruction, Tier 1 and Tier 2 interventions during the school day based on their targeted needs. We will also continue to use GLAD strategies and our 30 minute designated ELD time to insure that our English Learners are progressing in all subject areas. In math we will continue to focus on math vocabulary, number sense and fluency. In ELA we will continue to focus on opinion writing, fluency and reading informational text. Our K-2 students will continue to use the iRead program daily while the teachers work with small groups of students on reading and ELD strategies to build fluency.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

None of our subgroups are 2 or more levels below the overall rating. The math performance of our English Learners, SES disadvantage and Hispanic students make up our overall rating. Our other subgroups make up a small percentage of our student population. The number of African American students in our school has declined by 7% since the 2016-17 school year. African American students make up 4% of our student body and Asian students make up 13%.

Our Special Education students' show a decline in math and ELA. The California Dashboard did not rate our Special Education, African Americans, Asians or our white students. Each of these subgroups fell under 16% of our student body population. Our Hispanic students make up 61% and our English learners make up 41% of our student body. Our overall rating is in the yellow in language arts and in the orange in math. In the fall of 2018 we rated a few points higher in ELA than the school district and a few points lower in math.

4. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	12%		34	6%		421	19%		27	26%	
Gr. 4	463	47%		30	37%		466	40%		36	18%	
Gr. 5	421	40%		29	31%		418	33%		27	32%	

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580

School = 134

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	8%	18%	38%	36%
School	Oral	9%	13%	25%	54%
School	Written	18%	29%	29%	25%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	8	88%	98	66%	7	86%
Grade 1	347	77%	19	68%	387	76%	32	72%
Grade 2	352	71%	28	57%	405	64%	25	92%
Grade 3	366	57%	22	64%	348	64%	35	83%
Grade 4	402	49%	33	52%	355	46%	27	30%
Grade 5	354	43%	26	54%	368	54%	30	67%

Analysis of Data – English Learner Progress

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

According to the results of the intermediate students proficiency levels on the ELPAC from the 2017-18 school year, our students scored higher than the district in levels three and four. Based on the district EL monitoring criteria, our kindergarten, second, third and fifth grade students scored between 20 to 30 points higher than district scores.

Our goal is to build upon our results by ensuring that our English Learners have access to standards based core instruction, Tier 1 and Tier 2 interventions during the school day, as well as 30 minutes of designated ELD time. Our EL students will have designated ELD instruction that shares the same weekly content as our English Only students, but with targeted focus on language production with a focus on interpretive, collaborative, and productive modes of communication. We have also reclassified 39 students this school year. Last year we reclassified 19 students. The number of students reclassified can make a difference, because EL reclassification is included in the final ranking on the Dashboard.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

We were fortunate that none of our students ranked in the red column. Our English Learner, SES and Hispanic students ranked in the orange in the fall of 2018. That was a decline from the previous year when we ranked in the yellow. We will continue to focus on at-risk students not becoming long term English Learners. We will continue to use GLAD strategies and standards based instruction. In addition to the research based practices and standards based instruction that our teachers provide, we will continue providing explicit instruction in skills needed including phonological awareness, vocabulary building, comprehension and academic oral language development.

B. Pupil Engagement and School Climate (State/Local Indicators)

- 1. Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent $\geq 10\%$ of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
TOTAL	10.3%	14.6%	9.9%	16.8%

- 2. Student Discipline**

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	15		31		10		-1% Decrease
In House			0				
Home			13				
Students suspended	11	<2%	12	<2%	8	<1%	
Expulsions	0		0		0		0%
Students expelled	0	0%	0	0%	0		

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very high 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Yellow	9.9%	Maintained 0.3%
Schoolwide	Blue	Very low 0.4%	Maintained -0.2%	Yellow	Medium 2.4%	Maintained +0.2%	Green	1.4%	Declined -1%
Asian	N/A	Very low 0%	Dec. Sig. -3.5%	Blue	Very low 0%	Maintained 0%	Blue	0%	Maintained 0%
African American	Blue	Very low 0%	Maintained 0%	Yellow	High 5.7%	Decl. Sig. -4.5%	Blue	0%	Declined -5.7%
Hispanic Latino	Green	Very low 0.4%	Increased +0.4%	Orange	Medium 2.7%	Increased +1.6%	Green	1.1%	Declined -1.7%
White	Green	Medium 1.3%	Declined -0.9%	Green	Medium 1.2%	Decl. Sig. -1.3%	Orange	3%	Increased +1.8%
EL	Green	Low 0.6%	Maintained -0.2%	Orange	Medium 1.8%	Increased +0.8%	Blue	0%	Declined -1.8%
SES Disad	Yellow	Low 0.6%	Increased +0.3%	Orange	Medium 2.8%	Increased +0.5%	Green	1.7%	Declined -1%
SpEd	Yellow	Medium 2.5%	Maintained 0%	Red	Very high 12.5%	Incr. Sig. +5.6%	Yellow	4.9%	Declined -7.6%

Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	9	89%	26	90%	NA	NA
Staff – Cert.	14	83%	40	90%	31	92%
Staff – Class.	6	92%				
Students	59	75%	NA	NA	80	72%
Total	88	85%	66	90%	111	82%
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	9	94%	26	94%	NA	NA
Staff – Cert.	14	82%	39	91%	30	87%
Staff – Class.	7	100%				
Students	58	91%	NA	NA	79	69%
Total	88	92%	65	93%	109	78%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

When we totaled our students and staff responses there was a 75% or higher percentage of staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations.

We still have a long way to go. We have made progress in parents attending meeting and school related events. Parents asked if we could have more events during the daylight hours. We scheduled our parent volunteer meetings before school and our SSC and ELAC right after dismissal. The change has made a noticeable difference in parent attendance.

McKinley is committed to having a positive and safe school environment. We are going to continue with our character counts quote of the day, character tickets, and Anti- Bullying assemblies. We have a strong group of fifth grade conflict managers. We are working to make sure every student has a positive relationship with an adult on campus. We are also going to build upon our success by communicating and engaging stakeholder groups in school related activities. Our site goal is to increase our School Climate and Safety survey responses to a positive rating of 85% and above.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

McKinley did not have any parents participate in the on-line survey. We value their opinions and want to make sure they are able to give us honest feedback. The parents ranked us in the 89 to 90 percent range for the 2017 and 2018 school years on the surveys. The vast majority of the parents believe that their children are getting an education that will prepare them to be college and career ready.

The certificated, classified and the administration all agree that we have a very positive school climate and we feel safe. Our students are very well behaved and we experience very minor conflicts between students.

Our suspension rate has declined compared to last school year. According to the Dashboard we ranked in the green for 2018. So far this year we have suspended less than one percent of our students. We have not had an expulsion in several years.

We are committed as a staff to implementing our Second Step curriculum and using our Growth Mindset training that we received from the San Joaquin County Office of Education as well as in- house trainings from administration. We plan to be vigilant about being visible outside, before, during and after school. We will also use the strategies that we learned and taught from implementing the Second Step curriculum. We have a great group of parents at McKinley. As a staff we are discussing ways to encourage our parents complete the surveys on-line or paper and pencil.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 80% of students will meet standards on district ELA assessments	Unit assessments in EADMS	Review each trimester
2. 80% of students will meet standards on district Math assessments	Unit assessments in EADMS	Review each trimester
3. The percent of students meeting ELA & Math standards on CAASPP will increase by 2%	CAASPP	Review annually
4. Reduce the number of students that are at risk of becoming long term EL's by 5%	ELPAC	Review annually
5. 100% of our teachers will participate In PLC's	Protocol Sheets/ meeting notes	Review monthly
6. 100% of our students will have access to tier 2 and tier 3 interventions if needed.	Schedules/Protocols assessments	Review monthly

Significant Accomplishments

- 100% of our classroom teachers engaged in lesson studies that focused on NGSS.
- Thirty-nine of our English learners were reclassified this school year. In 2018-19, we reclassified eighteen students. We are becoming better at identifying the students that meet the criteria for reclassification.
- 100% of our teachers analyzed student work and assessments to identify students in need of Tier 1 and Tier 2 interventions.
- 100% percent of our students had access to Tier 2 and 3 interventions if needed.

Evidence of Impact (outcomes achieved or not)

- We did not achieve all the identified outcomes in goal 1.
- 80% of our students did not meet grade level standards in ELA and math
- We continue to reduce the number of students that are at risk of becoming long term EL's. The evidence shows that we increase our number of English Learners that were reclassified. There was a 50% increase, compared to this time last school year.

- 100% of our teachers actively participated in the PLC process. The meeting notes and student protocol sheet showed that teachers were analyzing student work and assessments to make decisions about instructional strategies and interventions.
- 100% of our students had access to Tier 2 and 3 interventions if needed. This evidence is located in our Tier 2 intervention and paraprofessional schedules.

Implications for 2019-20 Plan

- We will continue to provide thirty minutes of designated ELD time
- We will continue to implement the PLC and RTI process.
- Analyzing student work and assessment data will continue to be a priority.
- We will continue to utilize the RCD units in ELA and mathematics.
- Continue to teach the California State Standards and assess students to increase student achievement and close all achievement gaps.

Goal #2 - Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Fewer than 2% of students will be suspended.	Suspension rate calculated from Aeries	Review monthly
2. Fewer than 1% of students will be expelled.	Rate calculated from Aeries	Review monthly
3. A percentage of 85% or higher of parents, staff and students responding positively to our school safety and climate surveys.	Safety and Climate Surveys	Review Annually
4. Attendance Rates will increase by 2% from the previous year.	Rates calculated from Aeries	Monthly Review

Significant Accomplishments

- Every classroom teacher implemented the Second Step Program
- SDC student suspensions decreased this school year.
- Maintained an overall suspension rate under 1%.
- Conflict managers were instrumental in reducing office citation, by mediating conflicts.
- Ninety percent of our staff received training on our School Safety Plan.
- Staff continues to supervise student before, during and after school.

Evidence of Impact (outcomes achieved or not)

- Goals 2, 3 and 4 were achieved. According to our dashboard.
- Our parents and staff have express orally that they agree that McKinley is a safe and welcoming school. Many have stated that they are pleased with our culture and environment. These statements were made in school site and staff meetings.
- Our school discipline data shows a reduction in negative behaviors.
- Our absences have increased this school year according to our attendance data. Our plan is to dig deeper into this decline. We plan to continue sending SARB letters and meeting with parents to reverse this decline.

Implications for 2019-20 Plan

- McKinley will continue to implement the Second Step program school wide.
- We are committed to having a healthy climate and safe environment for our students and staff.

- Continue to review our School Safety Plan annually.
- Continue to strategize ways to reverse our decline in attendance rates.
- Continue build relationships with our students in the hopes that they would be eager to attend school.
- Continue to implement behavior strategies and consequences that keep our students in school and engaged in the learning.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. At least 10 parents will apply to volunteer at our site.	Approved Applications	Reviewed yearly
2. Parents will continue to volunteer in classrooms daily and attend student field trips	Visitor Sign-in logs	Reviewed monthly
3. Parent will attend family nights and other school related activities.	Visitor Sign-in logs	Reviewed monthly

Significant Accomplishments

- We accomplished our goals of 10 parents completing a volunteer packet and being approved to volunteer in TUSD.
- We increased the number of parents volunteering in classrooms and attending field trips.
- There has been a documented increase in parents attending family nights and other school related activities.

Evidence of Impact (outcomes achieved or not)

- According to our sign in sheets and parent involvement applications more parents are visible in the classrooms and on fieldtrips.

Implications for 2019-20 Plan

- The implications of parents supporting their child's education will help them focus on success.
- We will continue to engage parents in activities and school related events that will help our children achieve at higher levels.
- We will continue to host parent volunteer meetings and coffee hour with administration.
- We are committed to communicating with our parents through Face book, monthly new letters and our website.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 100% of our K-2 students will use iRead	iRead Data Charts	Review each trimester
2. 80% of our 2-5 grade students will utilize A.R books and assessments	Accelerated Reader Points	Review each trimester
3. 100% of our students will have access to technology	Computer Lab Schedule	Review monthly

Significant Accomplishments

- 100 percent of our K-2 students' utilized the iRead program. This number includes our SDC students.
- Ninety percent of our 2-5 grade students utilized Accelerated Reader books and assessments.
- Our ratio of devices is one laptop to every five students.

Evidence of Impact (outcomes achieved or not)

- We achieved our goal of putting more computers in the hands of our students.
- More devices have increased our students reading and comprehension scores. The evidence is located in the iRead student data charts and the A.R. student data charts.

Implications for 2019-20 Plan

- McKinley will continue to utilize iRead and Accelerated Reader.
- We continue to use document camera and projectors to enhance instruction and engage all students.
- We will introduce our students to coding.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the *April 30th* meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Carla Washington	X				
Tara Wilcox-Bell		X			
Ashley Fisher			X		
Tom Webb		X			
Angela Worden		X			
Greta Mendez				X	
Trisha Stafford				X	
Mariza Mora				X	
Randy Cruz				X	
Melissa Garza				X	
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: Ana Guzman

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (____ %EL = ____ EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

c. All Students

d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
7. 100% of our grade level teams will engage in a lesson study that focuses on ELA, NGSS and STEM	Lesson Plan and schedule	Review annually
8. 75% of students will meet standards on district Math assessments	Unit assessments in EADMS	Review each trimester
9. The percent of students meeting ELA & Math standards on CAASPP will increase by 1%	CAASPP	Review annually
10. Reduce the number of students that are at risk of becoming long term EL's by 2%	ELPAC	Review annually
11. 100% of our teachers will participate In PLC's	Protocol Sheets/ meeting notes	Review monthly
12. 100% of our students will have access to tier 2 and tier 3 interventions if needed.	Schedules/Protocols assessments	Review monthly

Rationale for identified outcomes: The site goals are that all of our subgroups meet their achievement targets in all academic areas. Based on previous formative assessments and standardize achievement scores our students are progressing toward their targets. Our site is committed to seeing that all students are prepared for college and careers.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
5. Less than 2% of students will be suspended.	Suspension rate calculated from Aeries	Review monthly
6. Less than 1% of students will be expelled.	Rate calculated from Aeries	Review monthly
7. A percentage of 75% or higher of parents, staff and students responding positively to our school safety and climate surveys.	Safety and Climate Surveys	Review Annually
8. Attendance Rates will increase by 2% from the previous year.	Rates calculated from Aeries	Monthly Review

Rationale for identified outcomes: Our attendance varies from month to month. We continue to fall short of the district goal of 98%. Our overall attendance rate for the past several years has been a little more than 95%. Last year our attendance rate fell to 94%. This decline was mostly because our Special Education students. Some of them have medical issues and some have motivation issues. It is important that we have an environment that celebrates diversity. This type of environment will encourage student to want to come to school.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
4. At least 10 parents will apply to volunteer at our site.	Approved Applications	Reviewed yearly
5. Parents will continue to volunteer in classrooms daily and attend student field trips	Visitor Sign-in logs	Reviewed monthly
6. Parent will attend family nights and other school related activities.	Visitor Sign-in logs	Reviewed monthly

Rationale for identified outcomes: We encourage parents to attend our Back-to-School

Night, fall festival, science, math and other school related events. We also encourage them to join our Parent Volunteer Committee, School Site Council and ELAC. We know that parent involvement is linked to student achievement. We have developed a parent involvement plan to share with parents. The plan has meaningful ways that parents can get involved in their children's education.

Goal #4 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
4. 100% of our K-2 students will use iRead	iRead Data Charts	Review each trimester
5. 80% of our 2-5 grade students will utilize A.R books and assessments	Accelerated Reader Points	Review each trimester
6. 100% of our students will have access to technology	Computer Lab Schedule	Review monthly

Rationale for identified outcomes: We are committed to giving students equitable access to technology. It is critical that our students learn how to access and use information for research, classroom projects, and extensions of learning and communication. By utilizing our computer lab and notebooks, teachers will have more opportunities to address technology and technology literacy. Also technology should be used as a tool to improve instruction. It is also important to monitor student while they are using technology in school.

Recommendations and Assurances

The school site council (SSC) recommends this 2019/20 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*):

____ Title I (Compensatory Education) Advisory Committee _____
(signature)

X English Learner Advisory Committee _____
(signature)

X Special Education Site Team Member _____
(signature)

____ Gifted and Talented Education Advisory Committee _____
(signature)

 X District/School Parent Liaison (PI Schools) _____
(signature)

____ Departmental Advisory Committee (Secondary) _____
(signature)

Other (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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: April 30, 2019

Attested:

Carla Washington
Typed name of School Principal

Signature of School Principal

Date

Ashley Fisher
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

Monte Vista Middle School

Single Plan for Student Achievement 2019/20



School Vision

Our mission is to nurture every child's academic and critical-thinking skills, self-esteem, and physical wellness within a positive learning environment. Vision: Sending the best freshmen to high school.

Tracy Unified School District
CDS: 39-75499-6042840
Principal: Barbara Silver, Ed.D.

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

Contact Person: Barbara Silver, Ed.D.
Position: Principal
Telephone Number: (209) 830-3340
E-mail Address: bsilver@tusd.net

The School Site Council approved this revision of the SPSA on April 10, 2019

The District Governing Board approved this revision of the SPSA on: June 11, 2019

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	951	940	942
AFDC/Free & Reduced (%)	Oct CBEDS	72%	71%	71%
English Learners R-30 (%)	Oct CBEDS	32%	39%	37%
Long Term English Learners** (% of EL for 6+ years –gr6-12)	CDE DataQuest	45%		
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	< 1%		2%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	25%	21%	
Students redesignated to FEP (#)	Oct CBEDS			
Ethnicity: White (%)	Oct CBEDS	12%	11%	10%
Hispanic (%)	Oct CBEDS	64%	65%	64%
African American (%)	Oct CBEDS	7%	7%	7%
Asian (%)	Oct CBEDS	12%	13%	13%
Special Education Enrollment	AERIES	15%	19%	18%

**see appendix for definitions

This year's total enrollment has fluctuated between 940-952 students. Our AFDC population has remained steady at 71%. Our English Learner population has increased dramatically over the last three years, from 30% to almost 40%, but seems to remain constant in the high 30% range this year. This may be from the District's push to reclassify EL students. Our Special Education population has risen sharply in the past, but this year seems to have tapered off at 18%.

3. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	35.4	34	37
number and type of support certificated staff (including special education staff)	RSP=2 SCD=4 1 Psychologist 1.5 Counselors 1 Speech Teacher	RSP=2 SCD=5 1 Psychologist 1.4 Counselors	RSP=2 SCD=5 1 Psychologist 1.4 Counselors
number of classified staff	27	26.75	27
Number/percent of teachers with EL Certification	100%	100%	98%

There was a slight increase in the number of classroom teachers to accommodate our new inclusion model. Our speech therapy students are serviced by an online company.

4. Changes in categorical programs or feeder programs (check one)

☐ No significant changes

☒ Significant changes

With the addition of new Title I schools to the District and a reduction in funding, our Title I budget was slightly reduced, but did not cause any significant budget changes.

5. Changes in District Core Programs (check one)

☐ No significant changes

☒ Significant changes

Grades 6-8 implemented a new ELA adoption this year: StudySync published by McGraw-Hill. Teachers had, and continue to have, professional development to improve implementation.

Another significant change at the 6-8 level was the move to an Inclusion Model for our Special Education students. All RSP classes were eliminated. This is a significant change to how our students are serviced and we continue to work toward ensuring all Special Education students receive their services, as indicated on their IEP.

Last, a new change for next year is the move from middle school to junior high. Teachers teaching seventh and eighth grade subjects will no longer be cored. They must have a single subject authorization or credential.

6. Changes in Facilities (check one)

☒ No significant changes

☐ Significant changes

In order to accommodate enrollment of students with existing facilities, some teachers share rooms and students share lockers.

B. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 43,130
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY AVID	\$ 33,075 \$ 18,551
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 96,196
Total amount of state funds allocated to this school	\$ 172,401

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 210,720
Total Allocation	
Parental Involvement	
Professional Development	
Total amount of federal categorical funds allocated to this school	\$ 210,720
Total amount of state and federal funds allocated to this school	\$ 401,672

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	26/37	3.17	3.43	2.91	3.15	3.25	2.88
ELD	26/37	2.79	3.05	2.83	3.03	2.94	2.81
Math	26/37	3.23	3.48	3.36	3.55	3.11	3.00
Science	26/37	2.43	2.69	2.05	2.41	2.00	2.53
History/SS	26/37	2.58	2.70	2.63	2.67	2.33	2.43

	# responses	Progress Implementing other academic standards	
	2018/19	2018	2019
Career/Technical Education	17/25	2.00	1.75
Health Education Content	NA/25	NA	2.24
Physical Education	17/25	3.17	2.77
Visual and Performing Arts	17/25	3.17	2.59
World Language	NA/25	NA	1.96

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 6	23%	34%	24%	+1%	15%	20%	20%	+5%
Grade 7	33%	35%	35%	+2%	20%	14%	21%	+1%
Grade 8	39%	35%	28%	-11%	16%	20%	12%	-4%

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	33%	33%	29%	-4%	17%	18%	18%	+1%
Asian	41%	47%	48%	+7%	30%	33%	36%	+6%
African American	32%	29%	27%	-5%	14%	14%	13%	-1%
Hispanic/Latino	28%	29%	25%	-3%	13%	14%	13%	0%
White	36%	35%	27%	-9%	21%	23%	23%	+2%
EL	4%	10%	9%	+5%	1%	5%	4%	+3%
SES Disad	25%	30%	25%	0%	12%	15%	13%	+1%
SpEd	5%	5%	4%	-1%	0%	1%	4%	+4%

c. PSAT Results

	Language Arts - % Met Benchmark	Mathematics - % Met Benchmark	Language Arts - % Met Benchmark	Mathematics - % Met Benchmark
	2017-18	2017-18	2018-19	2018-19
DISTRICT	52%	33%	54%	33%
Grade 8	36%	17%	47%	20%

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained -0.6	Orange	-23.4	Maintained 2.6
Schoolwide	Yellow	Low -45.1	Maintained +0.2	Orange	Low -62.4	Maintained -2.6	Orange	-52.2	Declined -5.3
Asian	Orange	Low -14.5	Declined -9.7	Yellow	Low -8.3	Increased +6.2	Orange	-13.8	Declined -5.5
African American	Yellow	Low -49.3	Increased +15.5	Orange	Low -57.7	Declined -8.4	Red	-75.1	Declined -17.4
Hispanic Latino	Yellow	Low -56	Maintained +1.6	Orange	Low -58.3	Maintained -2.3	Orange	-60.6	Maintained 2.3
White	Yellow	Low -35.4	Maintained -0.7	Orange	Low -35.1	Maintained +0.3	Orange	-47.9	Declined -12.8
EL	Yellow	Low -59.9	Maintained +2.3	Orange	Low -62.4	Maintained -2.6	Orange	-69.3	Declined -6.9
SES Disad	Yellow	Low -58.6	Maintained +0.3	Orange	Low -57.9	Maintained +0.7	Orange	-64.7	Declined -6.8
SpEd	Red	Very low -133.5	Declined -6.3	Red	Very low -146.4	Declined -12.9	Orange	-138.8	Increased +7.6

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
Schoolwide	Orange	Low -89.4	Declined -9.8	Red	Very low -100.1	Declined -10.7	Orange	-96.7	Increased +3.3
Asian	Red	Low -49.8	Decl. Sig. -23.8	Yellow	Low -46.6	Increased +3.2	Yellow	-35.2	Increased +11.4
African American	Red	Very low -102.1	Declined -1.5	Red	Very low -123.2	Decl. Sig. -21.1	Red	-126.5	Declined -3.3
Hispanic Latino	Red	Very low -101.6	Declined -3.7	Red	Very low -113.6	Declined -12	Orange	-109.5	Increased +4.1
White	Red	Low -80.9	Decl. Sig. -23.8	Orange	Low -85.9	Declined -5	Yellow	-81.5	Increased +4.4

EL	Red	Very low -102.6	Declined -4.5	Red	Very low -115.7	Declined -13.1	Red	-115.2	Maintained 0.5
SES Disad	Red	Very low -103.1	Declined -9.2	Red	Very low -112.4	Declined -9.4	Red	-111.1	Maintained 1.3
SpEd	Red	Very low -200.8	Decl. Sig. -12.5	Red	Very low -214.9	Declined -14	Red	-212.6	Maintained 2.3

3. District Assessments:

a. Percent of students meeting standards on district language arts assessments (with the number of student scores for the school in 2017-18)

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 6		53%	50%	48%
Grade 7		55%	57%	70%
Grade 8		63%	58 %	66%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Grade 6 - Argument		51%	42%	48%
Grade 7 - Argument		42%	50%	77%
Grade 8 - Argument		66%	61%	61%

b. Percent of students meeting standards on district mathematics assessments (with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade 6 – Expressions		46%	38%	34%
Grade 6 - Equations		39%	43%	42%

Analysis of Data – Student Achievement –SBAC Results, District Assessments

Greatest Progress: From 2016-2018 there has been significant progress in the academic achievement of sixth and seventh grade students in both ELA and Math. There is a definite increase in Math by subgroups. Our eighth graders made large gains on the nationally recognized College Board PSAT 8/9, especially in ELA, when compared with the previous class of eighth graders. According to the new Dashboard, MVMS increased slightly in Math school-wide, moving from red to orange. When examining District benchmark assessments, one can see that very large increases in ELA for seventh and eighth graders.

Greatest Need: Over the last two years, eighth graders have declined slightly on the SBAC in both ELA and Math. School-wide, ELA has declined by a few points, though not enough to decrease a color change. Sixth grade declined slightly on District benchmarks in Math.

Performance Gaps: There continues to be a large gap between Special Education students and all other subgroups, though, this year, our Special Education students showed an increase in both Math and ELA achievement. In fact, all subgroups showed an increase in Math achievement except our African-American population.

4. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 6	314	0%	40%	127	0%	43%	389	1%	31%	143	2%	30%
Gr. 7	284	1%	49%	110	1%	57%	308	1%	31%	118	2%	39%
Gr. 8	216	0%	41%	86	0%	33%	277	0.8%	22%	108	1%	24%

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580

School = 225

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	13%	22%	34%	31%
School	Oral	10%	15%	32%	44%
School	Written	28 %	2 7%	23%	21 %

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Grade 6	317	63%	119	60%	308	26%	100	31%
Grade 7	254	44%	96	55%	296	28%	134	31%
Grade 8	228	53%	97	41%	253	22%	110	25%

Analysis of Data – English Learner Progress

Greatest Progress: It is difficult to analyze this data due to the increase in the reclassification rate or the increase in the rigor necessary to pass monitoring criteria. It seems that throughout the District, including our school, students are not meeting achievement expectations by more than half the previous year's percentage.

Greatest Need: We have changed our entire master schedule in preparation for the new EL program being put into place next year to meet compliance guidelines. Students who score 1, 2, or 3 on the ELPAC will give up their elective to take an additional ELD class. This means building the master schedule with 10 ELD classes and losing an elective teacher. In addition, all SpEd students who score 1, 2, or 3 on the ELPAC will have 30 minutes of designated ELD in their ELA class.

B. Pupil Engagement and School Climate (State/Local Indicators)

- 1. Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent $\geq 10\%$ of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
TOTAL	10.3%	12.9%	9.9%	11.9%

- 2. Student Discipline**

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	279		202		141		-5.5%
In House			108		151		
Home			202		141		
Students suspended	113	12%	121	12%	92	6.5%	+1.7%
Expulsions	18		9		16		
Students expelled	18	1.9%	9	0.0%	16	1.7%	

Number of incidents of suspension (# of individual students suspended during the year). Some students were suspended more than one time during the year.

