

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

| | |
|---|--|
| School Name | McCabe Elementary School |
| Address | 701 West McCabe Rd. El Centro, CA 92243 |
| County-District-School (CDS) Code | 13631806008593 |
| Principal | Armando Lopez |
| District Name | McCabe Union Elementary School District |
| SPSA Revision Date | August 2018 |
| Schoolsite Council (SSC) Approval Date | |
| Local Board Approval Date | 02/12/2019 |

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- School Profile 3
- Stakeholder Involvement 3
- School and Student Performance Data 4
 - Student Enrollment..... 4
 - CAASPP Results..... 7
 - ELPAC Results 11
 - Student Population 15
 - Overall Performance 16
 - Academic Performance 17
 - Academic Engagement 22
 - Conditions & Climate..... 24
- Goals, Strategies, & Proposed Expenditures..... 26
 - Goal 1 26
 - Goal 2..... 34
- Annual Review and Update 41
 - Goal 1 41
 - Goal 2..... 47
 - Expenditures by Funding Source 52
 - Expenditures by Budget Reference 53
 - Expenditures by Budget Reference and Funding Source 54
- School Site Council Membership 55
- Recommendations and Assurances 56

School Vision and Mission

The mission of McCabe School District is to provide every student with an academic and social foundation that will enable them to be responsible, productive citizens and strive to their maximum potential.

School Profile

McCabe Elementary School occupies approximately 35 acres of property at the corner of McCabe and Austin Roads in Imperial County. This includes 20 acres west of the main McCabe campus that were purchased from Mr. And Mrs. Virgil Corfman in 2006. The development of this property was completed during the summer of 2008 and the Corfman portion of McCabe School is used to house students in grades 4-8 and was officially opened in the fall of 2008.

McCabe School is located just southwest of El Centro. This K-8 school is considered a rural school that feeds into the Central Union High School District. California Basic Educational Data System (CBEDS) enrollment for fall 2017-18 school year was 1377 students. The socioeconomics of the school community are comprised of a wide range of occupations, from professionals to unskilled laborers. One indicator of the economic status is the number of federally funded free or reduced lunches served at McCabe School. During the 2017-18 school year, 32.2% of the student population received free or reduced lunches. Student enrollment continues to increase at a moderate pace and it is the District's goal to continue with Class Size Reduction in grades K-3. McCabe School was designated a California Distinguished School during the 2005-2006, and 2011-2012 school years. The California Department of Education recognized McCabe School as an outstanding educational program and awarded McCabe the California Gold Ribbon Schools Award during the 2015-2016 school year.

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

Parent involvement represents an important strategy in promoting student achievement. Teachers, office staff, and administrators keep parents informed as to student progress and attendance. In addition to quarterly report cards, mid-quarter progress reports are sent out. Parents with fourth through eighth grade students are also able to check grades on McCabe's website. The School Site Council (SSC) and the District English Language Advisory Committee (DELAC) continue to provide more opportunities for parent participation in the school and are able to provide input on the SPSA. In order to increase communication and understanding between the school and

home, information is provided to parents through flyers, notices, and pamphlets given to students to take home and occasionally through e-mail. News and other important events are also posted on the McCabe Website and electronic marquee. Back-to-School Night is held in September and Open House in May. These events provide opportunities for parents and the community to visit the school and be part of the programs sponsored by the PTO and give feedback that SSC is able to take into consideration for the SPSA.

Many McCabe parents take an active part in the school by volunteering to help in the classroom and with programs such as the Halloween Carnival, the See's Candy fundraiser, McCabe Olympics, upper grade athletics, field trips, eighth grade trip, sixth grade camp program, and school projects. During November of each year, formal conferences are scheduled for every child's parents. These conferences continue to be highly successful in providing communication and registering concerns about each child's progress and educational opportunities and programs for which they may be eligible.

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 | 0.0% | 0.0% | 0% | 0 | 0 | 0 |
| African American | 0.2% | 0.3% | 0.36% | 2 | 4 | 5 |
| Asian | 2.9% | 3.2% | 3.02% | 39 | 44 | 42 |
| Filipino | 0.2% | 0.2% | 0.29% | 2 | 3 | 4 |
| Hispanic/Latino | 83.9% | 84.5% | 85.53% | 1,145 | 1,174 | 1188 |
| Pacific Islander | 0.1% | 0.1% | 0% | 1 | 1 | 0 |
| White | 12.5% | 11.5% | 10.58% | 171 | 159 | 147 |
| Multiple/No Response | 0.3% | 0.1% | 0% | 4 | 1 | 0 |
| Total Enrollment | | | | 1,364 | 1,389 | 1389 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|---------|---------|
| Grade | Number of Students | | |
| | 2015-16 | 2016-17 | 2017-18 |
| Kindergarten | | 187 | 176 |
| Grade 1 | | 127 | 145 |
| Grade 2 | | 137 | 120 |
| Grade3 | | 145 | 135 |
| Grade 4 | | 151 | 159 |
| Grade 5 | | 165 | 149 |
| Grade 6 | | 170 | 166 |
| Grade 7 | | 170 | 176 |
| Grade 8 | | 137 | 163 |
| Grade 9 | | | 0 |
| Grade 10 | | | 0 |
| Grade 11 | | | 0 |
| Grade 12 | | | 0 |
| Total Enrollment | | 1,389 | 1,389 |

Conclusions based on this data:

1. Student enrollment maintained from previous year at 1389 with 25 more students testing in the 2017-18 school year.

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 | 213 | 251 | 232 | 15.6% | 18.1% | 16.7% |
| Fluent English Proficient (FEP) | 353 | 327 | 336 | 25.9% | 23.5% | 24.2% |
| Reclassified Fluent English Proficient | 62 | 25 | 71 | 33.5% | 11.7% | 28.3% |

Conclusions based on this data:

1. The number of EL students declined by 19 from 2016-17 to 2017-18, but the number of FEP increased by 9 and the number of reclassified students went up by 51.
2. Although there were less students classified as EL, more students were reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 142 | 142 | 129 | 141 | 139 | 129 | 141 | 139 | 129 | 99.3 | 97.9 | 100 |
| Grade 4 | 151 | 149 | 157 | 147 | 145 | 156 | 147 | 145 | 156 | 97.4 | 97.3 | 99.4 |
| Grade 5 | 167 | 155 | 149 | 165 | 153 | 147 | 165 | 153 | 147 | 98.8 | 98.7 | 98.7 |
| Grade 6 | 160 | 167 | 159 | 156 | 164 | 157 | 156 | 164 | 157 | 97.5 | 98.2 | 98.7 |
| Grade 7 | 137 | 164 | 173 | 135 | 159 | 170 | 135 | 159 | 170 | 98.5 | 97 | 98.3 |
| Grade 8 | 173 | 132 | 159 | 173 | 132 | 158 | 173 | 132 | 158 | 100 | 100 | 99.4 |
| All Grades | 930 | 909 | 926 | 917 | 892 | 917 | 917 | 892 | 917 | 98.6 | 98.1 | 99 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 2443. | 2432. | 2456. | 27 | 22.30 | 31.78 | 36 | 26.62 | 34.88 | 21 | 28.78 | 23.26 | 16 | 22.30 | 10.08 |
| Grade 4 | 2491. | 2497. | 2493. | 33 | 34.48 | 35.90 | 33 | 30.34 | 23.08 | 16 | 20.00 | 23.08 | 18 | 15.17 | 17.95 |
| Grade 5 | 2517. | 2534. | 2542. | 22 | 33.33 | 36.05 | 37 | 32.03 | 34.