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very high 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Red	Very high 15.9%	Increased +2.5%	Yellow	High 11.9%	Decl. Sig. -4.2%	Yellow	9.1%	Declined -2.7%
Asian	Green	Medium 3.4%	Decl. Sig. -3.1%	Red	High 11.6%	Incr. Sig. +5%	Green	6.1%	Declined -5.6%
African American	Red	Very high 35.7%	Incr. Sig. +11.8%	Yellow	Very high 14.1%	Decl. Sig. -10%	Red	19.2%	Increased +5.1%
Hispanic Latino	Red	Very high 16%	Increased +4%	Yellow	High 12%	Decl. Sig. -3.2%	Yellow	9.3%	Declined -2.7%
White	Orange	Very	Declined	Yellow	High	Decl. Sig.	Green	4.7%	Declined

		high 14%	-2.4%		9.1%	-13.7%			-4.4%
EL	Red	Very high 15.6%	Maintained -0.2%	Orange	Very high 14%	Declined -0.7%	Yellow	10.1%	Declined -3.9%
SES Disad	Red	Very high 18%	Increased +1.7%	Yellow	High 12%	Decl. Sig. -5.9%	Yellow	9.5%	Declined -2.6%
SpEd	Red	Very high 27.8%	Increased +0.6%	Yellow	Very high 23.5%	Decl. Sig. -3%	Yellow	16.9%	Declined -6.6%

c. Reduction in the number of referrals (Aeries)

	2016/17		2017/18		2018/19		Decrease or Increase in % of Students.	Target Met
	#	%	#	%	#	%		
Referrals	638		671				-5%	Y
Students Receiving Referrals	264	28%	220	23%				

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	11	86%	52	81%	13	69%
Staff – Cert.	40	71%	54	83%	63	83%
Staff – Class.	3	83%				
Students	560	54%	NA	NA	666	74%
Total	614	74%	106	82%	742	75%
Met Goal (Y/N)		N		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	11	77%	49	86%	13	87%
Staff – Cert.	40	81%	53	87%	62	90%
Staff – Class.	3	100%				
Students	559	66%	NA	NA	644	82%
Total	613	81%	102	87%	719	86%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: Chronic absenteeism declined a full percentage point to 11.9%. While this is promising, there is still a lot of work to do. The suspension rate declined considerably, by 5.5 percent. All subgroups showed a decline except our African American subgroup. The percentage of students receiving referrals decreased by 5%. Surveys for school climate and school safety, completed by parents, students, and staff, indicated that stakeholders are satisfied in these two areas, especially in school safety.

Greatest Need: While most of our discipline data has shown improvement, our expulsion rate increased. Looking at the data, causes for the high rate are usually one time, serious behaviors. Nevertheless, we need to increase information highways to the students. Our AP does get into each class at the beginning of the school year to give a discipline chat. Next year, we are adding SEL curriculum to our Social Studies classes to increase character education which should help decrease the expulsion rate.

Performance Gaps: All student subgroups had a declining rate of suspension except for our African American students. This group increased 5.1% over the last data year. However, looking back two years, when the percentage was 35.7% for the same population, the rate has declined by 16.6%. Still, the latest increase is not acceptable and we are always looking for solutions to reduce the rate, including providing additional SEL support such as Boys' Circle.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 100% of students will increase SBAC scores (Math, ELA, Science for 8 th only).	SBAC Exams	Year
2. 80% of all students will pass benchmark exams	EADMS	Quarterly
3. 100% of Read 180 students will increase Lexile levels ≥ 100 points each quarter.	Reading Inventory Test	Quarterly
4. Increase students' English proficiency	ELPAC	Spring
5. Increase % of IEP goals attained	IEPs	Annual IEPs

Significant Accomplishments

- Item # 2 With large gains this year on benchmark exams, we are approaching the 80% success goal, especially in Grade 7. Item #3. Read 180 continues to show incredible gains in Lexile points, though not all students reach an increase of 100. Last year, we added Read 180 to our SDC program. Data for our SDC students indicates that they are also increasing Lexile points, but at a slower rate than the gen education population. Item #5 Our Special Ed students meet their IEP goals at approximately 50%, but we have not collected data to confirm this.

Evidence of Impact (outcomes achieved or not)

- Item #1 Data unavailable. Item #2 Students have done well, for the most part, in increasing the passing rate on Benchmark Assessments. Item #3 Evidence is a quarterly Read 180 assessment in conjunction with teacher assessment. While not all students have increased Lexile by 100 points, most have, and some have increased Lexile points far beyond the target of 100. Item #4 Data unavailable. However, reclassification rate has increased this year. Item #5 Evidence from data in IEPs. With the new transition to SpEd Inclusion Program: inclusion model, service minutes, placement, etc. IEP goals will be reviewed and monitored for progress.

Implications for 2019-20 Plan

- While we will continue to focus on literacy, we will work within the R/R Framework and though our PLC work to increase achievement for all students. Our new changes, such as moving from a middle school model to a junior high model, ELD compliance, and SpEd Inclusion Model require a high level of focus to fine tune the entire system and better support out students.

Goal #2 - Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Decrease suspension rate by 2%	AERIES query	monthly
2. Decrease expulsion rate to 0%	AERIES query	Spring
3. Decrease # of referrals by 2%	AERIES query	monthly
4. Increase attendance rate by 1%	ADA Reports	monthly
5. Increase SEL activities (WEB, Girls' Circle, Clubs, etc.)	Written reports	Spring
6. Increase AVID participation, Maintain program certification.	AERIES, AVID	Spring

Significant Accomplishments

- Our second year Leadership teacher has continued to improve activities available for students. The engaging activities that we run have definitely helped to lower the suspension rate. This combined with other alternatives for discipline has lowered our suspension rate by 5.5 %, well over the 2% rate we set for our goal. In addition, the number of students receiving a referral decreased by 5%, again well above the goal set for referral reduction. Also of note is the reduction of chronic absenteeism by a full 1%, which was the exact target set for this year.

Evidence of Impact (outcomes achieved or not)

- The evidence of impact of all items is easily summed up: our chronic absenteeism decreased one full percentage point. This means more students in class, more opportunities to learn, more ADA for the District. In addition, we have instituted a change in suspensions. We only suspend if the offence involves violence or drugs. This has helped to decrease the suspension rate...and decrease chronic absenteeism.

Implications for 2019-20 Plan

- Continue to support our SEL groups and activities (Boys and Girls Club, Girls' Circle, ASB Leadership, etc.). In addition, we are implementing new SEL curriculum in Social Studies next year. With a decrease in our budget of some \$100,000, or a fifth of our budget from last year, this area will feel the cuts the most. Our team will have to focus on purposeful interventions to address the needs of our students.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 30 parents will complete PIQE/graduate the program	PIQE attendance/graduation list	November
2. 30 or more parents will participate in our PTO	Attendance lists/Fundraising success	Year
3. 20 parents or more will enroll in our Adult ELD class	Attendance roster	Year
4. Conferences, BTSN, Open House will increase in parent participation	Teacher reports	Year
5. Parents attendance at Coffee Chats, Nutrition classes, etc. will increase	Parent Liaison rosters	Year
6. Parent college trips will be continued this year	Parent Liaison flyers	Year

Significant Accomplishments

- Parent involvement continues to increase and is a huge positive each year. Once again, most parent

activities increased in number this year. Parents came to campus for parenting classes, nutritional classes, English classes, Coffee Chats, college trips, Farmers' Markets, Teacher Appreciation Week, and Scholastic Book Fairs. They also came in large numbers to several field trips we had for students and parents to go together to visit and tour colleges (Sac State, UC Davis, and Science Day at Stanislaus State University). Our PTO continues to be a driving force for all sorts of activities and fundraisers. We have met most of our targets when it comes to parent involvement. However, we continue to look for new and exciting ways to engage parents in their children's education.

Evidence of Impact (outcomes achieved or not)

- The best evidence of impact are the parent surveys which indicate that the majority of our parents approve of how we run our school. They also indicate that parents feel welcome at our school. It helps immensely when the front office and principal speak the language of the parents.

Implications for 2019-20 Plan

- Continue to utilize plans to increase parent involvement. Continue services of Parent Liaison.

Goal #4 - Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Purchase, repair, and upgrade current technology in classrooms, library, labs, and office.	Budget	Year

Significant Accomplishments

- Last year after many years of dealing with a non-functioning library, we invested a significant amount of effort and money into updating the technology. This year we installed a new pole vault, projector, speakers, and wiring in the library so that the room could be used for presentations, instruction, and research. In addition, we installed 10 new laptops and 12 new desktops in the library so that students can conduct research. New tables and chairs were added to fit our large classes.

Evidence of Impact (outcomes achieved or not)

- More teachers are making use of the library to use the new technology. In addition, we have hosted several professional development sessions for our faculty and others with our new up-to-date technology.

Implications for 2019-20 Plan

- Encourage teachers to integrate our new technology into their lesson plans.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the enter date meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Barbara Silver	X				
Dawn Arbogast		X			
Ruperto Ruiz		X			
Carol Wyant		X			
Mona Perez			X		
Paulina Magallanes*				X	
Viridiana Gonzalez*				X	
Maria Ayala				X	
Maria Rodriguez*				X	
Francisco Magallanes					X
Numbers of members of each category	1	3	1	4	1
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (39 % EL \geq 2 EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

c. All Students

d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
1. 80% of students will increase SBAC scores (Math, ELA, Science for 8 th only).	SBAC Exams	Year
2. 70% of all students will pass benchmark exams	EADMS	Quarterly
3. 100% of Read 180 students will increase Lexile levels \geq 50 points each quarter.	Reading Inventory Test	Quarterly
4. Increase students' English proficiency	ELPAC	Spring
5. Increase % of IEP goals attained	IEPs	Annual IEPs

Rationale for identified outcomes: These goals are appropriate outcomes to measure progress for our students at MVMS because they consider present levels and then add high, but attainable, expectations to move the students forward. $i + 1$. It is not considered a loss if all students do not exceed each objective. However, it is expected that all students move forward.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
6. Decrease suspension rate by 2%	AERIES query	monthly
7. Decrease expulsion rate to 0%	AERIES query	Spring
8. Decrease # of referrals by 2%	AERIES query	monthly
9. Increase attendance rate by 1%	ADA Reports	monthly
10. Increase SEL activities (WEB, Girls' Circle, Cubs, etc.)	Discipline Reports	Spring

Rationale for identified outcomes: These are the appropriate outcomes as they are achievable and necessary to move the school forward. There was much progress with these goals last year and it is valuable to continue the same goals.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
11. 30 parents will complete PIQE/graduate the program	PIQE attendance/graduation list	November
12. 30 or more parents will participate in our PTO	Attendance lists/Fundraising success	Year

13. 20 parents or more will enroll in our Adult ELD class	Attendance roster	Year
14. Conferences, BTSN, Open House will increase in parent participation	Teacher reports	Year
15. Parents attendance at CPS, Coffee Chats, Nutrition classes will increase	Parent Liaison rosters	Year
16. Parent college trips will be continued this year	Parent Liaison flyers	Year

Rationale for identified outcomes: Studies show that parent involvement in a child's education can dramatically improve likelihood of a child's academic success. Because a large percent of MVMS parents did not go through the American school system, we make every effort to educate them about school in the United States, so that parents can support their children here at MVMS. We also have a tradition of being a very accepting and family friendly school. The addition of a Parent Liaison position has made a world of difference.

Goal #4 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
2. Purchase, repair, and upgrade current technology in classrooms, library, labs, and office.	Budget	Year

Rationale for identified outcomes: It is appropriate and necessary to continue increasing technology. All high stakes tests are completed online. Many of our machines are archaic. This puts our students at a distinct disadvantage. In addition, a large percentage of our students do not have access to technology at home. Our students show competence on paper/pencil tests, such as the PSAT 8/9, but not on tests that call for computer skills. The administration's personal goal is to get technology into every Monte Vista classroom. Each year we will continue to buy 4-5 carts with laptops until all classrooms have the technology. In addition, our newly adopted ELA materials, StudySync depend significantly on access to technology.

Monte Vista Middle School
Single Plan for Student Achievement (SPSA)
Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: April 10, 2019

Attested:

Barbara Silver
Typed name of School Principal

Signature of School Principal

April 10, 2019
Date

Maria Ayala
Typed name of SSC Chairperson

Signature of SSC Chairperson

April 10, 2019
Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

Poet-Christian

Single Plan for Student Achievement

2019/20



School Vision

Gladys Poet-Christian School's mission is to guide and inspire our students to be a generation of independent thinkers who are responsible and prepared for the future.

Tracy Unified School District

CDS: 39-75499- 6108997

Principal: William Maslyar

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

Contact Person: William Maslyar
Position: Principal
Telephone Number: (209) 830-3325
E-mail Address: wmaslyar@tusd.net

The School Site Council approved this revision of the SPSA on: May 15, 2019

The District Governing Board approved this revision of the SPSA on: enter date

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	551	526	521
AFDC/Free & Reduced (%)	Oct CBEDS	35%	36%	36%
English Learners R-30 (%)	Oct CBEDS	17%	16.4%	18%
Long Term English Learners** (% of EL for 6+ years –gr6-12)	CDE DataQuest	17.5%		
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	7.2%		8%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	6%	7%	
Students redesignated to FEP (#)	Oct CBEDS	18		
Ethnicity: White (%)	Oct CBEDS	37%	35.5%	33%
Hispanic (%)	Oct CBEDS	43%	43.5%	44%
African American (%)	Oct CBEDS	4%	3.4%	3%
Asian (%)	Oct CBEDS	11%	12.7%	14%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	24 FTE*	24 FTE	24 FTE
number and type of support certificated staff (including special education staff)	0.6 FTE	0.6 FTE	1.0 FTE
number of classified staff	14.5 FTE	14.5 FTE	13.0 FTE
Number/percent of teachers with EL Certification	100%	100%	100%

3. Changes in categorical programs or feeder programs (check one)

☐ No significant changes

☐ Significant changes

4. Changes in District Core Programs (check one)

☐ No significant changes

☒ Significant changes

At the 6-12 level new ELA materials were implemented during the 2018-19 school year.

5. Changes in Facilities (check one)

☒ No significant changes

☐ Significant changes

6. Other Significant Changes:

The AVID Elementary Program was implemented in 5th – 8th grade and will continue to expand downward into 3rd/4th grade during the 2019-20 school year.

B. 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)

PCES School Plan 2019-20

for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 36,394
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 10,890
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 15,114
Total amount of state funds allocated to this school	\$ 68,543

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> </div>	
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal funds allocated to this school	\$ 68,543

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	21/19	2.88	3.68	2.81	3.37	2.53	3.11
ELD	21/19	2.50	3.37	2.40	3.11	2.19	3.05
Math	21/17	3.18	3.61	3.24	3.33	2.88	3.12
Science	21/17	2.13	2.29	1.88	2.41	2.06	2.38
History/SS	21/19	2.20	2.35	1.94	2.35	1.88	2.25

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	47%	58%	63%	+16%	38%	52%	66%	+28%
Grade 4	45%	48%	59%	+14%	28%	32%	40%	+12%
Grade 5	29%	42%	48%	+19%	15%	33%	28%	+13%
Grade 6	41%	37%	59%	+18%	29%	24%	58%	+29%
Grade 7	39%	53%	37%	-2%	33%	43%	25%	-8%
Grade 8	47%	44%	46%	-1%	26%	41%	35%	+9%

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	41%	47%	51%	+10%	28%	37%	41%	+13%
Asian	39%	53%	55%	+16%	31%	45%	45%	+14%
African American	7%	14%	27%	+20%	7%	7%	13%	+6%
Hispanic/Latino	34%	40%	44%	+10%	22%	26%	29%	+7%
White	47%	53%	59%	+12%	35%	49%	54%	+19%
EL	16%	21%	14%	-2%	7%	13%	12%	+5%
SES Disad	33%	42%	46%	+13%	21%	33%	35%	+14%
SpEd	8%	9%	6%	-2%	12%	9%	18%	+6%

a. PSAT Results

	Language Arts - % Met Benchmark (390)	Mathematics - % Met Benchmark (430)	Language Arts - % Met Benchmark (390)	Mathematics - % Met Benchmark (430)
	2017-18	2017-18	2018-19	2018-19

District	52%	33%	54%	33%
Grade 8	61%	32%	52%	32%

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained -0.6	Orange	-23.4	Maintained 2.6
Schoolwide	Yellow	Low -16.8	Increased +17.4	Yellow	Low -11.8	Increased +4.9	Yellow	-5.2	Increased +6.7
Asian	N/A	Low -27.3	Inc. Sig. +26.3	N/A	Low -15.1	Increased +12.2	NA	-3.7	Increased +11.4
African American	N/A	Low -58	Decl. Sig. -21.5	N/A	Low -58.6	Maintained -0.6	NA	-48.4	Increased +10.2
Hispanic Latino	Yellow	Low -32.1	Increased +11.3	Yellow	Low -25.3	Increased +6.7	Yellow	-19.4	Increased +5.9
White	Yellow	Medium -2.9	Maintained +4.8	Green	Medium -1.7	Increased +4.6	Green	+7.9	Increased +6.2
EL	Yellow	Low -52.2	Increased +17.4	Yellow	Low -45.6	Increased +6.6	Yellow	-30.4	Increased +15.2
SES Disad	Yellow	Low -32.4	Increased +19.9	Yellow	Low -20.8	Increased +11.6	Yellow	-15.2	Increased +5.6
SpEd	N/A	Low -61.4	Increased +11.1	N/A	Very Low -78.1	Decl. Sig. -16.7	NA	-88	Declined -9.9

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
Schoolwide	Yellow	Low -44.5	Increased +11.4	Yellow	Low -30.3	Increased +14.3	Green	-21.3	Increased +9
Asian	N/A	Low -47.3	Inc. Sig. +18.5	N/A	Low -29.4	Inc. Sig. +17.9	NA	-23.1	Increased +6.3
African American	N/A	Low -81.7	Maintained +2.4	N/A	Low -71.4	Increased +10.3	NA	-88.3	Declined -16.9
Hispanic Latino	Yellow	Low -57.7	Inc. Sig. +16	Yellow	Low -47.8	Inc. Sig. +16	Yellow	-36.6	Increased +11.2
White	Yellow	Low -33.9	Maintained +2.5	Green	Medium -14.5	Inc. Sig. +19.5	Green	-3.7	Increased +10.8
EL	Yellow	Low -75.6	Inc. Sig. +17	Yellow	Low -63.2	Increased +12.4	Yellow	-51.7	Increased +11.5
SES Disad	Yellow	Low -58.7	Inc. Sig. +16.8	Yellow	Low -40.8	Inc. Sig. +18	Yellow	-26.5	Increased +14.2
SpEd	N/A	Low -77.5	Inc. Sig. +27.9	N/A	Low -81.3	Declined -3.7	NA	-75.3	Increased +5.9

3. District Assessments:

a. Percent of students meeting standards on district language arts assessments (with the number of student scores for the school in 2017-18)

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	82%	84%	78%
Gr. 1 – Phonemic Awareness		96%	100%	93%	87%
Grade 1 Fluency (Rate)		68%	73%	77%	79%
Grade 2 Fluency (Rate)		71%	68%	85%	61%
Grade 3 Fluency (Rate)		66%	79%	83%	78%
Grade 4 Fluency (Rate)		62%	56%	66%	46%
Grade 5 Fluency (Rate)		62%	72%	67%	66%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2		64%	63%	40%
Grade 3		57%	75%	81%
Grade 4		53%	47%	62%
Grade 5		56%	83%	73%
Grade 6		53%	78%	72%
Grade 7		55%	71%	56%
Grade 8		63%	76%	79%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	84%	68%
Grade 1 - Opinion		62%	80%	72%
Grade 2 - Opinion		67%	74%	70%
Grade 3 - Opinion		53%	50%	73%
Grade 4 - Opinion		49%	56%	NA
Grade 5 - Opinion		52%	74%	69%
Grade 6 - Argument		51%	0%	69%
Grade 7 - Argument		42%	36%	52%
Grade 8 - Argument		66%	76%	83%

b. Percent of students meeting standards on district mathematics assessments (with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	98%	98%
Grade K – Solve Word Problems with Addit. and Subt.		81%	75%	92%
Grade K – Find Numbers that Make 10		76%	73%	92%
Grade 1 - Represent/Solve Addition Problems		71%	86%	83%
Grade 1 - Represent/Solve Subtraction Problems		60%	77%	55%
Grade 1 – Properties/Relationship of Addit. and Subt.		65%	80%	65%
Grade 2 – Solve Addition Problems with Unknowns		50%	51%	61%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	58%	52%
Grade 2 – Subtract within 1000		75%	40%	50%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	77%	82%

Grade 3 - Properties/Relationship of Mult. and Divis.		50%	76%	70%
Grade 3 - Solve Problems; Explain Patterns		44%	81%	NA
Grade 4 - Multi-Digit Multiplication – Place Value		45%	58%	84%
Grade 4 - Multi-Digit Division – Place Value		48%	61%	65%
Grade 4 - Compare decimals/fractions to hundredths		60%	77%	NA
Grade 5 - Write/Interpret Numerical Expressions		54%	35%	73%
Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	85%	NA
Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	9%	NA
Grade 6 – Expressions		46%	45%	55%
Grade 6 - Equations		39%	65%	47%

Analysis of Data – Student Achievement –SBAC Results, District Assessments

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

Overall there were gains across almost all areas on the SBAC from 2016-2018 testing. In some areas there was significant improvement. Teachers are more familiar with the new test and standards and scores should continue to increase as a result. Most grade levels showed double-digit increases in terms of the percentage of students meeting or exceeding standards on SBAC over the two-year period in both English Language Arts and Mathematics. The exception was 7th grade in ELA (-8%) and in Math (-1%) from the 7th graders of the previous year. It must be noted that longitudinally, this group has increased over the last two years, albeit incrementally. All subgroups increased the percentage of students meeting or exceeding standards in English Language Arts and Mathematics over a two year span with the exception of ELs in ELA (-2%) and Special Ed in ELA (-2%).

On the CA Dashboard, nearly all of the subgroups in both ELA and Math had positive changes and were in the yellow or green category. In ELA nearly all subgroups either “maintained” or “increased” in a positive direction. School-wide we are in the Yellow category. These groups were all in the Yellow category with the exception of our White subgroup which was in the Green category. In Math nearly all subgroups either “increased” or “increased significantly.” In Math the school is rated in the Green category. The one exception which showed a decrease was our African American subgroup (-16.9%). It should be noted that this subgroup is relatively small (approx. 33 students). All subgroups were again in the Yellow category with the exception of our White subgroup which is in the Green category.

On the district language arts assessments, all grade levels were on par with district percentages with many being a bit higher and others a bit lower. On the district math assessments, each of the grade levels were on par with or higher than district percentages. There were, however, a few grade levels that were not able to get through all of the content and assessments by year’s end. The math pacing guide is aggressive and loaded with content. The pace at times seems to be “covering” the curriculum instead of focusing on “mastering the skills”.

We were in the second year of the Wonders adoption and making that fit within the framework of the RCD units. It was more challenging for some grade levels. The new ELA adoption for 6th, 7th, and 8th grade was implemented in 2018-19. There were similar challenges with making the new adoption work with the ELA RCD Units but overall the adoption has been a positive experience. The teachers like the direction and structure that Study Sync provides.

In 2019-20 we are again embarking on a change to the RCD units (mostly in ELA) to implement the new STEM grant. Much work will need to be done to implement this new direction in curriculum and focus on integration of STEM.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

Math scores continue to be significantly lower than ELA scores as measured by the SBAC. We will continue work with the Math RCD units and focusing on priority standards. Knowledge of basic facts in the primary grades is critical for success in math in later grades. Professional Development with Math Talks and Math strategies was part of our Buy Back Day staff development and well-received by staff. More work in this area will need to continue.

On the CA Dashboard, there are no groups that are rated red or orange. Nearly all of the subgroups in both ELA and Math had positive changes and were in the yellow or green category.

We will refocus our work to begin implementation of the STEM grant in K-5.

The school also implemented AVID in grades 5-8. Eleven staff members received training at the AVID Summer Institute in June 2018. Teachers are excited about AVID and have done a tremendous amount of work implementing AVID strategies and organization. Five teachers in grades 3 & 4 will attend the AVID Summer Institute in June 2019 and will begin implementation at those grade levels in the Fall of 2019.

The school also continued working with our HMH consultant on increasing Rigor, Relevance, and Relationships. Many gains were made with regards to staff development in the areas of Higher Level Questioning and Students Engagement. In January of 2019, the school earned recognition as a Model School and will present at the Annual Model Schools Conference in Washington DC in June 2019.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

On the Dashboard, there were no significant gaps with any of the subgroups in terms of the overall rating and levels. There are no subgroups 2 or more levels below the Overall rating in either ELA or Math. Looking at the State Academic Indicator on the California Dashboard, Poet's distance from level 3 is less than the District's (District is -23.4, Poet = -5.2) in ELA. In Math, Poet's distance from level 3 is -21.3 while the district's is -56.7. Both improved significantly from the previous year. Although all subgroups were in the yellow or green category, the SBAC data indicates that the EL, African American, and Special Ed subgroups have the greatest gaps in comparison to our other subgroups and the overall scores/ratings. We will continue to look at our subgroups to monitor progress and to provide additional interventions services and programs to support these students.

4. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade
(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	10%		10	0%		421	19%		10	9%	
Gr. 4	463	45%		13	27%		466	40%		9	30%	
Gr. 5	421	30%		9	25%		418	33%		12	24%	
Gr. 6	314	1%	22%	18	0%	23%	389	1%	31%	8	0%	14%
Gr. 7	284	0%	28%	6	0%	32%	308	1%	31%	13	4%	27%
Gr. 8	216	0%	22%	8	0%	25%	277	0.8%	22%	7	0%	33%

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580

School = 61

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

Subtest		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	NA	21%	31%	40%
School	Oral	NA	NA	35%	50%
School	Written	17%	26%	27%	30%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	3	100%	98	66%	4	50%
Grade 1	347	77%	9	89%	387	76%	15	93%
Grade 2	352	71%	13	92%	405	64%	11	82%
Grade 3	366	57%	7	100%	348	64%	13	85%
Grade 4	402	49%	9	33%	355	46%	8	88%
Grade 5	354	43%	11	55%	368	54%	6	17%
Grade 6	317	63%	8	75%	308	26%	11	55%
Grade 7	254	44%	13	15%	296	28%	5	40%
Grade 8	228	53%	7	100%	253	22%	13	23%

Analysis of Data – English Learner Progress

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

EL Progress according to the California Dashboard showed the District going from an orange to a yellow rating and Poet going from a yellow to a blue rating in terms of reclassifications. For Poet the percentages of students who are at-risk of becoming long term EL as calculated from CDE were similar to that of the District as a whole in 3rd – 8th grade. The percent of EL students meeting achievement expectations on District monitoring criteria is strong in the younger grades and a bit mixed in the upper grades. The subgroups of students in each grade level is small and changes will change and vary significantly with small changes in student numbers. Most of our efforts, with the assistance of an EL para, is on the primary students and getting them to read at grade level early on in their education. We will continue using small group instruction, EL para support, Level II Intervention, and iRead to help our students improve.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

Poet had no students ranked in the red or orange category. We continue, however, to struggle with our long-term EL's. We still have a number of EL students who are not progressing as much as necessary to be re-classified. We will continue to focus attention on providing our long-term EL's intervention support as much as possible in the classroom and outside school hours. Small group instruction and a more focused approach for providing ELD for our upper grade EL students is necessary for their success. Students seem to be gaining a good handle on conversational English, but struggle to gain proficiency academically as measured by district assessments and the SBAC. Our AVID program (implemented in 2018-19 in 5th-8th grade) offers a number of strategies and activities to build academic vocabulary and to engage in academic conversations more regularly throughout the day.

B. Pupil Engagement and School Climate (State/Local Indicators)

- 1. Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent \geq 10% of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
TOTAL	10.3%	15.2%	9.9%	6.2%

- 2. Student Discipline**

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	39		40		27		-1.1%
In House			8		6		
Home			32		21		
Students suspended	26	4.5%	25	4.5%	18	3.4%	
Expulsions	0		0		1		+0.2%
Students expelled	0	0%	0	0%	1	0.2%	

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very high 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Red	Very high 6.1%	Maintained -0.1%	Yellow	High 4.4%	Decl. Sig. -1.7%	Orange	5.2%	Increased +0.8%
Asian	Red	Very high 10.3%	Inc. Sig. +2.4%	Yellow	Medium 2.3%	Maintained -0.2%	Orange	3.8%	Increased +1.6%
African American	N/A	Very high 16.7%	Dec. Sig. -4.2%	N/A	Very high 18.2%	Inc. Sig. +12.9%	NA	20%	Increased +1.8%
Hispanic	Red	Very	Increased	Yellow	High	Decl. Sig.	Orange	4.5%	Maintained

Latino		high 7.9%	+1.6%		4.5%	-4%			0.1%
White	Yellow	High 3.9%	Declined -0.9%	Yellow	High 3.9%	Declined -0.6%	Orange	5.2%	Increased +1.3%
EL	Red	Very high 7.1%	Increased +1.5%	Blue	Low 1%	Decl. Sig. -1.6%	Orange	2.8%	Increased +1.9%
SES Disad	Orange	Very high 6.9%	Declined -0.4%	Yellow	High 4.6%	Decl. Sig. -3%	Orange	4.6%	Maintained 0.1%
SpEd	Red	Very high 22.6%	Inc. Sig. +12.9%	Yellow	High 5.9%	Decl. Sig. -4.8%	Red	13.2%	Increased +7.3%

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	51	93%	46	79%	39	83%
Staff – Cert.	10	78%	25	85%	25	89%
Staff – Class.	6	83%				
Students	200	71%	NA	NA	196	83%
Total	267	81%	71	82%	260	85%
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	51	94%	43	89%	37	93%
Staff – Cert.	10	100%	25	91%	25	96%
Staff – Class.	6	100%				
Students	199	87%	NA	NA	195	87%
Total	266	95%	68	90%	257	92%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

The school climate surveys continue to show that students enjoy learning at Poet and enjoy participating in school activities and events. Parents and staff also feel that there is a positive sense of community and that the PTSA and school-wide activities are fun and engaging. We continue to look for new activities and opportunities to engage our students and families to participate in school activities outside of the classroom. The PTSA works hard every year to evaluate events, activities, and programs and to add new activities at Poet.

Overall parents, students, and staff feel that Poet is a safe school environment. The school safety rates are high. The addition of fencing three years ago has greatly reduced the number of non-school related people (outside intruders) from walking onto and through the campus on a daily basis.

The number of parents participating in the LCAP survey was still very low (37 parent responses) despite several attempts to get them to fill out the survey. The survey link was sent out through email three times to all parents within the Family Envelope Distribution List (85+%).

On the CA Dashboard for the suspension rate, all groups were in the yellow category except for our Special Education group which was in the red. It should be noted that the 13.2% rate for our Spec. Ed. students represented 5 students out of 38 identified students with disabilities. Subgroups at Poet are relatively small and any changes by just a couple of students will drastically impact the rating/category.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

The climate survey increased from the previous year with rates ranging from 83% to 89% positive. One question in particular had the lowest rating of all the questions: This school provides effective counseling services to students with social/emotional needs. (37% strongly/agree, 14% disagree/strongly, and 49% no knowledge/not applicable). The results could indicate a few different things: 1) there is definitely a need for counseling, and 2) since we only have a counselor one day per week, the parents may not be aware of that service. Overall the responses were all strongly positive with responses in the upper 80s to 90s with agree/strongly agree ratings.

The safety survey is generally high with the exception of two main questions on the student survey: 1) *the buildings and grounds are clean* (61% agree) and 2) *I feel safe expressing my sexuality, gender identity, and gender expression* (50% agree / 25% strongly disagree). The biggest area of concerns seems to be the cleanliness of bathrooms, which is a constant struggle to maintain with hundreds of students using them multiple times daily. The second concern listed is a relatively new question and will take time and effort to explore the concerns students have with this topic.

The discipline policies and procedures are reviewed regularly by staff and administration to ensure that we are proactive in helping students who struggle behaviorally and need extra support. We also review the policies and procedures to ensure that we are treating all of our students with equity and fairness.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

On the CA Dashboard, there were no groups listed in the Red or Orange groups. All groups are either in the Yellow with one group in the Green category. It needs to be noted that subgroups at Poet are relatively small with the exception of two groups - our largest group (Hispanic/Latino) and our second largest group (White). Changes by one or two students in the smaller subgroups will significantly impact performance classifications.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 70% of students will meet standards on district ELA assessments	Unit assessments in EADMS	Review each trimester
2. 70% of students will meet standards on district Math assessments	Unit assessments in EADMS	Review each trimester
3. There will be an increase of 5% on SBAC scores school-wide and for each subgroup.	SBAC scores	Fall 2018
4. Percentage of students at risk of becoming Long Term EL's will be reduced by 10%	CELDT/ELPAC, SBAC, & EL Monitoring Forms	Spring 2018 & Fall 2018
5. Percentage of students who are Long Term EL's will be reduced by 10%	CELDT/ELPAC, SBAC, & EL Monitoring Forms	Spring 2018 & Fall 2018

Significant Accomplishments

- The work with the HMH Consultant went very well in continuing work on Higher Level Questioning and Student Engagement. The school applied for and was granted Model Schools designation and will present at the Annual Model Schools Conference in June of 2019 in Washington DC. In addition, a lot of work was focused on developing Relationships with students, staff, and parents, as part of the Relationship, Rigor, and Relevance Triangle of Success.
- Nearly all teachers used the Interim SBAC Assessments at least twice prior to the SBAC test.
- Teachers worked to provide EL students with support in the classrooms and with Level II intervention. The number of teachers providing Level II intervention decreased somewhat with lower funding available to pay for after hours intervention.

Evidence of Impact (outcomes achieved or not)

- Although the above goals cannot be fully analyzed until the data is completed at the end of the year and SBAC data is released by the state in the fall, we expect to see positive gains in each of the goals above.

Implications for 2019-20 Plan

- We will continue the goals listed above and focus our attention on student achievement as measured by our district and state assessments.

- We will build on the success for our work with HMH / Higher Level Questioning and Students Engagement.
- Our EL students will continue to be a priority for Level I and II intervention and support.

Goal #2 - Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. The percentage of students suspended will be reduced by 1%	Suspension data from Aeries	Review each trimester
2. The attendance rate will be 97% or better	Attendance Data Reports	Monthly and Annually
3. The percentage of students who are tardy will decrease.	Attendance Data in Aeries	Monthly and Annually

Significant Accomplishments

- Attendance at Poet is still at or above 96%
- The suspension rate was fairly low, but went up slightly from previous years
- The number of students with critical tardiness rates has declined. SARB/Tardy letters were sent out regularly and more meetings were held during the year.

Evidence of Impact (outcomes achieved or not)

- The number of suspension for the 2018-19 was 47 incidents that resulted in suspension. A total of 32 students have been suspended which was almost exactly the same as 2017-18 school year.
- Attendance at Poet declined this year and is hovering at 96% with two weeks of school left.
- There is still a relatively high number of students with poor attendance and tardiness. Final numbers will be tallied at the end of the school year. Attendance did improve for some students when parents showed up for SARB meetings. Attendance at SARB meetings was better but still needs to improve.

Implications for 2019-20 Plan

- There will need to be a continued emphasis on communicating with and working with families to decrease absences and tardiness.
- Continue the SARB/Tardy meetings as a formal means of addressing attendance concerns.
- Tardiness accounting needs to be analyzed more frequently if possible.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 97% of parents will attend parent conferences in K-6 th	Teacher conference reports	End of Oct. 2018
2. 75% of middle school parents will attend parent conferences	Teacher conference reports	End of Oct. 2018
3. 75% of parents will attend Back to School Night	Teacher sign in sheets	Aug. 2018
4. 75% of parents will attend Open House	Teacher sign in sheets	May 2019
5. 20% of parents will volunteer in classrooms, at activities, and at school	Teacher end of year reports	May 2019

Significant Accomplishments

- Attendance at parent conferences was very high in K-6 and there was a dramatic improvement in 7th & 8th.

- Back to School Night attendance was high.
- Open House was well attended, but attendance was down a bit from the previous year.
- Parent involvement is strong in most of the K-5 classrooms.

Evidence of Impact (outcomes achieved or not)

- Attendance at parent conferences was 95.8% in K-6 and 65.7% in 7th and 8th. (target nearly met)
- Back to School Night attendance was 81% (target met)
- Open House attendance was 62% (target not met)
- Approximately 15-17% of parents volunteer regularly at Poet. (target nearly met)

Implications for 2019-20 Plan

- These events are an important aspect of communicating and working with parents/families to educate their children. Involved parents are a critical component of student success. We will continue with efforts to involve and engage parents with these events. The attendance rates were very close to target rates. We need to continue to improve communication with families regarding the importance of attending these events and the impact it has on student success. Middle school parental attendance is a bit more challenging to accurately gauge. Parent conference attendance at the Middle school level was relatively higher than normal. Attendance at Open House was high, but much lower at Open House.

Goal #4 - Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 100% of K-2 teachers will use iRead at least 4 times per week	iRead Reports	Trimester Reports
2. 5 th & 6 th teachers will use classroom laptops at least 4 times per week	Teacher Reports & Schedules	Monthly / Annually
3. 3 rd – 4 th teachers will use the computer lab at least 1 time per week	Teacher Reports & Schedules	Monthly / Annually
4. At least 2 interim SBAC tests will be used by all 3 rd -8 th grade teachers	Interim Assessment Reports	February 2019

Significant Accomplishments

- iRead was used by all teachers fairly regularly. (There are significant challenges with high numbers of laptops not working).
- 6th grade teachers used laptops daily as part of regular instruction
- 3rd and 4th grade teachers used the computer labs on a weekly basis for a variety of practice and educational activities
- Interim SBAC tests were used by almost all teachers (+90%)

Evidence of Impact (outcomes achieved or not)

- iRead data usage seems to be inaccurate. Anecdotally, iRead was used on a nearly daily basis in K-2.
- 6th graders used laptops on a regular (almost daily) basis. The 5th grade classrooms used laptops on a near daily basis. One class used laptops daily while the other class not as regularly.
- SBAC Interim tests were used by teachers as preparation for the SBAC test. Not all middle school teachers did interim tests with students. All other 3rd-6th grade teachers did have students to at least 2 interim tests.

Implications for 2019-20 Plan

- iRead shows promise as a solid program to help students succeed and progress. Program fatigue is becoming a greater issue later in the year and students seem less engaged by the spring.

- Students need to use the computer labs and laptops on a daily/weekly basis to familiarize themselves with technology and to prepare them for the format of the SBAC test. Students need to be able to type and manipulate tools on the computer in order to successfully complete the SBAC Test.
- The SBAC Interim Tests need to be more of a priority and completed earlier in the year and prior to testing in the Spring.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the May 15, 2019 meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
William Maslyar	X				
Diana Zamudio			X		
David Adams		X			
Beth Andrade		X			
Van Lu		X			
Olga Rubio*				X	
Maria Mendez*				X	
Rosa Salvador*				X	
Gabriela Herrera*				X	
Geanna DeBenedetti				X	
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: Diana Zamudio

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (16.4 %EL = 1 EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

c. All Students

d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
6. 70% of students will meet standards on district ELA assessments	Unit assessments in EADMS	Review after each trimester / Fall 2018
7. 70% of students will meet standards on district Math assessments	Unit assessments in EADMS	Review after each trimester / Fall 2018
8. There will be an increase of 5% on SBAC scores school-wide and for each subgroup.	SBAC scores	Fall 2018
9. Percentage of students at risk of becoming Long Term EL's will be reduced by 10%	CELDT/ELPAC, SBAC, & EL Monitoring Forms	Fall 2018
10. Percentage of students who are Long Term EL's will be reduced by 10%	CELDT/ELPAC, SBAC, & EL Monitoring Forms	Fall 2018

Rationale for identified outcomes (site): Continuing focus and work with the CCSS is critical for the success of students in meeting career and college readiness standards. The SBAC will give us an annual measure of progress toward achievement on the standards. The district assessments will give us a snapshot of progress during the school year. EL students and low SES students are not meeting all achievement targets. Annual data regarding Long Term EL's will help us gauge our progress towards reducing the percentage of Long Term EL's.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
4. The percentage of students suspended will be reduced by 1%	Suspension data from Aeries	Review in January
5. The attendance rate will be 97% or better	Attendance Data Reports	Review Monthly and Annually
6. The percentage of students who are tardy will decrease.	Attendance Data in Aeries	Review Monthly and Annually

Rationale for identified outcomes (site): A safe and positive school climate contributes greatly to student learning. When students feel safe, they are able to take academic and artistic risks that enhance and strengthen learning. They are also more likely to maintain good attendance when they feel safe and good about coming to school. When students attend more often, they are more likely to be successful in school and perform better on the State tests. Tracking attendance on a monthly and annual basis will help us monitor trends and identify students who are struggling with

attendance and tardiness. Monthly and annual suspension data will be used to track progress towards reducing the number who are suspended.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
6. 97% of parents will attend parent conferences in K-6 th	Teacher conference reports	End of Oct. 2018
7. 75% of middle school parents will attend parent conferences	Teacher conference reports	End of Oct. 2018
8. 75% of parents will attend Back to School Night	Teacher sign in sheets	Aug. 2018
9. 75% of parents will attend Open House	Teacher sign in sheets	May 2019
10. 20% of parents will volunteer in classrooms, at activities, and at school	Teacher end of year reports	May 2019

Rationale for identified outcomes (site): Parental Involvement is a key to the success of the school.

Informed, involved parents are the foundation for developing lifelong learners. Attendance data from annual events, school-wide activities, and parent volunteers will be used to monitor parent involvement and also to evaluate activities and events.

Goal #4 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
5. 100% of K-2 teachers will use iRead at least 4 times per week	iRead Reports	Trimester Reports
6. 5 th & 6 th teachers will use classroom laptops at least 4 times per week	Teacher Reports & Schedules	Monthly / May
7. 3 rd – 4 th teachers will use the computer lab at least 1 time per week	Teacher Reports & Schedules	Monthly / May
8. At least 2 interim SBAC tests will be used by all 3 rd -8 th grade teachers	Interim Assessment Reports	February 2019

Rationale for identified outcomes (site): Schools and teachers need to keep pace with rapidly changing technology. It is critical to monitor iRead usage by teacher and grade levels to ensure the program is being used effectively and with fidelity. Students need to use technology on a regular basis and monitoring weekly usage will help gauge progress towards the goal of providing students as many opportunities as possible to use technology in the classroom. Monitoring the use of and data from the Interim SBAC assessments will help us gauge progress towards the annual SBAC test.

Poet Christian Elementary School
Single Plan for Student Achievement (SPSA)
Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: enter date

Attested:

William Maslyar
Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

George and Evelyn Stein High School

Single Plan for Student Achievement 2019/20

Vision

The vision of George and Evelyn Stein High School is to offer an environment where students learn to articulate their academic and career goals while striving to achieve GRIT.

***Tracy Unified School District
CDS: 39-75499- 3937976
Principal: Amy Thompson***

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

Contact Person: Amy Thompson
Position: Principal
Telephone Number: (209) 830-3395
E-mail Address: athompson@tusd.net

The School Site Council approved this revision of the SPSA on: *May 9, 2019*
The District Governing Board approved this revision of the SPSA on: *June 11, 2019*

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	129	121	137
AFDC/Free & Reduced (%)	Oct CBEDS	62%	51%	62%
English Learners R-30 (%)	Oct CBEDS	28%	27%	30%
Long Term English Learners** (% of EL for 6+ years –gr6-12)	CDE DataQuest	80%		
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	0%		0%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	37%	6%	
Students redesignated to FEP (#)	Oct CBEDS	10		
Ethnicity: White (%)	Oct CBEDS	12%	16.5%	12%
Hispanic (%)	Oct CBEDS	70%	69%	77%
African American (%)	Oct CBEDS	8%	5%	4%
Asian (%)	Oct CBEDS	5%	2.5%	4%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

While we did not add any teachers, we did hire three new teachers to replace a retiree and two resignations (1 due to leaving the state and 1 due to deciding to stay home with her baby after being on extended leave for year) thus 30% of our teaching staff were new to our campus. Our numbers below reflect a decrease in support certificated staff and classified because in previous years, the Tracy Young Adult Program (TYAP) teachers were included in the numbers but TYAP is not a Stein program; it is a district program housed at Stein. Stein administration services their teachers and students.

	2016-17	2017-18	2018-19
number of classroom teachers	3 SDC-SH=13	2 SDC-SH=11	General Ed 9
number and type of support certificated staff (including special education staff)	4	3	RSP 1
number of classified staff	15	15	Full-time para 1 Part-time para 1 Full-Time Confidential Management 1 Part-time Classified Support Staff 2 Parent Liaison 1 Utility Staff 3 (2 day time and 1 night) Total: 9 Support Staff (The other 7 have included the TYAP Paras of which are still supervised by the Stein Principal but they are not Stein High staff members)
Number/percent of teachers with EL Certification	100%	100%	80% (would be 100% but 2 of our teachers are interns thus they are a work in progress and will be EL certified upon completion of their credentials)

3. Changes in categorical programs or feeder programs (check one)

☒ No significant changes
☐ Significant changes

4. Changes in District Core Programs (check one)

☒ No significant changes
☐ Significant changes

5. Changes in Facilities (check one)

☒ No significant changes
☐ Significant changes

6. Other Significant Changes

none

B. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$37,413
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$3,330
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$5,145
Total amount of state funds allocated to this school	\$45,888

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$0
Total Allocation	
Parental Involvement	
Professional Development	
Total amount of federal categorical funds allocated to this school	\$ 0
Total amount of state and federal funds allocated to this school	\$45,888

C. Schoolwide Learning Outcomes (SLOs)



Vision:

The vision of George and Evelyn Stein High School is to offer an environment where students learn to articulate their academic and career goals while striving to achieve GRIT.

Mission:

George and Evelyn Stein High School's mission is to empower students to identify and pursue their personal, academic, and career goals by providing a rigorous alternative education environment that accommodates a variety of needs.

Schoolwide Learner Outcomes: GRIT

Stein High graduates will acquire the tools to sustain...

Goals

Personal

Academic

Career

Relationships

Respectful

Collaborative Learner

Effective Communicator

Integrity

Professional behavior

Technologically responsible

Citizenship

Tenacity

Determined to succeed

Independent Learner

Resourceful

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	7/9	3.14	3.00	3.43	3.11	3.33	2.63
ELD	7/9	3.29	3.00	3.29	2.89	3.17	2.50
Math	7/9	3.43	2.44	3.43	3.14	3.33	2.50
Science	7/9	3.14	3.00	2.57	2.71	2.67	2.38
History/SS	7/9	2.71	2.50	2.14	2.29	2.29	2.13

	# responses	Progress Implementing other academic standards	
	2018/19	2018	2019
Career/Technical Education	5/8	2.20	1.88
Health Education	6/8	2.33	1.88
Physical Education	3/8	2.00	2.13
Visual and Performing Arts	4/8	2.25	2.25
World Language	N/A	N/A	1.63

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. High Schools: Percent of students on EAP (Early Assessment of Progress)

Grade 11 SBAC	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Standard Exceeded	1%	0%	0%	-1%	0%	0%	0%	0%
Standard Met	6%	13%	0%	-6%	0%	0%	0%	0%
Standard Nearly Met	26%	23%	9%	-17%	7%	5%	4%	-3%
Standard Not Met	67%	64%	91%	+24%	93%	95%	96%	+3%

b. High Schools: Percent of students on EAP (Early Assessment of Progress) – by Subgroup

Language Arts 2018				
Grade 11	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Schoolwide	0%	0%	9%	91%
Hispanic/Latino	0%	0%	7%	93%
White	N/A	N/A	N/A	N/A
EL	0%	0%	0%	100%
SES Disad	0%	0%	8%	92%

Mathematics 2018				
Grade 11	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Schoolwide	0%	0%	4%	96%
Hispanic/Latino	0%	0%	0%	100%
White	N/A	N/A	N/A	N/A
EL	0%	0%	0%	100%
SES Disad	0%	0%	3%	97%

Analysis of Data – Student Achievement -Analysis of Data Preparation for School/Career

Greatest Progress: List any improvements made in this data and explain how to maintain or build upon the success.

For 16-17, the CA Dashboard did not produce data for Alternative Ed schools; as a result, we only identified the areas of improvement to acknowledge our goals for students to make progress in both ELA and math. With our new data provided via the CA Dashboard, the 2018 and 2019 results, all indicators remained as Beginning Development &/or Initial Implementation. With minimal data to review and compare, we did not show any signs of improvement.

Greatest Need: List any red, orange or not met areas and explain what steps you plan to take that will address these areas:

With both ELA and Math, the mass majority of our students are scoring in the “Standard Not Met” category. We scored red in all of our math and ELA areas which indicates that we have a high need for improvement in our SBAC prep and academic achievement tools.

Performance Gaps: Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups

We did not have a significant difference in any of our subgroups. Each group is showing the same level of need. This is an accurate reelection of a school of at-risk and credit deficient students.

3. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr 11	212	1%	62%	7	0%	57%	193	2%	18%	6	0%	44%
Gr 12	157	1%	66%	28	0%	86%	209	1%	21%	27	0%	49%

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580 School = 13

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	N/A	N/A	N/A	50%
School	Oral	N/A	N/A	N/A	62%
School	Written	N/A	N/A	N/A	N/A

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Grade 11	143	56%	7	57%	170	63%	3	100%
Grade 12	155	55%	19	74%	118	53%	2	0%

Analysis of Data – English Learner Progress

Greatest Progress: List any improvements made in this data and explain how to maintain or build upon the success.

The percent of juniors who met the achievement expectations increased by 43%; totaling 100% of our EL juniors but the percent of our seniors who met the expectations declined by 21%.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

We have a high percentage of long term EL's and need to analyze and monitor our Long Term EL's to determine their need(s) to help them acquire academic language and become reclassified. We will incorporate the use of an academic assessment test, in addition to using Rosetta Stone to encourage the use of their primary language and provide alternative means for practice with academic language during study hall or independent work days with the support of our para.

B. Pupil Engagement and School Climate (State/Local Indicators)

1. **Chronic Absenteeism** (Percent of students absent $\geq 10\%$ of enrolled days as calculated through Aeries)

	District 2016-17	School 2016-17	District 2017-18	School 2017-18
Grade 9-12	12.1%	N/A*	9.9%	40.5%

2. **Student Discipline**

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	13	8%	14	9%	76	19	Overall, documented suspensions increased by 10% and have steadily increased each year.
In House	4	2%	2	1%	46	12.4	
Home	13	8%	14	9%	30	10.5	
Students suspended	12	5%	12	8%	40	19	
Expulsions	1		0		0		
Students expelled	1	.5%	0	0	0		

*# Number of incidents of suspension (# of individual students suspended during the year).
Some students were suspended more than one time during the year:*

*60% suspended with one suspension
40% with multiple*

In order to increase enrollment, we began enrolling students with a lower total of credits complete and who have greater discipline issues. In doing so, we have learned that when such students earned suspensions at their previous TUSD school, they carry over and our counted in our data.

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT							Orange	8.6%	Declined -0.8%
Schoolwide							Red	19%	Increased +13.7%
African American							NA	21.4%	Increased 21.4%
Hispanic Latino							Red	16.9%	Increased +10.2%
White							Red	22.2%	Increased 19%
EL							Orange	7.5%	Increased +2.5%
SES Disad							Red	15.6%	Increased +9.6%
SpEd							Red	20.6%	Increased +17.6%

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	19	91%	9	94%	5	86%
Staff – Cert.	9	90%	15	83%	18	81%
Staff – Class.	4	88%				
Students	68	90%	73	89%	76	85%
Total	100	90%	97	89%	99	84%
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	18	95%	9	91%	4	100%
Staff – Cert.	8	94%	15	98%	15	89%
Staff – Class.	4	100%				
Students	68	94%	73	93%	76	89%
Total	98	96%	97	94%	95	93%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: List any improvements made in this data and explain how to maintain or build upon the success.

Overall, we had more people respond to the survey but our percentages of those who responded positively all declined. Our expulsions numbers remained at “0”.

Greatest Need: List any red, orange or not met areas and explain what steps you plan to take that will address these areas:

Our greatest need is to improve our discipline data entry processes. Our dashboard data shows that we increased each subgroup in regards to suspension data although data was not kept on our suspensions in dashboard for the past two years.

Performance Gaps: Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups

African Americans and SPED students were suspended at the second and third highest rate with each being totaled on the low end of 20% but both were lower than that of our white students.

4. Graduation Rate (High Schools Only) Aeries

a. 100% of students will receive a high school diploma or equivalent certificate

	Class of 2017	Class of 2018
Enrollment (Seniors) in fall	121	118
H.S. Diploma	114	109 (out of 112)
Certif of Compl (IEP)	0	0
GED	0	0
Adult School Diploma	1	0
Total	115	109
Percent (Total/Enrollment)	95%	97%
Goal Met?	N	N

Cal-Pads shows that we had 97 graduates but our Aeries records and diploma show that we had 109 graduates for the Class of 2018. We had 105 grads by May 2018 and then 4 more students graduated by the end of summer school, making our total number of grads 109.

SECTION III: EVALUATION OF 2018-2019-2020 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 100% of Stein graduates will complete and present a portfolio	Data tracking system	Updated weekly and reviewed each quarter
2. 70% of Stein grads will participate in a career/college workshop	Sign –in sheets	monthly
3. 70% of Stein math students who completed the PSAT will create and use a Khan Academy account	Verified list of students who took the PSAT and teacher list of students with a Khan academy account	Monthly/after each orientation

Significant Accomplishments

- All of Stein's grads completed and presented their portfolio; including transfer back students
- A minimum of 85% of our students attended a College/Career workshop

Evidence of Impact (outcomes achieved or not)

- 100% of Stein grads completed and presented their portfolio per our Graduation Checkout Sheets
- Student workshop sign in sheets and attendance verification emails document that A minimum of 85% of our students attended a College/Career workshop
- We did not achieve “70% of Stein math students who completed the PSAT will create and use a Khan Academy account” due to incomplete follow through

Implications for 2019-2020 Plan

- To sustain the 100% portfolio completion, we will not release grads until they present their portfolio
- We have increased our goal of 70% of Stein grads will participate in a career/college workshop to 100% because we believe that it is essential that ever Stein grad attend at least one. We will mandate that each Stein student attend at least one prior to graduation. Also, we did not fully document the attendance whole school presentations of which we believe would have increased our percentage of participants.
- 70% of our math students will set up and use a Khan Academy account
- We are looking into business Math options for the coming year, so this will need some planning

Goal #2 - Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

2018-19 Identified Outcomes	Metric	Timeline
1. All discipline data will be documented in Aeries	Aeries	All year (done)
2. We are going to maintain at least 85% of all stakeholders responding positively to our School Climate Survey	Survey Results	End of Year (We will encourage more stakeholders to take the survey)

Significant Accomplishments

- All referrals were documented in Aeries
- All of our stakeholders responded positively to our School Climate Survey; with the majority responding at 90% or higher
- School Climate positive responses of parents increased by 3%
- School Safety positive responses of parents increased by 4%

Evidence of Impact (outcomes achieved or not)

- All discipline data was documented in Aeries per the referrals submitted
- The number of referrals increased from 9 to 98 and we were still able to stay under the 55% goal
- We maintained at least 85% of all stakeholders responding positively to our School Climate Survey per our survey results collected and documented via the districts tracking system.

Implications for 2019-2020 Plan

- We will maintain our data entry process and as a result, we will have more accurate record of our discipline data.

Goal #3 – Parent Involvement & EducationEvaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 50% of parents/guardians will attend portfolio presentations <i>Staff decided that parents/guardians should not attend portfolio</i>	Sign-Ins on exit survey	Weekly
2. At least 3 parents will participate in Site Council <i>At least one parent participates in School Site Council, we will continue to encourage more parents to participate</i>	Sign-ins from SSC meetings	Twice per semester
3. At least 3 parents will participate in Grizzly Café/Coffee with Principal and Parent Liaison <i>At least 2 parents participate in Grizzly Cafe/Coffee with principal and parent Liaison</i>	Sign-ins from meetings	Monthly

Significant Accomplishments

- The principal and Parent Liaison developed and implemented the Grizzly Café (coffee with the principal)
- While we only had two regular parents involved in Grizzly Café on a monthly basis, there were some meetings that had up to 7 parents in attendance.
- Parents/Guardians were invited to both the School Site Council and Grizzly Café in multiple ways via social media, newsletters sent home, flyers, email and the autodialer.

- We had three parents who volunteered to be a part of our School Site Council.

Evidence of Impact (outcomes achieved or not)

- We held a few portfolios where students' families attended and the staff agreed that it took the professional feel away. As a result, we have agreed to not include families in the presentations.
- Parent participation varied at each meeting with only 1 out of the five having more than one parent.
- We brought in speakers representing each of the parents request at the beginning of the year and the attendance varied according to the topics as evidenced by our agendas and sign in sheets.

Implications for 2019-2020 Plan

- We will eliminate inviting parents/guardians for our 2018-19 plan
- We will continue to work on increasing parent participation via the use of social media, newsletters sent home, flyers, email and the autodialer. In addition, we will add phone calls home from our Parent Liaison and advisors.
- We will continue with Grizzly Café and solicit parent's feedback at Back to School instead of the first meeting in hopes to reach more parents.
- We will host a Parent Education Forum on why it is important for parents to remain engaged at high school; esp a continuation high school during our Back to School BBQ
- Include Parent Engagement flyer with schedule of meetings to attend in our orientation folder so that we know every family received the information.

Goal #4 - Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 50% of EL students will use Rosetta Stone	Study hall Sign In Log	All year
2. We will increase the number of Stein Teachers using Aeries gradebook by 20%	Aeries	All year
3. Increase the number subscribers/followers on Facebook and Twitter.	Facebook & Twitter Admin Login	All year

Significant Accomplishments

- We doubled the number of teachers using Aeries: 90% of the teachers have made efforts to use Aeries gradebook and currently, 40% of our teachers use it regularly.
- We added the use of Twitter as a communication tool for families and students.
- We increased the use of Facebook as a communication tool for families and students.

Evidence of Impact (outcomes achieved or not)

- We did not achieve our goal of 50% of EL students will use Rosetta Stone but all of our EL students passed their classes. Five of our EL students remained enrolled in their English classes one semester or more which is much longer than expected for Alternative Education. ELPAC results and course completion demonstrates the need for additional support.
- While we doubled the number of teachers using Aeries, we only added one teacher thus increasing our use by 10%.
- Facebook use increased:
-

Facebook Data 2017-2018	Fall Semester	Spring Semester	Difference
Amount of official followers	47	64	17+
Average range of likes	17-24	47-54	30+
Highest number of likes	292	591	299+

- Currently, we have 7 followers on Twitter; 2 parents, 2 students, 2 staff members and the district.

Implications for 2019-2020 Plan

- Our staff will continue to work on reaching our desired outcome of 50% of EL students using Rosetta Stone; we will look into using it via the City Library instead of purchasing the software thus enabling all EL students to work on it once or in small groups with the support of our para.
- We need to figure out a way to electronically log student use for data tracking purposes.
- One of our teachers will continue to provide training re: the use of Aeries as their gradebook
- We will continue the use of both Twitter and Facebook and we will run a student campaign to increase the use of both by students.
- We could make this part of the Graphic Art class by issuing the students admin access. (relevance)
- They could collaborate with the photography class to manage the school's media accounts- if admin links the accounts admin access only needs to be issued for one account and the second or third accounts will auto-post.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the May 9, 2019 meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL stu **Parent of SPED stu	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Amy Thompson	X				
Rocio Virgen-Casas			x		
Ranvir Gill		X			
Scott Szostak		X			
Adam Boyd					X
**Yvonne Boyd				X	
Annette Rivera				X	
*Gloria Fragoza				x	
Numbers of members of each category	1	2	1	3	2
Total in each group	4	4			

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

*Indicate parents of EL Students on SSC list above (27% EL = 1 EL parent on SSC).

B. School goals for 2018/192019/20 - A Summary

We revised all of our goals to ensure that they align with the identified Critical Areas of Need as identified in our WASC Action Plan.

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- c. All Students
- d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
1. 100% of Stein graduates will complete and present a portfolio	Data tracking system, grad checkout form	Updated weekly and reviewed each quarter
4. 90% of Stein grads will participate in a career/college workshop	Sign-in sheets	monthly
2. 70% of Stein math students who completed the PSAT will create and use a Khan Academy account	Verified list of students who took the PSAT and teacher list of students with a Khan academy account	Monthly/after each orientation
3. Hold the College and Career Fair on campus	Students will complete designated activity	By April 2020
4. Develop a designated postsecondary plan for each student	One advisee per teacher	End of Year
5. Administer STAR Reading test to all students. Reassess before graduation.	Test Results	All Year

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Rationale for identified outcomes (site): The outcomes selected are appropriate because they are directly related to our Critical Areas of Need identified in our WASC Action Plan completed in the spring 2018 and reflect critical components of Stein. Each outcome provides increases support for at-risk students and has the ability to directly guide each student to making educated college and career goals. Also, in regards to math this is an area that our students have shown consistent patterns of low performance on the SBAC.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
5. 1. We are going to maintain at least 90% of all stakeholders responding positively to our School Climate Survey	Survey Results	End of Year
2. Revise tardy policy	Quarterly tardy reports	Throughout the year
3. Create an Advisor handbook		

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Rationale for identified outcomes (site): We have selected these outcomes because safety is our number one priority and we want our data to be as accurate as possible; and help us to maintain a positive, safe culture school wide. Our tardy rates are higher than we aim for them to be. The hope is that

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
1. At least 3 parents will participate in School Site Council consistently	Sign-in sheets from SSC meetings	Every other month
2. At least 3 parents will participate in Grizzly Café/Coffee with Principal and Parent Liaison	Sign-ins from meetings	Monthly
3. Inform parents of specialty quarter award winners	Phone logs & letters/newsletter	Quarterly
4. Offer dinner at Back to School night and have sign-ups for parent involvement	Agenda, sign up sheets	End of 1st Quarter
5. Staff will invite parents to attend students striking the gong	Biweekly	End of Year

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Rationale for identified outcomes (site): The Stein staff believe these are suitable desired outcomes for Parent Involvement because they are measurable ways to ensure that we are making efforts to increase the number of parents who are actively involved on campus throughout the year.

Goal #4 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
1. 50% of EL students will use Rosetta Stone	Study hall Sign In Log, Rosetta Stone Reports	All year
—We will increase the number of Stein Teachers using Aeries gradebook by 20%	4. Aeries	4. All year
2. Increase the number subscribers/followers on Facebook and , Twitter and Instagram.	Instagram, Facebook & Twitter Admin Login	All year
3. <u>Purchase a new computer cart</u> to serve as a shared mobile lab	<u>Beginning of school year</u>	<u>End of 1st quarter</u>
4. <u>Replace</u> and update <u>teacher projectors</u>	Work orders	<u>End of Year</u>
5. revise <u>STS system</u> ; shared system	Shared doc for the SPSA	<u>End of Year</u>
6. Increase use of computer generated documents for the portfolio requirements	Portfolio completions, checklist	Throughout the year

Rationale for identified outcomes (site): The selected outcomes are appropriate because should we achieve them, we will know that our Long Term EL's as well as general ed and SPED students' will be provided the necessary support to close achievement gaps; especially in regards to their literacy skills needed to use and comprehend academic language. In addition, with the increased exposure to the use of the computer, we will be able to provide better support to all stakeholders and help our students develop their 21st century learning skills.

George and Evelyn Stein High School
Single Plan for Student Achievement (SPSA)
Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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*):

___ Title I (Compensatory Education) Advisory Committee _____
(signature)

___ English Learner Advisory Committee _____
(signature)

___ Special Education Advisory Committee _____
(signature)

___ Gifted and Talented Education Advisory Committee _____
(signature)

___ District/School Liaison Team (PI Schools) _____
(signature)

___ Departmental Advisory Committee (Secondary) _____
(signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: May 9, 2019

Attested:

Amy Thompson
Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

South/West Park Elementary **Single Plan for Student Achievement 2019/20**



School Vision

The mission of South/West Park School
is to educate, motivate and support all students
to be successful life-long learners and productive citizens.

Tracy Unified School District
CDS: 39-75499- 6042881
Principal: Ramona Soto

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

Contact Person: Ramona Soto
Position: Principal
Telephone Number: (209) 830-3335
E-mail Address: rasoto@tusd.net

The School Site Council approved this revision of the SPSA on: 5/9/19

The District Governing Board approved this revision of the SPSA on: enter date

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2015-16	2016-17	2018-19
Enrollment (#)	Oct CBEDS	833	833	892
AFDC/Free & Reduced (%)	Oct CBEDS	70%	66%	75%
English Learners R-30 (%)	Oct CBEDS	68%	70%	68%
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	17%	18%	17%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	7%	6%	
Students redesignated to FEP (#)	Oct CBEDS	18	28	
Ethnicity: White (%)	Oct CBEDS	7%	7%	7%
Hispanic (%)	Oct CBEDS	78%	77%	76%
African American (%)	Oct CBEDS	4%	4%	4%
Asian (%)	Oct CBEDS	9%	10%	11%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	39 full time positions (job share) 21 bilingual, 8 GATE and 7 conventional, 2 preschool teachers)	39 Full Time Positions (1 job share) 21 Bilingual 5 GATE 11 Conventional 2 Preschool Teachers	39 Full Time Positions 20 Bilingual 5 GATE 12 Conventional 2 Preschool Teachers (1 Job Share)
number and type of support certificated staff (including special education staff)	1 Project Assistant 1 Music Teacher (prep) 1 PE Teacher (prep)	1 Music Teacher (PREP) 1 PE Teacher 1 RSP Teacher 1 Speech Therapist 1 School Psychologist (2 days a week)	1 Music Teacher (PREP) 1 PE Teacher 1 RSP Teacher 1 Speech Therapist 1 Psychologist (2 days a week)
number of classified staff	36 Attendance Clerk-1 Secretaries-2 Clerk Typist-1 Preschool clerk-1 Library Tech-1 Projects clerk-1 Budget Clerk-1 Parent Liaison-1 Computer Tech-1 Paraprofessionals-12 Budget Clerk-1 Supervision-8 Custodians-6 (2 full day, 4-part time)	35 Secretary-1 Attendance-1 Clerk Typist-1 (3 hrs.) Preschool Clerk-1 Projects Clerk-1 Budget clerk-1 Parent Liaison-1 Librarian-1 Para-Educators-10 Supervision-10 Custodians-6 (1 full time and 5 part time)	32 1 Secretary 1 Attendance Clerk 1 clerk typist (3 hrs) 1 Preschool Clerk 1 Budget Clerk 1 Projects Clerk 1 Parent Liaison 1 Librarian 11 Para Educators 4 Custodians (3 Full time, 1 Part time) 9 Supervision
Number/percent of teachers with EL Certification	100% (39/39)	100% (39/39)	100% (40/40)

3. Changes in categorical programs or feeder programs (check one)

 X No significant changes

_____ Significant changes

4. Changes in District Core Programs (check one)

_____ No significant changes

 X Significant changes

At the K-5 level there are new ELA/ELD instructional materials, which have been implemented for one school year. The McGraw-Hill program “Wonders” (“Maravillas”) will be used in conjunction with updated ELA units of study (RCD).

5. Changes in Facilities (check one)

 X No significant changes

_____ Significant changes

B. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 32,528
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 34,560
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 145,093
Total amount of state funds allocated to this school	\$ 212,181

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas <div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> <div> <div>\$46,599</div> <div>\$ 60,750</div> </div> </div>	\$ 213,121
Total amount of federal categorical funds allocated to this school	\$ 213,121
Total amount of state and federal funds allocated to this school	\$ 213,121

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	31/35	3.52	4.23	3.48	3.97	3.52	3.91
ELD	31/35	2.87	3.29	2.81	3.15	2.90	3.32
Math	31/35	3.68	4.06	3.58	3.94	3.66	4.00
Science	31/35	2.65	3.26	2.29	3.14	2.72	3.41
History/SS	31/35	2.39	3.00	2.26	2.80	2.59	2.91

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	37%	25%	29%	-8	39%	32%	28%	-11
Grade 4	32%	36%	33%	+1	29%	32%	33%	+4
Grade 5	37%	34%	38%	+1	24%	28%	34%	+10

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	35%	32%	33%	-2%	30%	31%	31%	+1%
Asian	84%	86%	74%	-10%	79%	88%	70%	-9%
African American	26%	10%	27%	+1%	26%	15%	13%	-13%
Hispanic/Latino	21%	16%	20%	-1%	17%	14%	18%	+1%
White	86%	84%	76%	-10%	79%	79%	81%	+2%
EL	10%	7%	13%	+3%	10%	10%	12%	+2%
SES Disad	21%	17%	22%	+1%	15%	16%	20%	+5%
SpEd	12%	11%	12%	0%	19%	14%	9%	-10%

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained -0.6	Orange	-23.4	Maintained 2.6

Schoolwide	Yellow	Low -25.2	Increased +10	Orange	Low -43.2	Declined -7.9	Orange	-44	Maintained 0.9
Asian	Blue	Very high +69.6	Maintained +0.6	Blue	Very High +74.5	Increased +4.9	Green	+40.8	Declined -33.6
African American	N/A	Low -38.5	Increased +14.9	N/A	Very Low -75.7	Decl. Sig. -37.2	NA	-71.4	Increased +4.3
Hispanic Latino	Yellow	Low -68.9	Increased +9.8	Red	Very Low -81.2	Declined -12.3	Orange	-72.4	Increased +8.8
White	N/A	Very high +70	Incr. Sig. +22.9	N/A	Very high +71.6	Maintained +1.6	Green	+56.1	Declined -15.5
EL	Yellow	Low -63.2	Increased +13.1	Red	Very Low -74.8	Declined -11.6	Yellow	-69.6	Increased +5.3
SES Disad	Yellow	Low -67.3	Increased +9.2	Red	Very Low -77.3	Declined -10	Yellow	-69.5	Increased +7.8
SpEd	N/A	Very low -115.2	Declined -10.2	N/A	Very low -105.1	Increased +10.1	Red	-116.8	Declined -11.7

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
Schoolwide	Yellow	Low -42.4	Maintained +0.3	Orange	Low -44.4	Maintained -2	Orange	-45.5	Maintained -1.1
Asian	Green	Very high +59.5	Declined -5.5	Blue	Very high +74.2	Increased +14.7	Green	+28.1	Declined -46.1
African American	N/A	Low -55.3	Declined -9.2	N/A	Low -63	Declined -7.8	NA	-100.1	Declined -37.1
Hispanic Latino	Yellow	Low -72.6	Maintained +0.9	Orange	Low -81.4	Declined -8.9	Yellow	-68.8	Increased 12.6
White	N/A	Very high +58.4	Incr. Sig. +22.1	N/A	Very high +51.8	Declined -6.6	Green	+46.1	Declined -5.7
EL	Orange	Low -67.2	Declined -3.7	Orange	Low -72.9	Declined -5.7	Yellow	-67.4	Increased +5.5
SES Disad	Orange	Low -75.1	Declined -4.5	Orange	Low -77.4	Maintained -2.3	Yellow	-67.7	Increased +9.7
SpEd	N/A	Very low -104.1	Maintained +3.1	N/A	Very low -101.1	Increased +3	Red	-113.9	Declined -12.8

3. District Assessments:

- a. **Percent of students meeting standards on district language arts assessments and includes student achievement in primary language (with the number of student scores for the school in 2017-18)**

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	82%	78	35%

Gr. 1 – Phonemic Awareness		96%	88%	68	87%
Grade 1 Fluency (Rate)		68%	59%	53%	68%
Grade 2 Fluency (Rate)		71%	54%	64%	69%
Grade 3 Fluency (Rate)		66%	52%	63%	64%
Grade 4 Fluency (Rate)		62%	49%	37%	49%
Grade 5 Fluency (Rate)		62%	65%	54%	100%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2 (does not include bilingual)		64%	75%	71%
Grade 3		57%	49%	69%
Grade 4		53%	44%	76%
Grade 5		56%	82%	97%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	63%	68%
Grade 1 - Opinion		62%	60%	52%
Grade 2 - Opinion		67%	62%	83%
Grade 3 - Opinion		53%	49%	62%
Grade 4 - Opinion		49%	57%	86%
Grade 5 - Opinion		52%	74%	67%

b. Percent of students meeting standards on district mathematics assessments

(with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	78%	91%
Grade K – Solve Word Problems with Addit. and Subt.		81%	71%	80%
Grade K – Find Numbers that Make 10		76%	69%	86%
Grade 1 - Represent/Solve Addition Problems		71%	86%	76%
Grade 1 - Represent/Solve Subtraction Problems		60%	72%	81%
Grade 1 – Properties/Relationship of Addit. and Subt.		65%	85%	78%
Grade 2 – Solve Addition Problems with Unknowns		50%	45%	65%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	45%	53%
Grade 2 – Subtract within 1000		75%	30%	53%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	83%	77%
Grade 3 - Properties/Relationship of Mult. and Divis.		50%	48%	67%
Grade 3 - Solve Problems; Explain Patterns		44%	49%	NA
Grade 4 - Multi-Digit Multiplication – Place Value		45%	37%	60%
Grade 4 - Multi-Digit Division – Place Value		48%	49%	37%
Grade 4 - Compare decimals/fractions to hundredths		60%	58%	NA
Grade 5 - Write/Interpret Numerical Expressions		54%	66%	69%
Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	67%	NA
Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	52%	NA

Analysis of Data – Student Achievement –SBAC Results, District Assessments

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

SBAC:

In both the CAASPP and the State Academic Indicator, Math is slightly higher than ELA. Math had a gain

of one percent school wide and slight decline of two percent in Language Arts. When you look at each of our subgroups, you also see a slight increase in math than ELA, but nothing major with the exception of African American and Special Education that went down between 10 and 13 percent in math. All other subgroups were higher in math than ELA. We continue to see third grade being the one that has the most decline in math. The other two grades have gains, but third grade has a decline in both ELA and math. Third graders are the group that are testing for the first time and may still struggle with technology more than other grades. We have incorporated to use the tools that are being used in the computer during the school year to help students become more confident in using during testing. The rest of the grades have more practice and feeling more comfortable with the testing format. We are also using the student devices more frequently in order to give more access to students to technology and practicing the skills necessary to be successful with SBAC. We have also been implementing the RCD units for three solid school years and exposing the students to more rigorous content through the units and using our Rigor & Relevance rubrics to work on higher level questioning and authentic resources.

District Assessments:

Our district assessments show that Kinder is struggling with phonemic awareness. We adopted a new curriculum, changed the RCD units, which means it will take some time to begin to see the results. The phonemic awareness changed, which also shows in the results. The Reading Informational Text has improved, due to our focus on this text and integration of Science in the curriculum. Teachers are integrating across curriculum to embed informational text in all areas, especially science. In writing, Kinder and first grade were the only ones to decrease their scores, while the other grades increased. We believe that this may be due to the fact that Kinder tests for opinion earlier in the year, when the students are being introduced to academic language, phonemic awareness, and oral and written language. With the changes in curriculum and rigor and relevance we highly believe we will begin to see the positive results soon.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

We are in orange rating across all sub groups and school wide, with the exception of Students with disabilities. This is the group we will be focusing especially close in the next school year. We will be identifying these students very strategically to provide intervention and extra support throughout the school year and monitoring their results to see changes. We will be providing math parent workshops for families to review mathematical strategies so students get additional support at home and after school intervention groups for math to support their children at home with math. We will also be using the results to provide small group or open to one intervention. We will be hiring an additional paraprofessional to support students with small group intervention. We are considering our options to provide intervention by grade level, to maximize our staff efforts to support students. A celebration for our school is to see the increase in students being reclassified and their results, to help us identify students in need of additional intervention.

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

Mathematics is the area of our biggest need for our African American and special education subgroup. Although we maintain the rating of orange with most subgroups, our African American and Special Education groups are declining. Common Core brought many changes in the way math is being taught and learned. We see students and parents still struggling with the new math. It will take further training and practice with these new ways of doing math so teachers and students feel more confident and successful with their results. It will take a little longer to see positive results, but our teachers have been receiving on-going support with the new standards, new math adoption and practicing the strategies to teach the math standards. This school year we provided a few workshops for parents to support them with strategies to help their children at home. For next school year I have also arranged with our staff development department to provide more parent workshops to help with math strategies to help at home.

4. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	12%		92	13%		421	19%		113	23%	
Gr. 4	463	47%		82	60%		466	40%		99	43%	
Gr. 5	421	40%		87	52%		418	33%		77	38%	

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Intermediate Overall

District = 2,580

School = 365

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	18%	20%	36%	26%
School	Oral	14%	16%	30%	39%
School	Written	26%	26%	27%	20%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

Conv./Gate	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	2	100%	98	66%	3	67%
Grade 1	347	77%	24	88%	387	76%	16	44%
Grade 2	352	71%	19	84%	405	64%	17	41%
Grade 3	366	57%	18	78%	348	64%	16	56%
Grade 4	402	49%	21	48%	355	46%	27	26%
Grade 5	354	43%	11	27%	368	54%	19	47%
Bilingual	District		School		District		School	

	Fall 2017		Fall 2017		Fall 2018		Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	17	88%	98	66%	18	89%
Grade 1	347	77%	56	82%	387	76%	81	89%
Grade 2	352	71%	74	72%	405	64%	77	82%
Grade 3	366	57%	88	58%	348	64%	66	82%
Grade 4	402	49%	73	70%	355	46%	78	50%
Grade 5	354	43%	61	56%	368	54%	64	72%

Analysis of Data – English Learner Progress

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

When comparing the school years 2017-2018 and 2018 -2019 on Table A of English Learner Progress we noticed that the number of 4th graders that got identified as at risk was 60%. By the time those students had reached 5th grade that number dropped to 38%. We can continue this by continuing to provide intervention support for our English Learners. Students receive ELD by proficiency levels in our Bilingual classrooms and small groups in conventional classrooms. All teachers ensure EL's receive ELD and will be monitoring their progress closely for improvement. The percentage of our student's at each proficiency level is relatively the same as state levels.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

Research shows it takes 5-6 years for language proficiency and our school only goes up to 5th grade, so it can take a couple of more years for our students to be proficient. ELD is critical for our high EL population, so we will be focusing on high rigor questions which will help us in all areas, especially to expose our EL's to high level questions and be engaged in their learning. Our focus on Rigor & Relevance focusing on higher level questioning and authentic resources will help our focus. We are using different strategies to focus on the questions ensuring we are asking higher level questions during our ELD. Our results show our current 4th grade students to be the highest risk for being potential long term EL's. This will be a group we will need to monitor closely and study closely the ELD instruction taking place in the classrooms. Our Bilingual Program divides the students by proficiency level for ELD, so we will monitor closely this group, especially our Intermediate group that can be the group that stays there for a longer time, but can also be the group that can make the biggest gains. For 2017 we were in orange on the dashboard. There was no level listed for 2018. We are currently discussing the possibility of re-structuring our paraprofessional schedule and the structure of their support for ELD and ELA instruction to give intensive intervention for those students in need of smaller group intervention. We could also provide a parent ELD workshop to assist our parents in helping their students succeed in English language development. We also need to monitor our EL students more frequently so we can keep an accurate gauge on their levels.

B. Pupil Engagement and School Climate (State/Local Indicators)

- 1. Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent \geq 10% of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
TOTAL	10.3%	14.6%	9.9%	12.7%

2. Student Discipline

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	185		187		107	11%	-1.6%
In House			9		15	1.6	
Home			178		92	9.4	
Students suspended	89	11%	78	9.4%	58	6.1%	+59%
Expulsions	0		5		0		
Students expelled	1	.01%	5	.6%	0		

*# Number of incidents of suspension (# of individual students suspended during the year).
Some students were suspended more than one time during the year.*

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very high 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Yellow	9.9%	Maintained 0.3%
Schoolwide	Red	Very high 9.2%	Incr. Sig. +4.1%	Red	Very high 8.3%	Decl. Sig. -2.6%	Yellow	6.1%	Declined -2.2%
Asian	Yellow	Medium 3%	Maintained +0.2%	Green	Medium 1.4%	Decl. Sig. -4.7%	Red	6.3%	Increased +4.9%
African American	Red	Very high 20.4%	Incr. Sig. +7.1%	Yellow	Very high 22.7%	Decl. Sig. -9.7%	Red	25.6%	Increased +2.9%
Hispanic Latino	Red	Very high 9%	Incr. Sig. +4.3%	Yellow	Very high 8.5%	Decl. Sig. -1.8%	Yellow	5.3%	Declined -3.2%
White	Red	Very high 12%	Incr. Sig. +4.7%	Yellow	High 4.5%	Decl. Sig. -3.3%	Yellow	3.8%	Declined -0.7%
EL	Red	Very high 8.8%	Incr. Sig. +5.2%	Yellow	Very high 7.7%	Decl. Sig. -1.6%	Yellow	4.8%	Declined -2.9%
SES Disad	Red	Very high 9.5%	Incr. Sig. +3.5%	Yellow	Very high 9.2%	Decl. Sig. -2.7%	Yellow	6.4%	Declined -2.8%
SpEd	Red	Very high 22.9%	Incr. Sig. +11.9%	Red	Very high 17.9%	Increased +0.5%	Orange	14.5%	Declined -3.4%

c. Reduction in the number of referrals (Aeries)

	2016/17		2017/18		2018/19		Decrease or Increase in % of Students.	Target Met
	#	%	#	%	#	%		
Referrals	593		435		571		-5.3%	Y
Students Receiving Referrals	189	24%	156	18.7%	144	14.8%		

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	45	83%	68	89%	45	80%
Staff – Cert.	29	72%	44	86%	45	80%
Staff – Class.	7	75%				
Students	206	77%	NA	NA	166	77%
Total	287	77%	112	88%	256	79%
Met Goal (Y/N)		Y		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	45	86%	64	90%	43	86%
Staff – Cert.	29	95%	43	82%	45	80%
Staff – Class.	6	92%				
Students	205	86%	NA	NA	162	80%
Total	285	90%	107	86%	250	82%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

We saw a decrease in the percentage of satisfaction for all stake holders(Certificated, classified, parents and students) from previous year. Although we had a decrease in satisfaction, we are still above 77%, which is higher than the district's goal. We continue to work with our common expectations (Be Respectful, Be Responsible, and Be safe) which were developed last year by SWP staff. We focused on the concept of "bucket filler". Teacher continue to implement the Second Step lessons in the classroom. This

school year SWP implemented Responsibility Centered-Discipline. We had two full day of training for our staff, including one full day before the start of the school year. For next year, we will continue implementation of RCDiscipline centered on restorative practice. This will include workshops for teachers, as well as workshops for parents.

Greatest Need: List any red, orange or not met areas and explain what steps you plan to take that will address these areas:

In the area of suspensions we saw an overall decrease of students being suspended, as well as in the total number of suspensions for the school year. The Dashboard shows us in the Yellow for the school as a whole. We saw a decrease of students suspended in five of the subgroups. We saw an increase in suspension rate for our African American students with a 2.9% increase and our Asian students with a 4.9% increase. After reviewing the reasons for the suspensions, we noticed that a high percentage of them were due to hands-on. We partner with Valley Community counseling to help students learn on how to manage their emotions. They are given specific strategies to de-escalate and self-reflect and change behavior. Our teachers teach the Second Steps curriculum to support and teacher students on how to communicate and solve conflict. This year we incorporated Responsibility Centered-Discipline and will continue next school year. We are focusing on students taking responsibility for their actions and finding a better way to respond to situations.

Performance Gaps: Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups

Only two of our subgroups had an increase in suspension rate. Our African American Students and our Asian students. With the greatest increase accruing in our Asian students population with a 4.9% increase. The data indicates that a high percentage of the suspensions were due to students hitting or fighting with each other. We will continue to work with Valley Community counseling to provide one-on-one or small group counseling to help students learn how to self-regulate emotions. Our teachers will continue to teach the Second Steps curriculum to support and teacher students on how to communicate and solve conflict. Next school year will continue to provide staff development on RCDiscipline for Staff and Parents. The whole staff will continue to implement the “Give’em five” strategies to support students with their behavior. Helping students take responsibility for their actions and finding better ways to respond to situations, thus reducing the amount of suspensions.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting District goals

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. An increase of 5% or higher in meeting standards on district ELA Assessments	Unit assessments in EADMS	Review each trimester
2. An increase of 5% or higher in meeting standards on district Math Assessments	Unit assessments in EADMS	Review each trimester
3. Implement iREAD! in K-2 nd in all classrooms a minimum of 3 days a week	Reports on usage of program and progress	Review each month
4. K-2 nd grade teachers use the Groupinator to group students for additional support (small group instruction) based on the areas/concepts they are struggling in iRead!	Reports of Groupinator usage	Review each month
5. All teachers will implement high level questioning as measured by instructional rounds using the professional Learning Portal available through the International Center of Leadership Education	Reports with the Evidence of Rigor Reports on High Level Questioning	One per trimester
6. Implement Estrellitas for Tier II intervention so that all students in K-1 bilingual classrooms meet expectations for phonemic awareness	Pre and post assessments for phonemic awareness in Spanish for K/1 students	Last two trimesters of school

Significant Accomplishments

- Implementation of Estrellitas in K/1 Bilingual classes
- All certificated staff exposed to Rigor & Relevance rubric
- All K-2nd grade classes implemented iREAD! at least three times a week.

Evidence of Impact (outcomes achieved or not)

Estrellitas was implemented in our kindergarten classroom and first grade classes as an intervention. First grade provided after school intervention using the Estrellitas materials as their curriculum. We began to use the Rigor & Relevance rubric to do instructional tours. There was formally one conducted for the school year, using the rubric. It will be used during the next school year for at least one per trimester and it will also be put into the computer system.

- Gains in iREAD! implementation and progress
- Gains in students' progress in phonemic awareness for intervention groups

Implications for 2019-2020 Plan

- Use Rigor & Relevance rubric for instructional rounds to continue focusing on higher level questions, authentic resources and put into the computer system as tours are conducted.

Goal #2 - Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Suspension will decrease by 5%	Suspension rate calculated from Aeries	Review Monthly
2. School Safety and School climate increase 5% of parents, staff, and students responding positively to the survey conducted	Survey results	Fall of 2018
3. Two Administrators (principal and Assistant Principal) and three staff (two teachers and one supervision staff) pilot the Restorative Practices during the third trimester of the 2017/2018 school year	Suspension rate calculated from Aeries	Review Monthly
4. Provide incentive for all students that meet the 98% attendance goal for each month	Aeries reports	Monthly

Significant Accomplishments

- Meeting the 75% goal.
- Begin to implement Responsibility-Centered Discipline.

Evidence of Impact (outcomes achieved or not)

- Suspension rates decreased

Implications for 2019-2020 Plan

- Work with different groups to discuss ideas to better serve our school and increase or rate of satisfaction even more than previous year.
- All staff continue to receive additional support/training to implement Responsibility Centered-Discipline

Goal #3 – Parent Involvement & EducationEvaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Provide at minimum two parent literacy and math nights for both primary and upper grade parents	Sign-ins from literacy/math nights and slide presentations or agenda with strategies	Trimester

	presented	
2. Provide a minimum of two parent workshops to support with social and emotional strategies for families to implement with their children	Sign-ins from workshops and slide presentations	Trimester

Significant Accomplishments

- The amount of parent workshops provided for parents.
- A group of parents presented the ideas they learned from CAFE to other parents.

Evidence of Impact (outcomes achieved or not)

- Parent satisfaction and feedback from workshops provided.

Implications for 2019-2020 Plan

- Continue to provide parent workshops and have parents present for other parents. This school year, two parents presented CAFE learnings to a group of 50 parents. They shared the strategies learned from the conference and provided the resources to implement at home with their children.
- Work closely with parent groups to work on getting them involved and providing constant feedback on satisfaction of school support and resources provided

Goal #4 - Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

2018-19 Identified Outcomes	Metric	Timeline
1. Purchase minimum of 10 new desktops to place in classrooms to continue replacing outdated ones	PO order form and updated list of computer list in the classrooms	By end of 2 nd trimester (2/19)

Significant Accomplishments

- The amount of student devices (C.O.W.S.) purchased for classrooms.
- All classrooms using student devices
- Students are more comfortable with technology and skills to use in their classrooms

Evidence of Impact (outcomes achieved or not)

- More student access to technology. Using it as a resource to get access to curriculum and intervention.

Implications for 2019-2020 Plan

- Will give more access to students for Iread! and other on-line programs. Continue to purchase additional computers as funds are available.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the 5/9/19 meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Ramona Soto-Barajas	X				
Sandra Perez		X			
Maria Ayon		X			
Blanca Cortez		X			
*Victoria Serrano (Conventional Parent)			X		
Luz Vazquez (Bilingual Parent)				X	
*Victoria Mendoza (Bilingual Parent)				X	
Baljit Kalathil (GATE Parent)				X	
*Silvia Cardona (Bilingual Parent)				X	
*Ana Laura Ceja (Bilingual Parent)				X	
Numbers of members of each category	1	3	1	5	0
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: Victoria Serrano

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (____ %EL = ____ EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- c. All Students
- d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
1. An increase of 5% or higher in meeting standards on district ELA and Math Assessments	Unit assessments in EADMS	Review each trimester
2. Implement iREAD! in K-2 nd in all classrooms a minimum of 3 days a week	Reports on usage of program and progress	Review each month
3. K-2 nd grade teachers use the Groupinator to group students for additional support (small group instruction) based on the areas/concepts they are struggling in iRead!	Reports of Groupinator usage	Review each month
4. All teachers will implement high level questioning as measured by instructional rounds using the professional Learning Portal available through the International Center of Leadership Education	Reports with the Evidence of Rigor Reports on High Level Questioning	One per trimester
5. Implement Estrellitas for Tier II intervention so that all students in K-1 bilingual classrooms meet expectations for phonemic awareness and Escalera for 3 rd -5 th grade students.	Pre and post assessment for students in these intervention groups	Last two trimesters of school
6. Teachers will participate in site based PD focused on STEM strategies, including sense-making notebooks, 5E lesson design/phenomena focused inquiry and oral language/science talks, to support classroom implementation of the STEM units.	Sign-in sheets	8/19-2/20

Rationale for identified outcomes (site): Even though some grades show improvement in ELA or Math, most are still far below 80% passing. From 2018/2019 iREAD! reports, SWP had the lowest usage reported of using the program and few teachers used the groupinator to provide targeted support.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
1. Suspension will decrease by 5%	Suspension rate calculated from Aeries	Review Monthly
2. School Safety and School climate increase 5% of	Survey results	Fall of 2018

parents, staff, and students responding positively to the survey conducted		
3. All staff implement the Responsibility Centered Discipline “Give’emFive”	Suspension rate calculated from Aeries	Review Monthly
4. Provide incentive for all students that meet the 98% attendance goal for each month	Aeries reports	Monthly

Rationale for identified outcomes (site): South/West Park is in Orange for suspension rate under the California Dashboard-State indicator. Our suspensions are still high compared to other schools.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
1. Provide at minimum two parent literacy, math and STEM nights for both primary and upper grade parents	Sign-ins from literacy/math/Science nights and slide presentations or agenda with strategies presented	Trimester
2. Provide a minimum of two parent workshops to support with social and emotional strategies for families to implement with their children	Sign-ins from workshops and slide presentations	Trimester

Rationale for identified outcomes (site): By providing parent education on how to help their children academically and support their social and emotional development, students will be more prepared to learn.

South/West Park Elementary School
Single Plan for Student Achievement (SPSA)
Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 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***):

___ Title I (Compensatory Education) Advisory Committee _____
(Signature)

X English Learner Advisory Committee _____
(Signature)

___ Special Education Advisory Committee _____
(Signature)

___ Gifted and Talented Education Advisory Committee _____
(Signature)

___ District/School Liaison Team (PI Schools) _____
(Signature)

___ Departmental Advisory Committee (Secondary) _____
(Signature)

___ Other (list) _____

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: 5/9/19

Attested:

Ramona Soto-Barajas
Typed name of School Principal

Signature of School Principal

Date

Victoria Serrano
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

South/West Park Elementary School Single Plan for Student Achievement (SPSA) Recommendations and Assurances

A scanned copy of this page with signatures is to be uploaded to school plan portal.

The school site council (SSC) recommends this 2019/20 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is currently 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*):

☐ Title I (Compensatory Education) Advisory Committee _____ (Signature) _____

☒ English Learner Advisory Committee _____ (Signature) _____

☐ Special Education Advisory Committee _____ (Signature) _____

☐ Gifted and Talented Education Advisory Committee _____ (Signature) _____

☐ District/School Liaison Team (PI Schools) _____ (Signature) _____

☐ Departmental Advisory Committee (Secretary) _____ (Signature) _____

☐ Other (if any) _____ (Signature) _____

4. The SSC reviewed the annual 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 LJA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: 5/29/19

Attested:

Ramona Soto-Tamayas
Typed name of School Principal

[Signature]
Signature of School Principal

Date

Victoria Soriano
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

Date

Louis J. Villalovoz Elementary

Single Plan for Student Achievement 2019/20



School Vision

The mission of Louis J. Villalovoz Elementary School is to instill within our students the desire to become productive model citizens by promoting lifelong learning and encouraging academic achievement, self-motivation, moral character and social development.

Tracy Unified School District
CDS: 39-75499-6106488
Principal: Erin Quintana

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

Contact Person: Erin Quintana
Position: Principal
Telephone Number: (209) 830-3331
E-mail Address: equintana@tusd.net

The School Site Council approved this revision of the SPSA on: May 1, 2019

The District Governing Board approved this revision of the SPSA on: June 11, 2019

Pursuant to California *Education Code (EC)* Section 64001 and the federal Elementary and Secondary Education Act (ESEA) schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the Single Plan for Student Achievement (SPSA).

SECTION I: SCHOOL PROFILE

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

	Source	2016-17	2017-18	2018-19
Enrollment (#)	Oct CBEDS	546	503	507
AFDC/Free & Reduced (%)	Oct CBEDS	56%	67%	67%
English Learners R-30 (%)	Oct CBEDS	40%	37%	68%
At Risk for Becoming LTEL** (% of EL for 4 to 5 years)	CDE DataQuest	20.5%		25%
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	3%	2%	
Students redesignated to FEP (#)	Oct CBEDS			
Ethnicity: White (%)	Oct CBEDS	17%	16%	16%
Hispanic (%)	Oct CBEDS	66%	67%	65%
African American (%)	Oct CBEDS	2%	2%	4%
Asian (%)	Oct CBEDS	10%	9%	10%

**see appendix for definitions

2. Description of Staff Characteristics/Changes in Staffing

	2016-17	2017-18	2018-19
number of classroom teachers	20 Regular Ed 3 SDC	20 Regular Ed 3 SDC	20 Regular Ed 3 SDC
number and type of support certificated staff (including special education staff)	1 LSH 1 RSP Psych 60% PE 33% Music 33% APE 5 %	1 position LSH (2 people) Part- time: 1 RSP 1 Psych, 1 PE, 1 Music, 1 APE	LSH (Presence Learning) 1 RSP 1 Psych Part- time: 1 PE 1 Music 1 APE 1 Counselor
number of classified staff	27	27	27
Number/percent of teachers with EL Certification	100%	100%	100%

3. Changes in categorical programs or feeder programs (check one)

☒ No significant changes
☐ Significant changes

4. Changes in District Core Programs (check one)

☒ No significant changes
☐ Significant changes

5. Changes in Facilities (check one)

☒ No significant changes
☐ Significant changes

6. Other Significant Changes

B. 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 school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Site Allocation <u>Purpose:</u> services for all students	\$ 18,886
<input checked="" type="checkbox"/> LCFF Targeted Assistance for At-Risk Students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$ 17,730
<input checked="" type="checkbox"/> LCFF Targeted Assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$ 51,946
Total amount of state funds allocated to this school	\$ 88,562

Federal Programs under Every Student Succeeds Act (ESSA)	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas <div> <div>Total Allocation</div> <div> <div>Parental Involvement</div> <div>Professional Development</div> </div> <div> <div>\$ 2,000</div> <div>\$ 14,700</div> </div> </div>	\$ 111,363
Total amount of federal categorical funds allocated to this school	\$ 111,363
Total amount of state and federal funds allocated to this school	\$ 199,925

SECTION II: Presentation and Analysis of Data

A. Student Achievement

1. Implementation of State Standards (CA Dashboard Local Indicator for the district)

Each area is rated based on the stage of implementation using a self-reflection tool provided by CDE:

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;

4 – Full Implementation; 5 – Full Implementation and Sustainability

	# responses	Professional Learning on standards/ frameworks		Instructional Materials aligned to standards		Programs to Support Staff Improvement	
	2018/19	2018	2019	2018	2019	2018	2019
ELA	23/21	3.78	3.90	3.57	3.90	3.32	3.68
ELD	23/21	3.13	3.29	3.00	3.25	3.00	3.16
Math	23/21	4.04	4.05	3.48	3.62	3.45	3.79
Science	23/21	2.70	2.67	2.26	2.38	2.36	2.89
History/SS	23/21	2.73	2.50	2.55	2.40	2.52	2.61

2. Academics: CAASPP – ELA and Math Summative Assessment Results:

a. Percent of students meeting or exceeding standards on SBAC – by grade

	Language Arts				Mathematics			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Grade 3	25%	21%	47%	+22%	25%	21%	55%	+30%
Grade 4	38%	37%	40%	+2%	38%	41%	40%	+2%
Grade 5	29%	41%	41%	+12%	21%	32%	28%	+7%

b. Percent of students meeting or exceeding proficient standards on SBAC – by subgroup

	Language Arts				Math			
	2016	2017	2018	Change 2016-2018	2016	2017	2018	Change 2016-2018
Schoolwide	31%	34%	42%	+11%	29%	31%	40%	+11%
Asian	50%	58%	57%	+7%	35%	58%	71%	+36%
Hispanic/Latino	30%	26%	41%	+11%	26%	25%	35%	+9%
White	29%	44%	50%	+21%	38%	44%	56%	+18%
EL	17%	21%	19%	+2%	13%	17%	19%	+6%
SES Disad	30%	26%	35%	+5%	25%	26%	36%	+11%
SpEd	7%	10%	8%	+1%	11%	8%	10%	+1%

3. State Academic Indicator for K-8 (California Dashboard - State Indicator)

(DF3 = Distance from Level 3)

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
English Lang.Arts	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -32.4	Maintained +5.9	Orange	Low -33.1	Maintained -0.6	Orange	-23.4	Maintained 2.6
Schoolwide	Yellow	Low	Incr. Sig.	Orange	Low	Maintained	Yellow	-22.3	Increased

		-45.4	+24.2		-43.6	+1.7			+21.3
Asian	N/A	Low -5.2	N/A	N/A	Low -7.9	Maintained -2.7	NA	+2.8	Increased +10.6
Hispanic Latino	Yellow	Low -50.1	Incr. Sig. +26	Orange	Low -57.1	Declined -7	Yellow	-30.7	Increased +26.5
White	Yellow	Low -46.4	Increased +18.1	Yellow	Low -21.9	Incr. Sig. +24.5	Green	+5	Increased +26.8
EL	Yellow	Low -58.8	Incr. Sig. +24	Orange	Lw -61	Maintained -2.2	Yellow	-43.2	Increased +17.7
SES Disad	Yellow	Low -53.5	Incr. Sig. +26.8	Orange	Low -56.3	Maintained -2.8	Yellow	-36.8	Increased +19.5
SpEd	Orange	Very low -122.8	Increased +16.9	Red	Very low -126.2	Declined -3.4	Orange	-104.7	Increased +21.5

	Spring 2017 (Scores from Spring 2016)			Fall 2017 (Scores from Spring 2017)			Fall 2018 (Scores from Fall 2018)		
Mathematics	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change	Rating	Status (DF3)	Change
DISTRICT	Yellow	Low -55.7	Maintained +0.3	Orange	Low -61.1	Declined -5.4	Yellow	-56.7	Increased +6
Schoolwide	Yellow	Low -48.5	Incr. Sig. +16.2	Orange	Low -49.7	Maintained -1.2	Green	-24.8	Increased +24.9
Asian	N/A	Medium -9.8	N/A	N/A	Medium -1.6	Increased +8.2	NA	+17.5	Increased +19.1
Hispanic Latino	Yellow	Low -55.2	Incr. Sig. +20.4	Orange	Low -60.3	Declined -5.1	Yellow	-36.1	Increased +24.3
White	Yellow	Low -33.7	Incr. Sig. +23.6	Yellow	Low -29.9	Increased +3.8	Blue	+9.9	Increased +39.8
EL	Yellow	Low -61.6	Incr. Sig. +16.2	Orange	Low -68.7	Declined -7.2	Yellow	-47	Increased +21.7
SES Disad	Yellow	Low -53.3	Incr. Sig. +23.4	Orange	Low -60.5	Declined -7.3	Yellow	-36.8	Increased +23.7
SpEd	Orange	Very low -106.7	Increased +14.5	Red	Very low -135.2	Decl. Sig. -28.5	Orange	-96.1	Increased +39.1

3. District Assessments:

a. Percent of students meeting standards on district language arts assessments (with the number of student scores for the school in 2017-18)

Language Arts Foundational Skills		District 2016-17	School 2015-16	School 2016-17	School 2017-18
Kinder – Phonemic Awareness		91%	97%	87%	82%
Gr. 1 – Phonemic Awareness		96%	93%	87%	93%
Grade 1 Fluency (Rate)		68%	78%	76%	77%
Grade 2 Fluency (Rate)		71%	75%	60%	64%
Grade 3 Fluency (Rate)		66%	63%	60%	77%
Grade 4 Fluency (Rate)		62%	63%	66%	51%
Grade 5 Fluency (Rate)		62%	52%	62%	49%

Language Arts Reading Informational Text		District 2016-17	School 2016-17	School 2017-18
Grade 2		64%	57%	77%
Grade 3		57%	49%	81%

Grade 4		53%	46%	62%
Grade 5		56%	57%	55%

Language Arts Writing		District 2016-17	School 2016-17	School 2017-18
Kinder – Opinion		73%	88%	84%
Grade 1 - Opinion		62%	71%	72%
Grade 2 - Opinion		67%	57%	67%
Grade 3 - Opinion		53%	53%	77%
Grade 4 - Opinion		49%	50%	33%
Grade 5 - Opinion		52%	38%	43%

b. Percent of students meeting standards on district mathematics assessments

(with the number of student scores for the school in 2017-18)

Mathematics (selected assessments that contribute to algebraic thinking)		District 2016-17	School 2016-17	School 2017-18
Grade K – Decompose Numbers to 10		82%	91%	97%
Grade K – Solve Word Problems with Addit. and Subt.		81%	91%	93%
Grade K – Find Numbers that Make 10		76%	88%	96%
Grade 1 - Represent/Solve Addition Problems		71%	75%	81%
Grade 1 - Represent/Solve Subtraction Problems		60%	68%	88%
Grade 1 – Properties/Relationship of Addit. and Subt.		65%	73%	74%
Grade 2 – Solve Addition Problems with Unknowns		50%	77%	78%
Grade 2 – Solve Subtraction Problems with Unknowns		58%	79%	71%
Grade 2 – Subtract within 1000		75%	70%	46%
Grade 3 - Use Mult. and Div. to Solve Word Problems		69%	63%	89%
Grade 3 - Properties/Relationship of Mult. and Divis.		50%	44%	76%
Grade 3 - Solve Problems; Explain Patterns		44%	38%	NA
Grade 4 - Multi-Digit Multiplication – Place Value		45%	52%	53%
Grade 4 - Multi-Digit Division – Place Value		48%	55%	34%
Grade 4 - Compare decimals/fractions to hundredths		60%	50%	NA
Grade 5 - Write/Interpret Numerical Expressions		54%	82%	40%
Grade 5 - Solve problems - Mult. of Fractions/Mixed #		59%	60%	NA
Grade 5 - Solve problems - Div. of Fractions/Mixed #		34%	31%	NA

Analysis of Data – Student Achievement – SBAC Results, District Assessments

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

There was a slight improvement from the 2018-2019 in the Implementation of State Standards from the CA Dashboard local indicator. In the area of professional learning there was an increase in ELA, ELD, and Math. There was a slight decrease in Science and Social Studies. For instructional material there was an increase in ELA, ELD, Math, and Science. For instructional material there was a slight decrease in SS. In the area of programs to support staff improvement there was an increase in all areas; ELA, ELD, Math, Science, and Social Studies. The majority of the 2019 scores fell in the initial implementation phase. Teachers felt math was an area of strength and was rated the highest in professional learning on standards and frameworks.

The data from 2016-2018 shows that students in grades 3rd- 5th on SBAC made an overall growth in both Language Arts and Mathematics. There was an overall average growth of 12% in Language Arts for grades 3rd -5th over a two year period. From 2016-2018 the growth in Language Arts was; 3rd grade 22%, 4th grade 2%, and 5th grade 12%. There was an overall average growth of 13% in Mathematics from grades 3rd- 5th

over a two-year period. From 2016-2018 the growth in Mathematics was: 3rd grade 30%, 4th grade 2%, and 5th grade 7%. 3rd grade made the most significant growth with 22% in Language Arts and 30% in Mathematics over the two year period from 2016-2018.

In Language Arts and Mathematics all of the subgroups showed growth over the two year period from 2016-2018. For students meeting or exceeding standards on the SBAC by subgroup, white made the most growth in Language Arts with a growth of 21% over the two year period. Asian made the most growth in Mathematics with a growth of 36% over the two year period.

For the Fall of 2018 on the State Academic Indicator, our overall rating for ELA is in the yellow as compared to the district orange. For Mathematics, our overall rating is in the green as compared to the district yellow. On the State Academic Indicator from the Dashboard in Language Arts all subgroups increased with an average of 21.3%. White and Hispanic/ Latino had the highest increase of 26.8 and 26.5 while Asian had the lowest increase but still an increase of 10.6. As a school we are still -22.3 from distance from level 3 (DF3). On the State Academic Indicator from the Dashboard in Mathematics all subgroups increased with an average of 24.9%. White and SpEd had the highest increase of 39.8 and 39.1. As a school we are still -24.8 from DF3.

On the district assessments 1st, 2nd, and 3rd grade showed growth on the Language Arts foundational skills. 3rd grade showed the highest growth in fluency with an increase of 17%. On Language Arts reading informational text 2nd, 3rd, and 4th grade showed growth. 3rd grade showed the highest growth with an increase of 32%. For Language Arts writing 1st, 2nd, 3rd, and 5th grade showed growth. 3rd grade showed the largest growth of 24%. On the district assessments for Mathematics kindergarten and 1st grade showed a growth in all three categories.

We attribute our growth to:

- Number Talks
 - Implemented daily for 15 minutes in all classes
 - Administration walk throughs weekly
- Professional Development
- One day of training/ planning sessions for all teachers with SJCOE mathematics consultant
- Designated PLC time
 - Grade level teams met two times monthly
- Common PLC structure
 - Grade level teams were released for two half days to analyze student data

Plan:

- Continue to sustain Number Talks
- Continue to implement PLC time
 - Teachers have attended PLC/RTI conferences: October 2017, December 2018, May 2019. Continue to plan PD for staff.
 - PD on site through PLC consultants
- The team will refine the PLC structure to continue to improve student learning through use of data
- Work with HMH consultant to support building a RTI process to improve student learning in language arts and mathematics as well as supporting social and emotional needs.

Greatest Need: List any red, orange or not met areas and explain what steps you plan to take that will address these areas:

The Implementation of State Standards from the CA Dashboard Local Indicator show that Science and History/SS were the two lowest scoring subjects. Both scoring beginning development in professional learning on standards/ framework, instructional material aligned to standards, and programs to support staff improvement.

For the State Academic Indicator for English Language Arts and Mathematics reflect SpEd has a rating of orange. For English Language Arts for SpEd there was an increase of 21.5% but the DF3 is -104.7. For Mathematics for SpEd there was an increase of 39.1 but the DF3 is -96.1.

Kindergarten and 1st grade scored below the district average in phonemic awareness. Grades 2nd, 4th, and 5th scored below the district average for fluency. 5th grade scored below the district average on reading informational text. In the area of writing 4th and 5th grade scored below the district average. In the area of Mathematics that contribute to algebraic thinking performance by grade is: kindergarten 95%, 1st grade 81%, 2nd grade 65%, 3rd grade 83%, 4th grade 44%, and 5th grade 40%. 2nd, 4th, and 5th grade demonstrate the greatest need for improvement.

- Continue Number Talks daily for 15 minutes school wide
- One SpEd teacher is on the school leadership team to support us in focusing on outcomes to support special education students
- Data release, PLC time for teachers during the school day
- RTI block- twice a week for 30 minutes
- PLC at least twice monthly during ERM

Performance Gaps: *Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups*

- On the SBAC, SpEd, EL, and SES Disad it showed growth. EL had a growth of 2%, SES Disad 5%, and SpEd 1% from 2016-2018 but are still the lowest subgroups for Language Arts. SpEd and EL also showed some growth for Mathematics. SpEd had 1% growth and EL 6% growth but both subgroups are the lowest.
- For the Fall of 2018, our overall rating for ELA is in the yellow as compared to the district orange. SpEd, SES Disad, and EL are in the yellow and orange but are still the lowest three on the DF3.
- For Mathematics, our overall rating is in the green as compared to the district yellow. SpEd, SES Disad, EL, and Hispanic/Latino are in the yellow and orange but are still the lowest four on the DF3.

4. English Learner Progress

a. Long Term EL & At-Risk of Becoming Long Term EL by Grade

(data calculated from CDE – DataQuest; definitions in appendix)

	District 2016-17			School 2016-17			District 2017-18			School 2017-18		
	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)	Total EL	% of EL At-Risk (4-5 yrs)	% of EL that are LTEL (6+ yrs)
Gr. 3	450	12%		43	12%		421	19%		32	15%	
Gr. 4	463	47%		40	65%		466	40%		45	59%	
Gr. 5	421	40%		43	42%		418	33%		42	41%	

b. ELPAC – Subtest Performance for EL Students at ELPAC Moderately or Well Developed Overall

(data from 2017-18 school year)

Number of EL Students at ELPAC Moderately or Well Developed Overall

District = 2,580

School = 126

Percent of Intermediate Students scoring at each Proficiency Level by ELPAC Domain

Subtest		Subtest Performance			
		1	2	3	4
DISTRICT	Overall	12%	19%	37%	32%
DISTRICT	Oral	9%	12%	32%	46%
DISTRICT	Written	22%	29%	28%	21%
School	Overall	12%	21%	41%	26%
School	Oral	13%	14%	42%	32%
School	Written	19%	29%	31%	21%

c. EL Monitoring

Percent meeting achievement expectations based on District monitoring criteria

(EL Students are monitored in the fall. Only students enrolled as of January of that year are included in the monitoring process.)

	District Fall 2017		School Fall 2017		District Fall 2018		School Fall 2018	
	# stu	% meeting	# stu	% meeting	# stu	% meeting	# stu	% meeting
Kindergarten	58	95%	1	100%	98	66%	11	9%
Grade 1	347	77%	37	73%	387	76%	28	75%
Grade 2	352	71%	28	43%	405	64%	44	68%
Grade 3	366	57%	28	36%	348	64%	26	58%
Grade 4	402	49%	44	18%	355	46%	25	60%
Grade 5	354	43%	36	39%	368	54%	41	51%

Analysis of Data – English Learner Progress

Greatest Progress: List any improvements made in this data and explain how to maintain or build upon the success.

54 students were RFEP this year.

In grades 4th and 5th the percentage of EL that are LTEL decreased at Villalovoz from 2017-2018.

The level of intermediate students scoring proficient by ELPAC Domain increased in subtest one for oral, subtest two for overall and oral, and for subtest 3 for overall, oral, and written.

The percentage of EL students meeting achievement expectations based on the district monitoring criteria showed an increase for grades 1st-5th.

- EL students have 30 minutes of designated ELD daily.
- Over the last two years we shifted our language acquisition support from a pull-out model to a push in. This year we will continue this intervention support with the push-in model with para-professionals supporting the ELD Wonders small group centers.
- Our goal is to build upon the results by ensuring that English Learners have the access to standards based core instruction and that they have Tier 1 and Tier 2 interventions.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

On the EL Progress California Dashboard State Indicator, in 3rd grade 15% of EL students are at risk, in 4th grade 59%, and in 5th grade 41%.

The percent of EL students meeting achievement expectations based on district monitoring criteria is below the district average in grades; kinder, 1st, 3rd, and 5th.

- Teachers will continue to use the ELD curriculum and focus on instructional strategies
- We will continue language acquisition intervention during the school day
- We will continue to focus on Rigor/ Relevance quadrant D lessons
- Students will continue to receive 30 minutes of EL instruction daily and integrated EL instruction throughout the day
- We will continue to focus on at-risk students becoming long term English Learners
- We will continue to use GLAD strategies and standards based instruction
- RTI 30 minutes twice a week

B. Pupil Engagement and School Climate (State/Local Indicators)

1. **Chronic Absenteeism** (scheduled to be released March 2018 – California Dashboard)
(Percent of students absent $\geq 10\%$ of enrolled days as calculated through Aeries)

	District 2016-17 (K-8)	School 2016-17	District 2017-18	School 2017-18
TOTAL	10.3%	5.2%	9.9%	5.6%

2. **Student Discipline**

a. Number and Percent of suspensions or expulsions (Aeries)

	2015/16		2016/17		2017/18		Decrease or Increase in % of Students.
	#	%	#	%	#	%	
Suspensions	25		107		15		- 3.3
In House			0		0		
Home			107		15		
Students suspended	15	3%	30	5.5%	10	1.8%	
Expulsions	0		0		0	0	
Students expelled	0	0%	0	0%	0	0%	

b. Suspension Rate (California Dashboard - State Indicator)

	Spring 2017 Dashboard (data from 2014-15 school yr)			Fall 2017 Dashboard* (data from 2016-17 school yr)			2018		
	Rating	Status	Change	Rating	Status	Change	Rating	Status	Change
DISTRICT	Orange	Very high 9.2%	Declined -0.3%	Orange	Very high 9.4%	Declined -0.8%	Orange	8.6%	Declined -0.8%
Schoolwide	Orange	Medium 1.4%	Increased +0.8%	Red	High 5.2%	Incr. Sig. +2.9%	Green	1.8%	Decline -3.3%

Asian	N/A	Very low 0%	Maintained 0%	N/A	Very low 0%	Maintained 0%	Blue	0%	Maintained 0%
African American	N/A	Very low 0%	Decl. Sig. -8.7%	N/A	High 5.3%	Incr. Sig. +5.3	NA	0%	Declined -5.3%
Hispanic Latino	Yellow	Low 0.8%	Increased +0.3%	Red	High 4.4%	Incr. Sig. +2.6%	Green	1.6%	Declined -2.8%
White	Red	High 4.4%	Incr. Sig. +4.4%	Red	Very high 11.8%	Incr. Sig. +6.2%	Green	2.3%	Declined -9.4%
EL	Orange	Medium 1.3%	Increased +1.3%	Yellow	Medium 2.5%	Maintained +0.1%	Blue	0.4%	Declined -2.1%
SES Disad	Orange	Medium 1.2%	Increased +1%	Red	High 5.3%	Incr. Sig. +2.5%	Green	1.5%	Declined -3.8%
SpEd	Orange	High 3.3%	Maintained +0.1%	Red	Very high 8%	Incr. Sig. +2.7%	Green	2.2%	Declined -5.8%

3. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	17	75%	27	83%	14	90%
Staff – Cert.	20	67%	35	89%	36	92%
Staff – Class.	11	79%				
Students	176	76%	NA	NA	86	72%
Total	224	74%	62	86%	136	85%
Met Goal (Y/N)		N		Y		Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group	Number of Responses	% Agree 2017	Number of Responses	% Agree 2018	Number of Responses	% Agree 2019
Parents	17	84%	27	85%	13	95%
Staff – Cert.	20	98%	34	79%	36	86%
Staff – Class.	11	82%				

Students	175	75%	NA	NA	84	71%
Total	223	85%	61	82%	133	84%
Met Goal (Y/N)		Y		Y		Y

Analysis of Data – School Climate and Safety

Greatest Progress: *List any improvements made in this data and explain how to maintain or build upon the success.*

Villalovoz received 85% on the school climate survey which exceeded the 75% goal. Parents had a 7% growth, going from 83% to 90%. Classified and certificated staff had a 3% growth, going from 89% to 92%.

Villalovoz received 84% on the school safety survey which exceeded the 75% goal. Parents increased by 10%, going from 85% to 95%. Classified and certificated staff had a 7% growth, going from 79% to 86%.

Our data on the Dashboard for suspensions for the 2017/2018 school year decreased 3.3% compared to the prior year. African American decreased 5.3%, Hispanic Latino decreased 2.8%, White decreased 9.4%, EL decreased 2.1%, SES Disad decreased 3.8%, and SpEd decreased 5.8%. Villalovoz had an overall rating of green. Asian and EL had a rating of blue. Hispanic/ Latino, white, SES Disad, and SpEd had a rating of green.

The Chronic Absenteeism rate for VES for the 2017-2018 school year was 5.6%, which is 4.3% lower compared to the district average.

- We will continue to have an open door policy
- We will continue to maintain and build on these improvements, we will continue to build relationships and communicate our expectations and procedures with staff, students, and parents through our newsletter for teachers “Panda Times,” our newsletter for parents the “Panda Patter,” phone dialers to parents, Facebook, school web-site, and parent involvement meetings.
- We will continue to call parents when students are absent along with following the SARB process.
- We will continue to be proactive with discipline.

Greatest Need: *List any red, orange or not met areas and explain what steps you plan to take that will address these areas:*

The chronic absenteeism increased by .4%, it went from 5.2% to 5.6%. We will continue to send absent letters, use robo-calls, office staff will call and follow the SARB process. We will also use positive incentives for students with good attendance.

The number of parents that responded to the school climate and school safety survey decreased from the prior year. We plan to use the phone dialer, newsletters, social media, and pass out bright half sheets at drop off and pickup to encourage parents/guardians to take the survey.

Staff and administration will continue to foster relationships with students and families to create a climate of trust and safety. We will do this by being proactive and communicating with students and parents the school rules and expectations through:

- Continued use of the Villa folders which includes the student handbook and site expectation
- The Panda Patter Newsletter - highlights expectations
- Back-to-School-Night and Parent Conferences building relationships to support being proactive and increase communication
- Campus aid meetings monthly to highlight and develop ways to decrease problems and areas of

concern. This information is then discussed with teachers during the following ERM.

- We are committed as a staff to implement our Second Step program
- We have a great group of parents at Villalovoz. We value their opinions and want to make sure they are able to give us feedback.
- A school leadership team/ guiding coalition (consisting of 1 teacher per grade level) will allow for staff to participate in decision making throughout the year.
- Monthly parent meetings utilizing the parent liaison, will further involve parents in the school and their child's education.

Performance Gaps: Address any subgroups that are 2 or more levels below the Overall rating OR where there is a significant gap between subgroups

On the California Dashboard no subgroup fell more than 1 level below the average score of orange.

SECTION III:

EVALUATION OF 2018-2019 SCHOOL PLAN

A. Evidence of school's progress towards meeting **student achievement**

- 1) *What were the significant accomplishments? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What outcomes were achieved? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not? Reference data to support your evaluation*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- a. All Students
- b. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. 75% of students in grades K-2 will score proficient in iREAD at each grade	iREAD Reports	Trimester
2. 75% of students will meet or exceed standards on Units of Study math post assessments	Post Assessments	Trimester
3. 75% of students will meet or exceed standards on ELA post assessments	Post Assessments	Trimester
4. All students 3 rd -5 th grade will improve by 3% on SBAC testing in all categories	SBAC	Yearly
5. Establish a base line for rigor to increase rigor in all classrooms with HMH consultant	Reports from HMH consultant	Each visit

Significant Accomplishments

- All three kindergarten classes met the 75% goal of being proficient in iREAD.
- Many students met or exceeded grade level on Math and ELA post assessments.
- On SBAC 3rd-5th grade all improved and showed growth looking at the two year change from 2016-2018.
- 3rd ELA had a growth of 26%, 3rd math had a growth of 34%, and 4th ELA had a growth of 3% from 2017-2018.

Evidence of Impact (outcomes achieved or not)

- Goal- 75% of students in grades K-2 will score proficient on iRead at each grade level. The outcome was achieved in kindergarten. Two of the four 1st grade classes met this goal and 2nd grade did not meet this goal.
- 75% of students meet or exceeded standards on Units of Study Math post assessments in the areas of: kindergarten; 1b, 2, 3, 5b, and 5c. 1st grade; u2, u3a, u3b. 2nd grade; u1 and u4. 3rd grade; u1, u2a1, u2, u3, u4a, and u4b.
- 75% of students meet or exceeded standards on ELA post assessments in the areas of: kindergarten; letter sounds, sight words, spelling CVC words. 1st grade; fluency, opinion writing, narrative writing, writing conventions, letter naming fluency, phonemic awareness, phonemic decoding, writing language conventions. 2nd grade; reading comp. 3rd grade; reading lit, and reading inf.

- Goal- was to establish a base line for rigor to increase rigor in all classrooms with the HMH consultant. The consultant from HMH visited Villalovoz numerous times throughout the year continuing the focus on quad D questions. We were able to complete the DSEI multiple times.

Implications for 2019-20 Plan

- Each grade level will be released for two half days of PLC time to further analyze student data.
- Grade levels will meet routinely throughout the year in PLCs to look at data at ERMs.
- The leadership team will meet and talk with Solution Tree to further the process on PLCs.
- Students in grades K-2 will utilize iRead daily for 20-30 minutes.
- Students will have access to Tier 1- core instruction and differentiation, Tier 2- additional support for at-risk students and students not making progress, and Tier 3- intensive support.
- EL students will also have 30 minutes of designated ELD instruction.
- Each grade level will have RTI two times a week for 30 minutes to help students meet grade level standards and to close the achievement gap.
- The consultant from HMH will be at Villalovoz eight days next year to continue to support rigor and relevance with a focus on quad D questions and rigor.
- The NGSS committee will be doing lesson studies with third and fifth grade.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

18-19 Identified Outcomes	Metric	Timeline
1. Mental Health will support the needs of Tier II and Tier III students needing social and emotional support	Number of referrals to mental health counselor	Monthly
2. Maintain or decrease the current suspension rate of 5.5%	Suspension rates calculated from Aeries	Monthly
3. Increase school wide attendance by .5%	Monthly ADA Aeports	Monthly
4. 100% of teachers will implement Second Step curriculum	Observations	Monthly

Significant Accomplishments

- Mental health was able to support students needing Tier II and Tier III support with social and emotional needs.
- Suspension rates decreased by 3.3%.
- All teachers implemented Second Step.

Evidence of Impact (outcomes achieved or not)

- Goal- Mental Health will support the needs of Tier II and Tier III students needing social and emotional support.
Mental health was able to support students with social and emotional support, the counselor saw 20-35 students monthly on average.
- Goal- Maintain or decrease the current suspension rate of 5.5%.
The outcome of decreasing suspension was achieved. Ten students were suspended with a total of 15 incidents.
- Goal- Increase school wide attendance by .5%.
As of August- April the overall goal was not met. From August- April the attendance average was 96% while in 2017-2018 the yearly average was 96.49%.
- Goal- 100% of teachers will implement Second Step curriculum
All teachers implemented Second Step.

Implications for 2019-20 Plan

- Have mental health on site three days a week to help support the needs of Tier II and Tier III students needing social and emotional support.
- Continue to implement Second Step to help maintain and decrease negative behaviors.
- Continue to review the school safety plan with staff and parents annually at SSC.
- Continue to be visible before school, at recess, and after school.
- Use the attendance banner for each classroom to recognize perfect attendance on a daily basis. Each classroom is then rewarded for receiving perfect attendance.
- Students who have perfect attendance each trimester will receive an award from the principal
- In addition to incentives, we will contact families when their child is absent and use the SARB process.
- To continue to maintain and build on these improvements, we will continue to build relationships and communicate our expectations and procedures with staff, students, and parents through our newsletter for teachers “Panda Times,” our newsletter for parents the “Panda Patter,” phone dialers to parents, Facebook, school web-site, and parent involvement meetings.

Goal #3 – Parent Involvement & EducationEvaluation for Goal 3 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Building relationships by increasing attendance: <ul style="list-style-type: none"> • Coffee Hour with Principal and Parent Liaison • School Site Council • Science Night • Math Night 	Number Attended	Yearly
2. 90% of parents will attend Back to School Night	Sign-in Sheets	Once a year
3. 90% of parents will attend Parent Teacher Conferences	Sign-in Sheets	Once a year

Accomplishments

- Parents attended coffee hour, SSC, science night, math night and many other school related activities.
- Over 90% of parents attended parent teacher conferences.

Evidence of Impact (outcomes achieved or not)

- The goal of parent involvement was met. Evidence of the goal was by sign in sheets and observations. More parents were seen in the classrooms, around campus, and supporting various events on campus.

Implications for 2019-20 Plan

- As a school we will continue to encourage and welcome parents to participate in activities and school related events that support students.
- Continue to communicate with our families through facebook, newsletters, website, and robocalls.
- Continue to have the parent liaison reach out and support families who do not speak English.

Goal #4 -- Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

2018-19 Identified Outcomes	Metric	Timeline
1. Students will demonstrate proficiency in the use of	Classroom	Weekly

computers and applications by completing digital assignments assigned by teachers (PowerPoints, research)	observations	
2. In grades K-2 students will use iREAD to improve instruction, in grades 3-5 all students participate in interim assessments to improve instruction	iREAD reports; reports by teacher	Monthly
3. 100% of students will use COWs to support differentiated instruction and increase rigor	Observations	Monthly

Significant Accomplishments

- Students completed digital assignments.
- K-2 students were on iRead.
- More laptops were purchased this year for each classroom.

Evidence of Impact (outcomes achieved or not)

- Goal- students will demonstrate proficiency in the use of computers-this goal was met. This was evident during walk throughs and work completed by students.
- All 3rd – 5th grade students used interim assessment in preparation for SBAC testing.
- Goal- K-2 students will use iRead- this was met, the evidence was iRead data reports.
- Goal- 100% of students will use COWs to support differentiated instruction and increase rigor- this goal was met and it was evident during observations.

Implications for 2019-20 Plan

- Students in grades K-2 will continue to use iRead.
- Students in grades 3-5 will continue to use devices to participate in interim assessments.
- 100% of our students will have access to technology.

SECTION IV: SCHOOL PLAN FOR 2019/20

A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2019/20 School Plan and budget were approved by the School Site Council at the May 1, 2019 meeting.

School Site Council Membership for 2018/19

Names of Members *Parent of EL	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
Erin Quintana	X				
Joni Charles		X			
Duane Voller		X			
Michele Yano		X			
Cristina Galvan			X		
Joe Clark				X	
*Maria Navarro				X	
*Maria Cruz				X	
Elio Betoushana				X	
Dan Mendoza				X	
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM-EL-04*)

ELAC Chairperson: _____

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM -EL-04*)

*Indicate parents of EL Students on SSC list above (44 %EL = 2 EL parents on SSC).

B. School goals for 2019/20 - A Summary

Goal #1 – Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Area 1: Tier 1 – Core Instruction and Differentiation

- c. All Students
- d. English Learners (ELD and Support for Content Area achievement)

Area 2: Tier 2 – Additional Support for At-Risk Students and Students Not Making Progress (including LTEL and at risk for LTEL)

Area 3: Tier 3 – Intensive Support

Evaluation for Goal 1 Actions:

Outcomes	Metric	Timeline
1. 80% of students in grades K-2 will score proficient in iREAD at each grade	iREAD Reports	Trimester
2. 80% of students will meet or exceed standards on Units of Study math post assessments	Post Assessments	Trimester
3. 80% of students will meet or exceed standards on ELA post assessments	Post Assessments	Trimester
4. 3 rd -5 th grade will improve by 2% on SBAC testing	SBAC	Yearly
5. Reduce the number of students that are at risk of becoming long term EL's by 2%	ELPAC	Yearly
6. 100% of our teachers will participate in site based PD focused on STEM strategies, including sense-making notebooks, 5E lesson design/phenomena focused inquiry, and oral language/ science talk, to support classroom implementation of the STEM units.	Sign-In Sheets	2019-2020 School Year

Rationale for identified outcomes (site): Our site goal is that students met their achievement targets in all areas. Our site is committed to seeing that all students are prepared for college and careers. Using the assessments will enable us to track data and drive instruction. Teachers will use the data to form grade level intervention blocks.

Goal #2 – Provide a safe and equitable learning environment

(including decreasing chronic absenteeism and reducing suspension rates)

Evaluation for Goal 2 Actions:

Outcomes	Metric	Timeline
1. Mental Health will support the needs of Tier II and Tier III students needing social and emotional support with 3 days a week of service	Number of referrals to mental health counselor	Monthly
2. Maintain or decrease the current suspension rate by focusing on intervention for behavior and Second Step	Suspension rates calculated from Aeries	Monthly
3. Increase school wide attendance by .5% by continuing with student incentives, parent education, and the SARB process	Monthly ADA Reports	Monthly
4. 100% of teachers will continue to implement Second Step curriculum	Observations	Monthly

Rationale for identified outcomes (site): All students will get Second Step as Tier 1 intervention. The Mental Health counselor will follow – up and support students with their social and emotional needs with Tier II and Tier III intervention. We hope this maintains or decreases the number of suspensions and builds relationships. We want students to feel safe and supported while at school.

Goal #3 – Parent Involvement & Education

Evaluation for Goal 3 Actions:

Outcomes	Metric	Timeline
1. Building relationships by increasing attendance: <ul style="list-style-type: none"> • Coffee Hour with Principal and Parent Liaison • School Site Council 	Sign-in Sheets	Yearly
2. 50% attendance by all families at Family Curricular Nights (Math, science/ STEM)	Sign-in Sheets	Fall/ Spring
3. 85% of parents will attend Back to School Night	Sign-in Sheets	Once a year (Fall)
4. 85% of parents will attend Parent Teacher Conferences	Sign-in Sheets	Once a year (Fall)
5. 85% of parents and families will attend Open House	Sign-in Sheets	Once a year (Spring)

Rationale for identified outcomes (site): Our goal is for families to feel welcome and included at school and in their child’s learning. When parents are involved in their child’s learning they seem to do better academically. We encourage families to attend our events and join the PFC.

Goal #4 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Evaluation for Goal 4 Actions:

Outcomes	Metric	Timeline
1. 100% of teacher will use laptops to support differentiated instruction and increase rigor.	Classroom observations	Weekly
2. 100% of students in grades K-2 will use iREAD	iREAD reports; reports by teacher	Monthly
3. 100% of 3 rd - 5 th grade students will use online interim assessment to prepare for testing	Observations	Monthly
4. 100% of students will use laptops to support differentiated instruction and increase rigor	Observations	Monthly

Rationale for identified outcomes (site): Teachers will use technology to support learning and teaching. Teachers will also help students with basic computer proficiency to support college and career readiness.

Louis J. Villalovoz Elementary School
Single Plan for Student Achievement (SPSA)
Recommendations and Assurances

The school site council (SSC) recommends this 2019/20 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*):

___ Title I (Compensatory Education) Advisory Committee	(signature)
___ English Learner Advisory Committee	(signature)
___ Special Education Advisory Committee	(signature)
___ Gifted and Talented Education Advisory Committee	(signature)
___ District/School Liaison Team (PI Schools)	(signature)
___ Departmental Advisory Committee (Secondary)	(signature)
___ Other (list)	

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 LEA Plan.
5. This school plan 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 school plan was adopted by the SSC at a public meeting on: *May 1, 2019.*

Attested:

Erin Quintana
Typed name of School Principal

Signature of School Principal

Date

Eilbron Betoushana
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

APPENDIX

Definitions:

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be “At-Risk”; and (2) the assessment component of “At-Risk” determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above; and (3) the CAASPP-ELA component of “At-Risk” determination is not applied to students in grade 3, as students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merrill F. West High School		May 13, 2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been created with input from all appropriate stakeholder groups. This includes recommendations for Critical Areas of Follow-up from our WASC visit in 2018, as well as alignment with district LCAP and Title 1 regulations.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Stakeholder Survey Results - 2019

West High

CLIMATE

Number of responses

Parents - Climate

Str Agr Agree Total Percent

Q8 10.00 28.00 47.00 80.85% This school motivates students to learn

Q10 13.00 24.00 47.00 78.72% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

Q24 6.00 29.00 44.00 79.55% The buildings and grounds at this school are clean

Q27 17.00 22.00 44.00 88.64% This school communicates the importance of respecting all cultural beliefs and practices.

Q30 6.00 19.00 34.00 73.53% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q30 8.00 19.00 35.00 77.14% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q30 8.00 16.00 32.00 75.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q30 8.00 18.00 30.00 86.67% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (gr 6-12)

Q31 16.00 19.00 44.00 79.55% The school staff responds to me in a timely manner

Q32 19.00 19.00 44.00 86.36% The school office staff is friendly and professional

111.00 213.00 401.00 80.80%

Students - Climate

Str Agr Agree Total Percent

Q6 143.00 186.00 383.00 85.90% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

Q25 122.00 151.00 352.00 77.56% This school communicates the importance of respecting all cultural beliefs and practices.

Q27 101.00 169.00 352.00 76.70% My teachers recognize the good work I am doing

Q28 91.00 158.00 350.00 71.14% This school motivates students to learn.

Q29 79.00 126.00 349.00 58.74% The buildings and grounds at this school are clean

Q35 115.00 176.00 348.00 83.62% I feel comfortable working with classmates and participating in class.

Q36 92.00 167.00 351.00 73.79% This school has a climate that fosters a feeling of safety, security, and support at school.

743.00 1133.00 2485.00 75.49%

Staff - Climate

Str Agr Agree Total Percent

Q6 20.00 53.00 89.00 82.02% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

Q18 23.00 47.00 86.00 81.40% Members of the school/department collaborate to achieve our school goals

Q21 5.00 54.00 84.00 70.24% The buildings and grounds at this school are clean.

Q23 13.00 65.00 86.00 90.70% This school/department communicates the importance of respecting all cultural beliefs and practices.

Q24 21.00 53.00 85.00 87.06% I am treated with respect by my colleagues at work

Q25 7.00 54.00 86.00 70.93% Staff members at this school are recognized appropriately for their efforts and accomplishments

Q26 5.00 36.00 83.00 49.40% Our district ensures effective communication across the organization

Classroom Observations

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

Teacher are observed for the formal and informal evaluation process every other year, or twice in 5 years depending upon their prior evaluations and their time in the district. The district's expectation is for 30% of classrooms to be visited each month. Our site coaches for Rigor, Relevance and Relationships through the International Center for Leadership in Education also collect data on walk throughs. Our walk throughs, formal and informal observations indicate that there are a variety of positive teaching practices taking place at West, and also a lot of areas that we can improve upon. Areas to improve upon include working toward a guaranteed and viable curriculum for every student on our campus, and an increase in the critical thinking that students are asked to do across the curriculum.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our staff has analyzed assessment results from SBAC, and we have engaged in professional development as a staff to modify instruction to meet the needs of students taking the SBAC. We have aligned our units of study in Math and ELA, through the RCD process, to state and national standards. We have aligned our Science courses to the NGSS.

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

We have continued to train and engage in the PLC process, which includes identifying priority standards and analyzing the results of student assessments. ELA and Math have given the benchmark assessments, which have been proven to be reliable indicators of student success in SBAC in our district.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

All staff have access to instructional materials that are aligned to standards.

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

Staff development has been based around Rigor, Relevance and Relationships, AVID Strategies, and PLC work.

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

District assistance in Math has been ongoing this year through the District Math Coordinator Position. We have a site EL TOSA that has worked daily with various teachers on our staff for best practices in teaching students who are learning English.

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

Teachers collaborate every Monday, either in PLCs, during site professional development, or district professional development.

Teaching and Learning

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

Our curriculum is all aligned to standards, including the transition to NGSS.

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

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

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

All students have access to standards based materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and materials. All students have tutorial opportunities before and after school with fully credentialed teachers.

Opportunity and Equal Educational Access

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

Tutorial before and after school in every core course.

Evidence-based educational practices to raise student achievement

AVID, College Bound, PIQE, Rigor, Relevance, Relationships, PLC, RCD are all part of our school and all work toward meeting the needs of our students.

Parental Engagement

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

West High has been given significant Title 1 Funding, which has allowed us to invest in Mental Health Services, paraprofessionals for EL students, an EL TOSA, after school and in school intervention programs, and professional development for staff members (including paraprofessionals). It has also allowed us to give targeted intervention tutoring to Summer Bridge and Freshman Seminar students by credentialed teachers multiple times per week, which has proven through our district analysis to have increased the GPA for these 9th grade students (approximately 50 per week have attended).

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

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

Summer Bridge, EL Paraprofessional Salaries (4 positions), EL TOSA, One Date at a Time, Sow-A-Seed, Bridge Tutoring, Mental Health Services, College Bound, PIQE

Fiscal support (EPC)

Title 1, Targeted, Targeted EL

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

West High Buyback Day Staff – March 1, 2019
West High School Monthly Parent Forum – March 4, 2019
West High Site Council Special Committee – March 12, 2019
West High Entire Staff – April 7, 2019
West High Department Chairs – April 8, 2019

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Needs as identified by Data Analysis Needs Assessments:
EL Student Support

Special Education Student Support
More Dual Enrollment
Support for EL Reclassified Students
ELPAC Testing Support
More EL Students in AVID
Interventions before Senior Year
Career Readiness Support
Food For Hungry Students After School
Interventions for Hispanic Students
Decreased Suspensions
Support for Students Struggling in Math
FAFSA Help for Students
SBAC Practice
More CTE Options
Support for Junior College
Support for African American Students

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.4%	0.24%	13	9	5
African American	7.9%	8.2%	7.40%	166	172	157
Asian	10.3%	11.2%	10.89%	217	236	231
Filipino	6.3%	6.6%	6.51%	132	139	138
Hispanic/Latino	52.9%	51.0%	53.51%	1,110	1,073	1135
Pacific Islander	1.3%	1.2%	1.32%	27	26	28
White	17.3%	17.9%	17.07%	364	377	362
Multiple/No Response	3.3%	%	%	70		
Total Enrollment				2,099	2,105	2121

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 8		1	
Grade 9	548	550	548
Grade 10	533	547	542
Grade 11	474	514	508
Grade 12	544	493	523
Total Enrollment	2,099	2,105	2,121

Conclusions based on this data:

1. Our largest sub-group is Hispanic students, followed by White, Asian and African-American students.

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	365	375	382	17.4%	17.8%	18.0%
Fluent English Proficient (FEP)	690	686	719	32.9%	32.6%	33.9%
Reclassified Fluent English Proficient (RFEP)	2	54	36	0.6%	14.8%	9.6%

Conclusions based on this data:

1. 18% of our students are English Learners
2. 61.5% of our students either have been English Learners at some point in school, or are still English Learners

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 8	1			0			0			0		
Grade 11	453	488	486	429	478	479	427	478	479	94.7	98	98.6
All Grades	454	488	486	429	478	479	427	478	479	94.5	98	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 8	*			*			*			*			*		
Grade 11	2602.	2547.	2597.	24	13.39	23.17	36	25.73	34.03	26	28.66	26.10	15	32.22	16.70
All Grades	N/A	N/A	N/A	24	13.39	23.17	36	25.73	34.03	26	28.66	26.10	15	32.22	16.70

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 8	*			*			*		
Grade 11	28	18.87	29.23	56	47.17	53.03	16	33.96	17.75
All Grades	28	18.87	29.23	56	47.17	53.03	16	33.96	17.75

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 8	*			*			*		
Grade 11	33	21.17	31.32	47	40.67	47.60	19	38.16	21.09
All Grades	33	21.17	31.32	47	40.67	47.60	19	38.16	21.09

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 8	*			*			*		
Grade 11	20	13.63	18.16	64	60.38	65.34	15	26.00	16.49
All Grades	20	13.63	18.16	64	60.38	65.34	15	26.00	16.49

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 8	*			*			*		
Grade 11	35	19.92	36.53	55	48.01	44.68	11	32.08	18.79
All Grades	35	19.92	36.53	55	48.01	44.68	11	32.08	18.79

Conclusions based on this data:

1. Our students made a lot of progress last year in regards to SBAC ELA scores.
2. The specific area where we are struggling the most is in clear and purposeful writing.

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 8	1			0			0			0		
Grade 11	451	490	486	434	484	479	432	484	479	96.2	98.8	98.6
All Grades	452	490	486	434	484	479	432	484	479	96	98.8	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 8	*			*			*			*			*		
Grade 11	2564.	2530.	2551.	10	5.17	9.19	17	15.08	16.08	31	21.49	24.22	41	58.26	50.52
All Grades	N/A	N/A	N/A	10	5.17	9.19	17	15.08	16.08	31	21.49	24.22	41	58.26	50.52

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 8	*			*			*		
Grade 11	18	14.26	15.45	34	22.52	23.38	48	63.22	61.17
All Grades	18	14.26	15.45	34	22.52	23.38	48	63.22	61.17

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 8	*			*			*		
Grade 11	12	6.20	14.41	53	39.67	43.63	35	54.13	41.96
All Grades	12	6.20	14.41	53	39.67	43.63	35	54.13	41.96

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 8	*			*			*		
Grade 11	15	8.47	14.61	59	53.31	45.93	25	38.22	39.46
All Grades	15	8.47	14.61	59	53.31	45.93	25	38.22	39.46

Conclusions based on this data:

1. We made improvements in math, but a large majority of our students are still below standard.
2. Our biggest area for growth looks to be in applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1539.9	1533.3	1546.0	81
Grade 10	1548.1	1542.7	1552.9	74
Grade 11	1542.5	1540.4	1544.2	74
Grade 12	1548.9	1545.3	1552.2	64
All Grades				293

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	20	24.69	26	32.10	18	22.22	17	20.99	81
Grade 10	23	31.08	27	36.49	13	17.57	11	14.86	74
Grade 11	16	21.62	32	43.24	17	22.97	*	*	74
Grade 12	16	25.00	25	39.06	14	21.88	*	*	64
All Grades	75	25.60	110	37.54	62	21.16	46	15.70	293

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	37	45.68	15	18.52	23	28.40	*	*	81
Grade 10	35	47.30	19	25.68	11	14.86	*	*	74
Grade 11	41	55.41	24	32.43	*	*	*	*	74
Grade 12	28	43.75	25	39.06	*	*	*	*	64
All Grades	141	48.12	83	28.33	44	15.02	25	8.53	293

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	11	13.58	16	19.75	22	27.16	32	39.51	81
Grade 10	12	16.22	25	33.78	16	21.62	21	28.38	74
Grade 11	*	*	18	24.32	27	36.49	25	33.78	74
Grade 12	*	*	17	26.56	27	42.19	17	26.56	64
All Grades	30	10.24	76	25.94	92	31.40	95	32.42	293

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	29	35.80	29	35.80	23	28.40	81
Grade 10	34	45.95	25	33.78	15	20.27	74
Grade 11	30	40.54	29	39.19	15	20.27	74
Grade 12	23	35.94	34	53.13	*	*	64
All Grades	116	39.59	117	39.93	60	20.48	293

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	47	58.02	29	35.80	*	*	81
Grade 10	39	52.70	27	36.49	*	*	74
Grade 11	56	75.68	12	16.22	*	*	74
Grade 12	46	71.88	16	25.00	*	*	64
All Grades	188	64.16	84	28.67	21	7.17	293

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	13.58	26	32.10	44	54.32	81
Grade 10	19	25.68	23	31.08	32	43.24	74
Grade 11	*	*	25	33.78	44	59.46	74
Grade 12	*	*	33	51.56	28	43.75	64
All Grades	38	12.97	107	36.52	148	50.51	293

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	16	19.75	58	71.60	*	*	81
Grade 10	20	27.03	43	58.11	11	14.86	74
Grade 11	16	21.62	49	66.22	*	*	74
Grade 12	15	23.44	45	70.31	*	*	64
All Grades	67	22.87	195	66.55	31	10.58	293

Conclusions based on this data:

1. Reading is the area where the most of our students are performing at a Level 1
2. Written Language is also an area where a lot of our students are performing at a Level 1

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,121	58.9%	18.0%	0.4%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	382	18.0%
Foster Youth	9	0.4%
Homeless	23	1.1%
Socioeconomically Disadvantaged	1,249	58.9%
Students with Disabilities	257	12.1%







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	157	7.4%
American Indian	5	0.2%
Asian	231	10.9%
Filipino	138	6.5%
Hispanic	1,135	53.5%
Two or More Races	65	3.1%
Pacific Islander	28	1.3%
White	362	17.1%

Conclusions based on this data:

1. We have almost 60% of our students who are socioeconomically disadvantaged. We need to use the resources we have to meet the needs of these students.
2. A number of our students are still designated as EL.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. We have made gains in Math and ELA, and our suspension rate is improving.
2. Our College/Career readiness needs some significant improvement over the next few years.

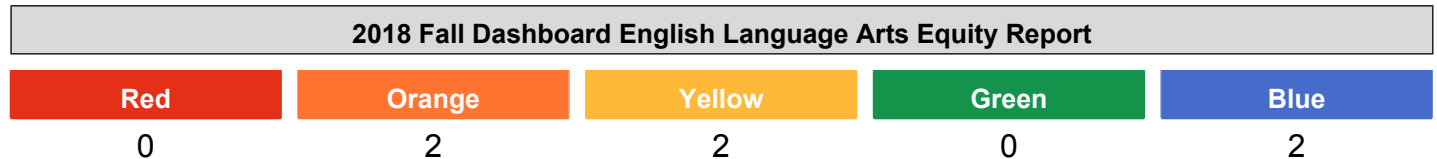
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 18.8 points above standard Increased 52.8 points 458 students	English Learners  Orange 61.6 points below standard Increased 29.1 points 120 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Socioeconomically Disadvantaged  Yellow 2.2 points below standard Increased 57.1 points 255 students	Students with Disabilities  Orange 111.9 points below standard Increased 36 points 43 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 4.1 points below standard Increased 96.9 points 22 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  Blue 42.1 points above standard Increased 49.7 points 55 students	Filipino  No Performance Color 52.4 points above standard Increased 53.3 points 41 students
Hispanic  Yellow 0.5 points below standard Increased 46.1 points 251 students	Two or More Races  No Performance Color 71.9 points above standard Increased 103.9 points 13 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	White  Blue 43.2 points above standard Increased 30.5 points 68 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 95.7 points below standard Increased 31.6 points 66 students	Reclassified English Learners 19.9 points below standard Increased 26.3 points 54 students	English Only 47.1 points above standard Increased 75.2 points 199 students
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Conclusions based on this data:

1. We have 0 groups in red, but two groups in orange.
2. For the groups in orange (Students with Disabilities and English Learners), each group made gains last year.
3. We want to continue the gains we are making in these areas to get out of the orange.

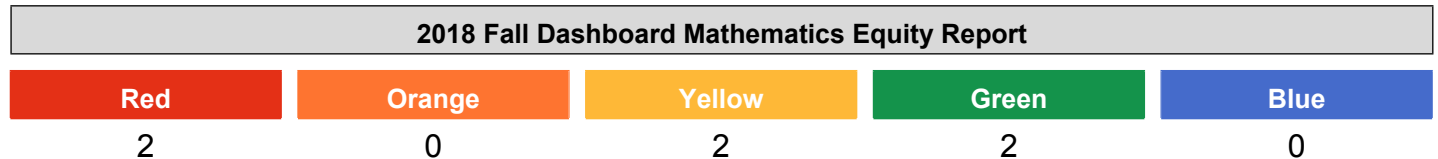
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 71.9 points below standard Increased 23.7 points 456 students	English Learners  Red 163.9 points below standard Declined -10.9 points 119 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Socioeconomically Disadvantaged  Yellow 101.3 points below standard Increased 17.5 points 253 students	Students with Disabilities  Red 192.7 points below standard Declined -3.7 points 41 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 101.4 points below standard Increased 38.2 points 21 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  Green 39.5 points below standard Increased 7.9 points 55 students	Filipino  No Performance Color 19.1 points below standard Increased 12 points 40 students
Hispanic  Yellow 100.8 points below standard Increased 14.4 points 251 students	Two or More Races  No Performance Color 32.8 points below standard Increased 67.1 points 13 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	White  Green 25.1 points below standard Increased 36.6 points 68 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 187.4 points below standard Maintained -1.6 points 65 students	Reclassified English Learners 135.5 points below standard Declined -22.6 points 54 students	English Only 39.4 points below standard Increased 51.4 points 198 students
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Conclusions based on this data:

1. We need to significantly improve our support for English Learners and students in Special Education with regard to Math. Both groups are in the red, and both groups declined last year.
2. All other sub groups made some gains.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
293	25.6%	37.5%	21.2%	15.7%

Conclusions based on this data:

1. While there are no color indicators yet, we know that we have a number of Long Term EL students at the high school that need support with the re-designation process.

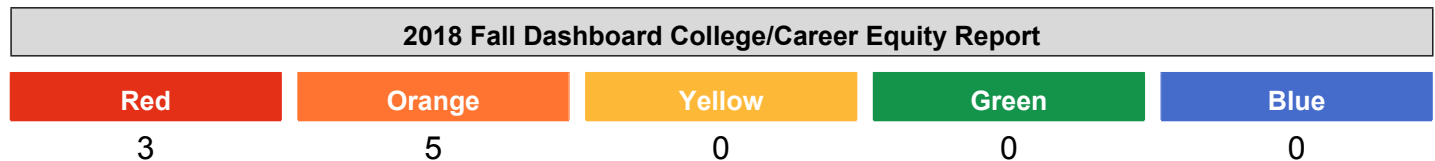
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Orange 27.5% prepared Declined -8.9% 495 students	English Learners  Red 3.9% prepared Declined -5.1% 102 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 16.7% prepared Declined -31% 24 students	Socioeconomically Disadvantaged  Orange 21% prepared Declined -8.8% 352 students	Students with Disabilities  Red 1.7% prepared Declined -4.2% 58 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 18.2% prepared Declined -3.1% 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 43.4% prepared Declined -12.9% 53 students	 Orange 43.8% prepared Declined -9% 32 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 19.3% prepared Declined -9.3% 259 students	 No Performance Color 41.7% prepared Declined -3.8% 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Orange 39.8% prepared Declined -2.5% 88 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
42.7% Prepared	36.3 Prepared	27.5 Prepared
27.4% Approaching Prepared	23.1 Approaching Prepared	21.6 Approaching Prepared
29.9% Not Prepared	40.5 Not Prepared	50.9 Not Prepared

Conclusions based on this data:

1. Every sub group declined, and this is an area that is a major concern for our school.
2. The college readiness indicator percentage is lower than our A-G rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No information appears to have been uploaded in this section.

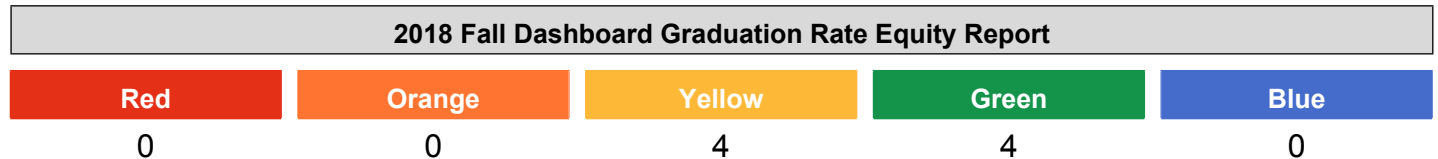
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 87.9% graduated Maintained +0.9% 495 students	English Learners  Yellow 74.5% graduated Increased +1.4% 102 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 87.5% graduated Declined -7.7% 24 students	Socioeconomically Disadvantaged  Green 87.2% graduated Increased +2.3% 352 students	Students with Disabilities  Yellow 74.1% graduated Increased +3.5% 58 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  Green 88.6% graduated Increased +7.8% 44 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Yellow 90.6% graduated Declined -3.2% 53 students	Filipino  Yellow 90.6% graduated Declined -1% 32 students
Hispanic  Green 86.1% graduated Increased +1.6% 259 students	Two or More Races  No Performance Color 100% graduated Increased +4.5% 12 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	White  Green 89.8% graduated Increased +3.9% 88 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
87% graduated	87.9% graduated

Conclusions based on this data:

1. Most of our subgroups increased, but we need to make further gains to get to green or blue.
2. Asian students declined by about 3%.

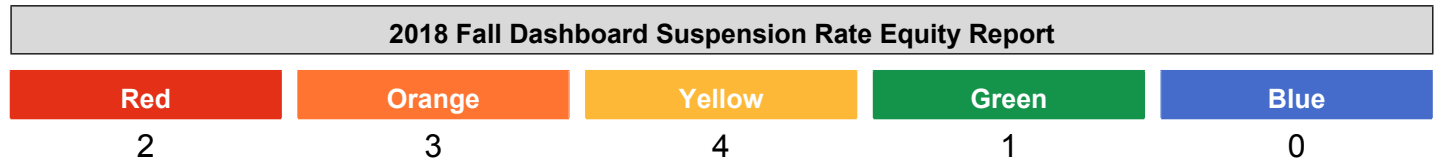
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 12% suspended at least once Declined -2.1% 2273 students	English Learners  Orange 18.8% suspended at least once Declined -1.4% 425 students	Foster Youth  No Performance Color 20% suspended at least once Declined -32.6% 20 students
Homeless  Red 18.8% suspended at least once Increased 4.9% 32 students	Socioeconomically Disadvantaged  Yellow 15% suspended at least once Declined -2.9% 1376 students	Students with Disabilities  Red 28.9% suspended at least once Increased 2.2% 298 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 16.3% suspended at least once Declined -8.9% 172 students	American Indian  No Performance Color Less than 11 Students - Data 5 students	Asian  Green 3.7% suspended at least once Declined -3.2% 242 students	Filipino  Yellow 9.1% suspended at least once Declined -1.9% 143 students
Hispanic  Orange 14.3% suspended at least once Declined -1.6% 1224 students	Two or More Races  Orange 10.6% suspended at least once Declined -3.3% 66 students	Pacific Islander  No Performance Color 13.8% suspended at least once Increased 6.9% 29 students	White  Yellow 9.2% suspended at least once Declined -0.8% 392 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
21.9% suspended at least once	14.1% suspended at least once	12% suspended at least once

Conclusions based on this data:

1. Homeless students and students with disabilities are being suspended at a very high rate, which is a major concern for West.
2. Our overall suspension rates have decreased, but need to keep decreasing significantly to remain out of the red.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap.

Goal 1

Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Identified Need

College/Career Readiness is an issue based on our needs assessment. Certain sub groups, particularly EL Students and Students in Special Education are performing below their peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ca Dashboard College/Career Indicator - all students	27.5% prepared, 21.6% approaching prepared	Increase preparedness by 5% per year
CA Dashboard College/Career Indicator - EL Students	Red (3.9% prepared)	Yellow or Higher
CA Dashboard College/Career Indicator - Hispanic students	Red (19.3% prepared)	Yellow or Higher
CA Dashboard - College/Career Indicator - Students with Disabilities	Red (1.7% prepared)	Yellow or Higher
CA Dashboard - Math Performance - English Learners	Red (163.9 points below standard)	Yellow or Higher
CA Dashboard - Math Performance - Students with Disabilities	Red (192.7 points below standard)	Yellow or Higher
CA Dashboard - ELA Performance - Students with Disabilities	Orange (111.9 points below standard)	Yellow or Higher
CA Dashboard -ELA Performance- EL Students	Orange (61.6 points below standard)	Yellow or Higher
Graduation Rate - Students with Disabilities	72.5% graduation rate	Increase by 5% annually

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AVID Training for staff members and AVID Coordinator Prep

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

36035

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th grade students

Strategy/Activity

Increase 9th grade AVID enrollment to 3 sections

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Mainstream English Learner Students and provide EL Support classes (currently in sheltered classes)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Mainstream Students with Disabilities into Co-taught sections of core classes (currently in sheltered classes)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention and tutoring services - during and after school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

82000

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL TOSA and EL Paraprofessional Salaries

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

194157

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

3 EL Paraprofessional Salaries (Targeted EL Funding)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

126591

Source(s)

Site Formula Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL Teacher and Paraprofessional training in Best Practices

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12201

Source(s)

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

35 Students - application based

Strategy/Activity

College Bound - Site Contribution (partially district funded)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18000

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Parent - Targeted toward Spanish Speaking Parents

Strategy/Activity

Parent Institute for a Quality Education

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

21000

Source(s)

District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

College Next (replacing Naviance)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Staff

Strategy/Activity

Professional Development for Staff - PLC and/or AVID

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15200

Source(s)

Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 9th Grade Students

Strategy/Activity

College Field Trip

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

100 Freshman students, targeted toward at-risk students

Strategy/Activity

Summer Bridge Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

70 9th grade Students - targeted toward at risk students

Strategy/Activity

Freshman Seminar - Supports students using AVID strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our Math SBAC scores increased by 5%. This is a big gain, but our goal was 10%. Our ELA scores increased by 18%, which was more than our 10% goal. 100% of our staff were involved to some degree in the Rigor, Relevance, Relationship work, through Early Release Monday PD. Some staff members completed lesson studies through this framework. We have about 20% of our staff trained in PLC work. Our goal was 30% - so we still have work to do. 100% of 9th grade students had a college field trip opportunity. 100% of ELA and Math teachers used RCD common assessments.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Mid year we recognized that the \$70,000 we had budgeted for after school intervention (Bridge tutoring) was high by about \$30,000, so our Council voted to bring back the previously cut funding for technology to support interventions. With this funding we are purchasing technology to support ELA intervention.

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.

We are adjusting the budget due to some reductions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a Safe and Equitable Learning Environment

Goal 2

Provide a Safe and Equitable Learning Environment

Identified Need

Decrease in suspension rates. Mental health resources for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - Overall	12% suspended at least once	Decrease by 3% annually
Suspension Rate - Homeless Students	18.8% suspended at least once	Decrease by 10%
Suspension Rate - Students with Disabilities	28.9% suspended at least once	Decrease by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Convert In School Suspension Room to an Intervention and Study Skill Center

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Utilizing Responsibility Centered Discipline Practices in the classroom (implemented in 2018-2019) to de-escalate student behaviors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Mental Health Counseling 5 days per week (district and site funded)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

37600

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Home Visits - Continue building relationships with families of EL Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

General Fund

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Over 75% of our stakeholder groups responded positively to the LCAP survey. We had 12% of students suspended or in in-house. The number is too high but is an improvement. Mental Health counseling was available every day of the school year and was highly utilized. 6.5% of students have been chronically absent, which misses our goal of 5%. Approximately 19% of students received a disciplinary referral to the office, which meets our goal of under 20%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

We are adjusting the budget as there had been a reduction in funds.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

College and Career Readiness and Closing the Achievement Gap

Goal 3

Increase Staff and Student Involvement in AVID - Proven Strategies for Student Success

Identified Need

9th Grade Success

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Trained in AVID Strategies	11 of 86 Teachers have been officially trained	Increase 10 Teachers per year
Students in AVID	1 section of students in each grade	Increase to 3 sections, beginning in 2019-2020

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Teachers

Strategy/Activity

AVID Summer Institute

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in AVID

Strategy/Activity

Increase to 3 Sections of AVID, beginning in 2019-2020

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$543,784.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$359,158.00

Subtotal of additional federal funds included for this school: \$359,158.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$21,000.00
General Fund	\$1,000.00
None Specified	\$36,035.00
Site Formula Funds	\$126,591.00

Subtotal of state or local funds included for this school: \$184,626.00

Total of federal, state, and/or local funds for this school: \$543,784.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Zachary Boswell	Principal
Ana Arroyo	Other School Staff
Alina Alducin	Parent or Community Member
Maria Nunez	Parent or Community Member
Linda Ibarra	Parent or Community Member
Melinda Stewart	Classroom Teacher
Robert James	Classroom Teacher
John Anderson	Classroom Teacher
Leslie McCoy	Classroom Teacher
Pranav Banuru	Secondary Student
Bella Turner	Secondary Student
Farah Almasri	Secondary Student

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 School 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

Departmental Advisory Committee

Other: WHS Parent Group, Buyback Day Staff Group, Whole Staff, WHS Office Management Team

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 .

Attested:



Principal, Zachary Boswell on 5-13-19

SSC Chairperson, Mr. James on 5-3-19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

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[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

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[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earle E. Williams Middle School	39-75499-6109003	5/9/2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school plan for student achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA program improvement into the SPSA.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

Group Number of Responses % Agree

2017 Number of Responses % Agree

2018 Number of Responses % Agree

2019

Parents 16 87% 43 84% 12 91%

Staff – Cert. 47 67% 28 80% 89 76%

Staff – Class. 11 71%

Students 433 54% NA NA 559 67%

Total 507 70% 71 82% 660 78%

Met Goal (Y/N) N Y Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

Group Number of Responses % Agree

2017 Number of Responses % Agree

2018 Number of Responses % Agree

2019

Parents 16 93% 40 89% 12 87%

Staff – Cert. 47 88% 18 78% 59 66%

Staff – Class. 11 100%

Students 435 64% NA NA 550 69%

Total 509 86% 58 84% 621 74%

Met Goal (Y/N) Y Y N

Classroom Observations

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

Classroom walkthroughs occur weekly with a minimum of 30% of classrooms visited per week. Classroom observations were focused on higher level questioning and academic discourse. We looked at the various strategies being used and the frequency at which they were used.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At the beginning of the 2018/2019 school year teachers were provided CAASPP data for their previous and current students to analyze progress. Teachers focused their efforts on identifying weaknesses of students and providing intervention as necessary. Rigorous Curriculum Design (RCD) assessments were given in ELA and mathematics throughout the 2018/2019 school year. Teachers used assessments to inform them of student progress and how to modify instruction as necessary. Teachers also collaborated within their Professional Learning Community (PLC) to discuss overall student progress by grade level and content area.

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

Rigorous Curriculum Design (RCD) assessments were given in ELA and mathematics throughout the 2018/2019 school year. Teachers used assessments to inform them of student progress and how to modify instruction as necessary. Teachers also collaborated within their Professional Learning Community (PLC) to discuss overall student progress by grade level and content area.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Williams Middle school staff meets on a weekly basis, also known as our Early Release Monday (ERM). Every Monday, students are released early from school at 1:30 PM to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

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

Williams Middle School has 46 teachers with full credentials and 5 teachers without a full credential. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow up during the year. At this time, teachers are introduced to their site and receive training on classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). Every Monday, students are released early from school at 1:30 PM to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

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

Every Monday, students are released early from school at 1:30 PM to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
The International Center for Leadership and Education (ICLE) has provided support and training to teachers. Focusing efforts in the rigor/relevance framework, specifically targeting high-level questioning and academic discourse.

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

Professional Learning Communities (PLC) routinely meet to discuss student achievement and progress.

Teaching and Learning

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

English Language Arts (ELA) and mathematics RCD units are aligned to common core standards.

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

The recommended instructional minutes for reading/language arts and mathematics are adhered to.

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

Intervention time has been built into the RCD unit lesson pacing schedule. Williams Middle School offers various intervention classes to meet the needs of our at-risk students. Classes include but are not limited to, READ 180, Study Skills, ALAS, English Language Development (ELD) and Organizational Academic Assistance Class (OACC).

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

All students have access to standards based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The following are courses that are offered at Williams Middle School with corresponding standards-aligned instructional materials:

English Language Arts - Study Sync, McGraw hill (6-8)

Mathematics - Digits, Pearson

Mathematics - Bridge to Algebra, Carnegie Learning

Mathematics - Algebra I, Houghton Mifflin

Science - Focus on Earth Science (6)

Science - Focus On Life Science (7)

Science - Focus on Physical Science (8)

History/Social Science - Discovering our Past: Ancient Civilizations (6)

History/Social Science - Discovering our Past: Medieval and Modern Times (7)

History/Social Science - Discovering our Past: The American Journey to World War I (8)

Reading Intervention - READ 180

English Language Development - English 3D, Houghton Mifflin

Beginning English Language Development - Morning Star

Opportunity and Equal Educational Access

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

All students have access to Rigorous Curriculum Design (RCD) in English Language Arts and mathematics. Intervention time is built in to each unit.

Evidence-based educational practices to raise student achievement

Educational practices to raise student achievement include AVID strategies in writing, inquiry, collaboration, organization and reading (WICOR). We will continue providing professional development to teachers for AVID strategies. We have also concentrated our efforts in the rigor/relevance framework focusing instructional strategies on high level questioning and academic discourse.

Parental Engagement

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

- Parent Institute for Quality Education (PIQE)
- Grade Level Parent Presentations

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- School Site Council (containing all stakeholders including parents of English Learners)
- Staff Input (Staff meetings)

Funding

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

Fiscal support (EPC)

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

School Site Council Meetings

- 10/4/18 - Site Plan - Budget Review and Updates
- 1/8/19 - Data Review - California School Dashboard
- 3/12/19 - Site Plan Update/Review
- 5/8/19 - Site Plan Review and School Budget Review

Staff Meetings

- 12/17/18 - Data Review - California School Dashboard - School Plan Review
- 4/1/19 - School Plan Update/Professional Development Feedback for 2019/2020 school year

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.2%	0.47%	4	2	5
African American	6.5%	7.6%	6.82%	70	77	73
Asian	9.5%	9.8%	10.18%	103	100	109
Filipino	4.3%	4.3%	5.60%	46	44	60
Hispanic/Latino	53.4%	53.2%	53.13%	577	541	569
Pacific Islander	1.3%	1.0%	0.75%	14	10	8
White	23.4%	22.6%	21.20%	253	230	227
Multiple/No Response	1.3%	0.1%	0.09%	14	1	1
Total Enrollment				1,081	1,017	1071

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6	344	331	378
Grade 7	338	344	347
Grade 8	399	342	346
Total Enrollment	1,081	1,017	1,071

Conclusions based on this data:

1. Student enrollment by subgroup data has remained consistent with no significant changes from 2015/2016 to 2017/2018.
2. Total student enrollment has remained above one thousand students with no significant changes from 2015/2016 to 2017/2018.

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	243	221	284	22.5%	21.7%	26.5%
Fluent English Proficient (FEP)	241	203	196	22.3%	20.0%	18.3%
Reclassified Fluent English Proficient (RFEP)	1		25	0.4%	0.0%	11.3%

Conclusions based on this data:

1. The percent of English Learner students at Williams Middle School has increased 4% from 2015/2016 to 2017/2018.
2. The percent of English Learner students who have been reclassified at Williams Middle School has increased 10.9% from 2015/2016 to 2017/2018.

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 6	350	332	375	338	319	364	334	318	362	96.6	96.1	97.1
Grade 7	341	342	344	334	327	333	332	325	332	97.9	95.6	96.8
Grade 8	396	337	346	386	328	334	382	328	334	97.5	97.3	96.5
All Grades	1087	1011	1065	1058	974	1031	1048	971	1028	97.3	96.3	96.8

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 6	2493.	2482.	2488.	9	8.81	12.43	27	26.73	22.65	30	24.84	25.14	33	39.62	39.78
Grade 7	2535.	2531.	2519.	13	12.00	10.24	33	31.69	29.22	27	28.92	26.20	27	27.38	34.34
Grade 8	2542.	2544.	2543.	8	10.37	12.28	34	32.62	27.84	27	28.66	30.84	31	28.35	29.04
All Grades	N/A	N/A	N/A	10	10.40	11.67	32	30.38	26.46	28	27.50	27.33	31	31.72	34.53

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 6	14	17.98	17.22	44	41.01	40.28	42	41.01	42.50	
Grade 7	17	16.31	17.77	51	47.69	41.87	32	36.00	40.36	
Grade 8	17	18.60	20.66	50	46.34	44.61	34	35.06	34.73	
All Grades	16	17.63	18.52	48	45.05	42.20	36	37.32	39.28	

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 6	18	15.19	18.93	42	38.61	36.16	41	46.20	44.92
Grade 7	29	22.15	19.03	45	48.62	45.02	26	29.23	35.95
Grade 8	24	22.09	22.16	47	46.93	43.71	29	30.98	34.13
All Grades	24	19.86	20.02	45	44.78	41.51	32	35.37	38.47

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 6	11	12.62	13.13	67	53.94	56.42	22	33.44	30.45
Grade 7	13	12.62	7.23	65	62.77	62.65	21	24.62	30.12
Grade 8	10	9.76	12.28	69	69.51	65.87	21	20.73	21.86
All Grades	11	11.65	10.94	67	62.16	61.52	21	26.19	27.54

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 6	17	17.98	18.66	56	43.85	48.47	26	38.17	32.87
Grade 7	19	20.92	20.78	53	50.77	51.81	27	28.31	27.41
Grade 8	19	19.21	21.26	50	53.66	52.99	31	27.13	25.75
All Grades	19	19.38	20.20	53	49.48	51.02	28	31.13	28.78

Conclusions based on this data:

1. ELA CAASPP data for Williams Middle School shows a slight decrease of 2% for students in all grades scoring, standard exceeded or standard met from 2015/2016 to 2017/2018.
2. ELA CAASPP data for Williams Middle School shows a greater percentage of students above standard in the areas of Writing and Research/Inquiry at all grade levels from 2015/2016 to 2017/2018.
3. ELA CAASPP data for Williams Middle School shows a greater percentage of students below standard in the areas of Reading and Writing at all grade levels from 2015/2016 to 2017/2018.

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 6	351	332	375	340	319	361	335	319	360	96.9	96.1	96.3
Grade 7	341	341	342	332	329	332	324	329	332	97.4	96.5	97.1
Grade 8	395	334	345	389	325	333	383	325	332	98.5	97.3	96.5
All Grades	1087	1007	1062	1061	973	1026	1042	973	1024	97.6	96.6	96.6

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 6	2492.	2472.	2484.	10	9.72	13.89	19	17.55	16.39	33	25.08	29.72	38	47.65	40.00
Grade 7	2505.	2499.	2469.	11	12.16	8.73	19	14.29	11.75	28	26.44	22.29	42	47.11	57.23
Grade 8	2518.	2513.	2502.	11	8.00	9.04	17	18.46	16.57	26	26.77	23.49	45	46.77	50.90
All Grades	N/A	N/A	N/A	11	9.97	10.64	18	16.75	14.94	29	26.10	25.29	42	47.17	49.12

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 6	18	15.72	18.11	31	29.56	30.92	51	54.72	50.97
Grade 7	19	18.54	14.50	29	25.84	23.87	53	55.62	61.63
Grade 8	20	15.69	13.90	28	33.85	33.53	52	50.46	52.57
All Grades	19	16.67	15.57	29	29.73	29.48	52	53.60	54.95

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 6	9	9.43	13.89	44	39.31	40.56	47	51.26	45.56
Grade 7	13	13.37	10.24	39	35.87	33.13	47	50.76	56.63
Grade 8	12	12.00	13.29	49	39.38	45.92	39	48.62	40.79
All Grades	11	11.63	12.51	45	38.17	39.88	44	50.21	47.61

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 6	14	10.38	14.76	56	41.82	39.28	31	47.80	45.96
Grade 7	11	11.85	10.24	60	51.37	42.47	29	36.78	47.29
Grade 8	12	9.23	9.37	56	50.15	43.50	32	40.62	47.13
All Grades	12	10.49	11.55	57	47.84	41.68	31	41.67	46.77

Conclusions based on this data:

1. Math CAASPP data for Williams Middle School shows a decrease of 4.4% for students in all grades scoring, standard exceeded or standard met from 2015/2016 to 2017/2018.
2. Math CAASPP data for Williams Middle School shows a greater percentage of students performing at below standard in the area of concepts and procedures at all grade levels from 2015/2016 to 2017/2018 in comparison to communicating reasoning and problem solving & modeling/data analysis.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1517.9	1515.5	1519.8	86
Grade 7	1528.1	1522.3	1533.4	73
Grade 8	1530.5	1524.1	1536.4	54
All Grades				213

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	17	19.77	31	36.05	29	33.72	*	*	86
Grade 7	21	28.77	34	46.58	12	16.44	*	*	73
Grade 8	15	27.78	23	42.59	12	22.22	*	*	54
All Grades	53	24.88	88	41.31	53	24.88	19	8.92	213

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	30	34.88	40	46.51	*	*	*	*	86
Grade 7	30	41.10	35	47.95	*	*	*	*	73
Grade 8	24	44.44	26	48.15	*	*	*	*	54
All Grades	84	39.44	101	47.42	17	7.98	11	5.16	213

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	14	16.28	38	44.19	29	33.72	86
Grade 7	11	15.07	25	34.25	19	26.03	18	24.66	73
Grade 8	*	*	14	25.93	14	25.93	16	29.63	54
All Grades	26	12.21	53	24.88	71	33.33	63	29.58	213

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	25	29.07	49	56.98	12	13.95	86
Grade 7	21	28.77	46	63.01	*	*	73
Grade 8	16	29.63	31	57.41	*	*	54
All Grades	62	29.11	126	59.15	25	11.74	213

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	53	61.63	28	32.56	*	*	86
Grade 7	51	69.86	19	26.03	*	*	73
Grade 8	40	74.07	12	22.22	*	*	54
All Grades	144	67.61	59	27.70	*	*	213

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	21	24.42	62	72.09	86
Grade 7	14	19.18	16	21.92	43	58.90	73
Grade 8	11	20.37	13	24.07	30	55.56	54
All Grades	28	13.15	50	23.47	135	63.38	213

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	14	16.28	67	77.91	*	*	86
Grade 7	12	16.44	56	76.71	*	*	73
Grade 8	12	22.22	39	72.22	*	*	54
All Grades	38	17.84	162	76.06	13	6.10	213

Conclusions based on this data:

1. ELPAC data for Williams Middle School shows 66.19% of students tested, scored at performance levels 3 or 4 during the 2017/2018 school year.
2. ELPAC data for Williams Middle School shows 8.92% of students tested, scored at performance level 1 during the 2017/2018 school year.
3. ELPAC data for Williams Middle School shows a greater percentage of students performing at the beginning indicator in the reading domain at all grade levels in comparison to other domains assessed.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,071	57.6%	26.5%	0.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	284	26.5%
Foster Youth	2	0.2%
Homeless	43	4.0%
Socioeconomically Disadvantaged	617	57.6%
Students with Disabilities	157	14.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	73	6.8%
American Indian	5	0.5%
Asian	109	10.2%
Filipino	60	5.6%
Hispanic	569	53.1%
Two or More Races	19	1.8%
Pacific Islander	8	0.7%
White	227	21.2%






Conclusions based on this data:

1. According to 2017/2018 enrollment data, Hispanic students (53.1%) and White students (21.2%) make up the majority of the student population at Williams Middle School.
2. According to 2017/2018 enrollment data, the socioeconomically disadvantaged subgroup is 57.6% of the student population at Williams Middle.
3. According to 2017/2018 enrollment data, the English learner subgroup is 26.5% of the student population at Williams Middle.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. According to the 2018 Fall dashboard, suspension rate for all students at Williams Middle is the red indicator.
2. According to the 2018 Fall dashboard, English Language Arts and Mathematics for all students at Williams Middle is the orange indicator.

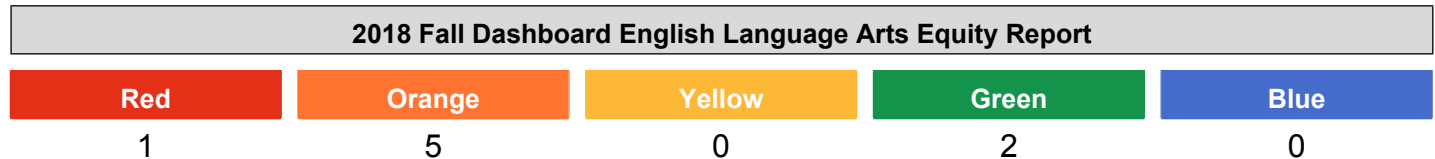
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange		 Orange		 No Performance Color	
32.2 points below standard		66 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Maintained -2.3 points		Declined -5.8 points		2 students	
989 students		386 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Orange		 Red	
51.1 points below standard		56.3 points below standard		142.6 points below standard	
Declined -15.3 points		Maintained 1.8 points		Maintained -0.2 points	
43 students		566 students		152 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Orange 45.6 points below standard Maintained 0.3 points 60 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Asian  Green 22.9 points above standard Declined -4.9 points 104 students	Filipino  Green 28.4 points above standard Declined -16 points 52 students
Hispanic  Orange 56.6 points below standard Declined -6.4 points 533 students	Two or More Races  No Performance Color 7.2 points below standard Increased 19.9 points 20 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	White  Orange 11.2 points below standard Maintained 2 points 207 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 121.6 points below standard Declined -15 points 203 students	Reclassified English Learners 4.3 points below standard Maintained -0.8 points 183 students	English Only 18.9 points below standard Maintained 1.3 points 536 students
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Conclusions based on this data:

1. According to the 2018 Fall dashboard for English Language Arts, students with disabilities subgroup scored at the red indicator.
2. According to the 2018 Fall dashboard for English Language Arts, the subgroup with the greatest number of points below standard is the Hispanic subgroup at 56.6 points below standard.
3. According to the 2018 Fall dashboard for English Language Arts, in comparing English Language Learners, current English Learners are the subgroup with the greatest number of points below standard (121.6 points).

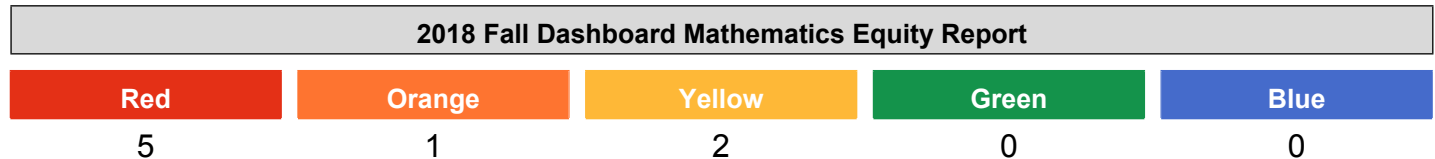
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 81.6 points below standard Declined -10.1 points 981 students	English Learners  Red 114.6 points below standard Declined -6.7 points 384 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color 105.4 points below standard Declined -31.8 points 39 students	Socioeconomically Disadvantaged  Red 110.1 points below standard Declined -8.9 points 559 students	Students with Disabilities  Red 191.5 points below standard Declined -14.7 points 152 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Red 102 points below standard Declined -18.6 points 60 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Asian  Yellow 14.2 points below standard Maintained 0.1 points 103 students	Filipino  Yellow 21 points below standard Declined -32.2 points 53 students
Hispanic  Red 111.6 points below standard Declined -16.1 points 527 students	Two or More Races  No Performance Color 45.4 points below standard Increased 35.3 points 18 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	White  Orange 50.7 points below standard Maintained -2.3 points 207 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 167.5 points below standard Declined -11.7 points 201 students	Reclassified English Learners 56.5 points below standard Declined -8.1 points 183 students	English Only 69.5 points below standard Declined -9.4 points 530 students
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Conclusions based on this data:

1. According to the 2018 Fall dashboard for mathematics, students with disabilities, socioeconomically disadvantaged and English Learner subgroups scored at the red indicator.
2. According to the 2018 Fall dashboard for mathematics, the subgroups with the greatest number of points below standard are African American and Hispanic subgroups.
3. According to the 2018 Fall dashboard for mathematics, in comparing English Language Learners, current English Learners are the subgroup with the greatest number of points below standard (167.5 points).

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
213	24.9%	41.3%	24.9%	8.9%

Conclusions based on this data:

1. According to the 2018 Fall dashboard for English Learner progress 66.2% of English Learners scored at level 3 or 4.
2. According to the 2018 Fall dashboard for English Learner progress 8.9% of English Learners scored at level 1.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

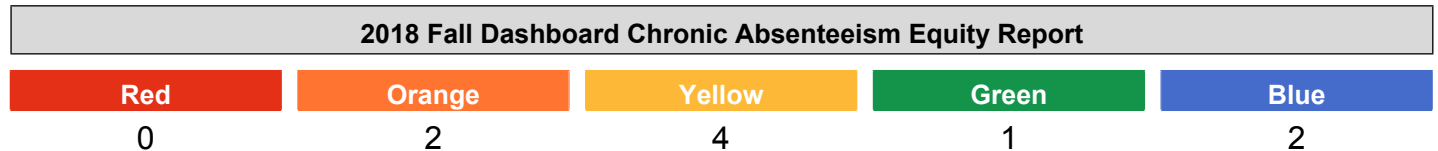
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 10.3% chronically absent Declined 0.9% 1121 students	English Learners  Green 8.1% chronically absent Declined 1.1% 297 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  Orange 23.8% chronically absent Declined 8% 63 students	Socioeconomically Disadvantaged  Yellow 12.4% chronically absent Declined 1% 659 students	Students with Disabilities  Yellow 13.9% chronically absent Declined 1.9% 173 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Yellow 14.5% chronically absent Declined 3.6% 76 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Asian  Blue 0.9% chronically absent Maintained 0.1% 110 students	Filipino  Blue 1.6% chronically absent Declined 4.7% 64 students
Hispanic  Orange 10.6% chronically absent Increased 0.5% 601 students	Two or More Races  No Performance Color 17.4% chronically absent Declined 5.7% 23 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	White  Yellow 14.2% chronically absent Declined 1.6% 233 students

Conclusions based on this data:

1. According to the 2018 Fall dashboard for academic engagement, Hispanic and Homeless subgroups scored at the orange indicator for chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:
1.

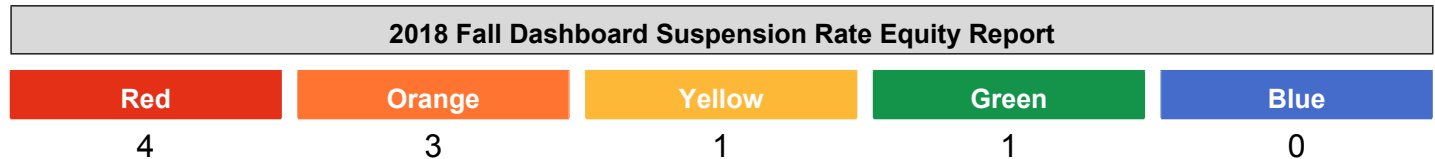
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 18.1% suspended at least once Increased 1% 1161 students	English Learners  Yellow 14.2% suspended at least once Declined -3.8% 302 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 6 students
Homeless  Orange 24.2% suspended at least once Declined -2.4% 66 students	Socioeconomically Disadvantaged  Orange 20.9% suspended at least once Declined -0.9% 681 students	Students with Disabilities  Red 31.5% suspended at least once Increased 1.8% 178 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 32.1% suspended at least once Increased 12.3% 78 students	American Indian  No Performance Color Less than 11 Students - Data 6 students	Asian  Orange 8.6% suspended at least once Increased 0.3% 116 students	Filipino  Green 2.9% suspended at least once Declined -3.1% 68 students
Hispanic  Red 19.2% suspended at least once Increased 0.4% 620 students	Two or More Races  No Performance Color 28% suspended at least once Maintained 0.2% 25 students	Pacific Islander  No Performance Color Less than 11 Students - Data 8 students	White  Red 18.8% suspended at least once Increased 1.7% 240 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
14.9% suspended at least once	17.1% suspended at least once	18.1% suspended at least once

Conclusions based on this data:

1. According to the 2018 Fall dashboard for Conditions and Climate, students with disabilities, African American, Hispanic and White subgroups scored at the red indicator for suspension rate.
2. According to the 2018 Fall dashboard suspension rate increased 3.2% from 2016 to 2018.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Goal 1

Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.

Identified Need

Overall English Language Arts

Overall Mathematics

At Risk Students: ELL, foster youth, homeless and socioeconomically disadvantaged (ELA and mathematics)

Students with disabilities subgroup (ELA and mathematics)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data (ELA and Mathematics)	TBD - 2018/2019 ELA and Mathematics Data	Increase the percentage of students who score standard met or standards exceeded by 3% in English Language Arts and mathematics.
SBAC Data (ELA and Mathematics)	TBD - 2018/2019 ELA and Mathematics Data	Increase the percentage of at risk students (ELL, foster youth, homeless and socioeconomically disadvantaged) who score standards met or standard exceeded by 3% in English Language Arts and mathematics.
SBAC Data (ELA and Mathematics)	TBD - 2018/2019 ELA and Mathematics Data	Increase the percentage of students with disabilities and Hispanic subgroup who score standards met or standard exceeded by 3% in English Language Arts and mathematics.
District RCD Assessments		60% of students will score a 3 or higher on district post

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		assessments in ELA and math each quarter.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds

All students

English Language Learners (ELL)

Foster Youth

Homeless

Socioeconomically disadvantaged

Students with disabilities

Hispanic subgroup

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds

- Licenses for Accelerated Reader
- Provide supplies for NGSS implementation for 7/8 grade
- Provide supplies, materials for home economics program
- Provide student agendas to support instruction and student organization
- Provide additional supplies and support for Art Program
- Provide additional supplies and support for PE Program
- Purchase books, supplies, additional resources for ELD, non-fiction resources for library
- Provide Collaboration time for lesson study for math department
- Provide collaboration time for rigor/relevance framework (ELA, mathematics, science, social studies)
- Provide time for Leadership team to analyze and apply data and steer subsequent professional development and interventions
- Provide funding for counselor collaboration and professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,324	Title I
5,000	Title I
1,500	Title I
5,000	Title I

1,500	Title I
2,000	Title I
4,800	Title I
10,800	Title I
3,000	Title I
2,500	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1- Tier 1 - Core Instruction and Differentiation - Site Funds
All Students

Strategy/Activity

Goal 1: Tier 1 - Core Instruction and Differentiation - Site Funds

- Provide additional supplies and support for PE program
- Copies/paper/supplies/ so support 6-8 instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000	Site Formula Funds
30,428	Site Formula Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds

- Socioeconomically Disadvantaged
- English Learners
- Foster Youth

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds

- Provide supplies for NGSS implementation for 6th grade
- Copies/paper/supplies/ to support 6-8 instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCFF - Supplemental
5,500	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted (EL)
<ul style="list-style-type: none"> English Learners

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted (EL)
<ul style="list-style-type: none"> Purchase books, supplies, additional resources for ELD, non-fiction resources for library Copies/paper/supplies/ to support 6-8 instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF - Supplemental
5,000	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted (EL)
1b. Programs to meet the needs of English Learners

Strategy/Activity

<ul style="list-style-type: none"> Provide training and support for teachers who teach ELD classes, CAFE conference Provide college field trip to ELD students and parents Provide ELD teachers materials and resources for student development. Support implementation of Rosetta Stone for ELD students Provide funding for ELD conference for staff professional development, Soluciones Salaries - English Learner Paraeducator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCFF - Supplemental
3,000	LCFF - Supplemental
1,000	LCFF - Supplemental
6,529	LCFF - Supplemental
5,000	LCFF - Supplemental
26,940	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress (including LTEL and at risk for LTEL) - Title Funds - Targeted (SES, EL, FY) - Targeted (EL)

- Socioeconomically Disadvantaged
- English Learners
- Foster Youth

Strategy/Activity

- Targeted after school interventions/credit recovery
- Maintain/Implement Read 180/System44 to increase literacy for at risk students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,281	Title I
2,300	LCFF - Supplemental
5,000	LCFF - Supplemental
8,000	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress (including LTEL and at risk for LTEL) - Title Funds - Targeted (SES, EL, FY) - Targeted (EL)

Strategy/Activity

- AVID Site Coordinator Prep Time

- 5 AVID teacher sub 3 days
- AVID Supplies
- AVID Subscription
- AVID Tutors & Student Helpers
- AVID Summer Institute
- AVID Membership
- AVID Copies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,800	LCFF - Supplemental
1,452	LCFF - Supplemental
550	LCFF - Supplemental
4,752	LCFF - Supplemental
13,500	LCFF - Supplemental
3,899	LCFF - Supplemental
1,800	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

- Overall decrease or maintained SBAC. Ensure goals are attainable. Support all students in learning.
- Ensure goals are attainable for at risk students.
- Federal school improvement plan: students with disabilities and Hispanic as focus for improvement.

- Using RCD assessments as data point for PLC analysis discussion. Overall support student learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment. (Including decreasing chronic absenteeism and reducing suspension rates)

Goal 2

Provide a safe and equitable learning environment. (Including decreasing chronic absenteeism and reducing suspension rates)

Identified Need

Continued focus on reducing suspension rate and chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Data (AERIES)	TBD	Reduce the suspension rate by 2%.
Monthly Attendance Reports	TBD	Maintain a 98% attendance rate.
Monthly Attendance Reports	TBD	Reduce the chronic absenteeism rate by 1%. Chronic absenteeism is greater than or equal to 10% of enrolled days.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 1 - Core Instruction and Differentiation
All Students

Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Title I Funds

- Positive recognition assemblies/awards/certificates
- Where Everybody Belongs (WEB) peer mentoring program, training and supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I
4,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 1 - Core Instruction and Differentiation - Targeted (SES, EL, FY)

Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Targeted (SES, EL, FY)

- Provide safety and cultural assemblies/guest speakers
- Provide funding for academic team competition entrance fees such as Science Olympiad, Math Counts, Math Olympiad, Robotics, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF - Supplemental
500	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 1 - Core Instruction and Differentiation - Targeted (EL)

- English Learners

Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Targeted (EL)

- Additional clerical support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

2,000

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 1 - Core Instruction and Differentiation - Site Funds

- All Students

Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Site Funds

- Additional clerical support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000

Site Formula Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 3 - Intensive Support - Title I Funds

All Students

Strategy/Activity

Goal 2 - Tier 3 - Intensive Support - Title I Funds

- Provide SEL services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30,500

Title I

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Significant Accomplishments

- 21.26% reduction in total referrals as of May 1, 2019
- 16.34% reduction in total suspensions/ISS as of May 1, 2019 (should see a reduction in total number of suspensions on
- Creation of the Intervention Center to provide students with Social Emotional skills
- Second Step and Lion's Quest Pilot in one class each in the 6th, 7th, and 8th grades

Evidence of Impact (outcomes achieved or not)

- Local data (Aeries)
- Monthly Attendance Reports

Implications for 2018-2019 Plan

- While we have seen a reduction in total number of referrals in the 2018-19 school year, we have maintained our suspension rate. Next year we will expand our SEL curriculum to all students through Social Studies classes.
- Will continue deliver SEL through the Intervention Center, and provide students with time to reflect on their behaviors and areas for improvement
- Increase opportunities for students to participate in counseling groups (academic, behavior, etc.)
- Students who are assigned to the Intervention Center for a second time will now be referred to the counseling department for additional support

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3 - Parent Involvement and Education

Goal 3

Goal 3 - Parent Involvement and Education

Identified Need

Increase school communication to parents, bi-weekly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Messenger Communication Log, Updates on school website	TBD	Communication to the community via email, newsletter and/or school website will occur bi-weekly.
LCAP and GATE Survey Data	TBD	Increase parent participation, completing the LCAP and GATE survey to provide feedback by 5%.
Attendance Logs	TBD	Provide a quarterly parent information night in which 15% of the of targeted parents attend.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 3 - Parent Involvement - Strategies to encourage parent involvement and provide parent education.

- All Students

Strategy/Activity

Goal 3 -Parent Involvement - Strategies to encourage parent involvement and provide parent education.

- Provide quarterly parent nights to increase academic and social/emotional awareness.
- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance information.
- Postage for reports cards and flyers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Site Formula Funds
10,500	LCFF - Supplemental
5,000	Site Formula Funds

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4 - Technology - Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Goal 4

Goal 4 - Technology - Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Identified Need

- Increase the number of computer devices to access curriculum (StudySync (ELA), System 44, READ 180, Digits (Math) and NGSS
- Provide staff professional development in curriculum and planning.
- Increase usage of AERIES parent and student portal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Observation	TBD	Increase the number computer devices to ensure students and teachers have access to technology to access curriculum (StudySync (ELA), System 44, READ 180, Digits (Math))
Scheduled Training and Professional Development	TBD	Provide technology training to staff to implement targeted curriculum (Studysync, System 44, Read 180, Digits) for student success.
Aeries Parent Portal Usage Reports	TBD	Increase usage of parent and student portal by 2%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
English Learners
Socio Economically Disadvantaged

Strategy/Activity

- Purchase additional technology as needed: doc cameras, computers, to be used in classrooms and library to access information for student learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
90,000	Title I

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$350,155.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$183,705.00

Subtotal of additional federal funds included for this school: \$183,705.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$118,522.00
Site Formula Funds	\$47,928.00

Subtotal of state or local funds included for this school: \$166,450.00

Total of federal, state, and/or local funds for this school: \$350,155.00

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:

Miguel Romo School Principal

Michelle Baptista (6th Grade) Classroom Teachers

Lulu Flores Other School Staff

Carmen Serrato Parent or Community Members

Name of Members	Role
Teresa Ignatovich (7th Grade/AVID)	Classroom Teacher
Ajinderjit Hundal (8th Grade)	Classroom Teacher
Jeanne Bailey (SPED)	Classroom Teacher
Marna Aguirre	Parent or Community Member
Tiffany Evans	Parent or Community Member
Juana Olivares	Parent or Community Member
Mirna Magallon	Parent or Community Member
Maria Zenaida Perez	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 School 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
-----------	----------------------------------

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 5/9/19.

Attested:



Principal, Miguel Romo on 5/9/19
SSC Chairperson, Michelle Baptista on 5/9/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019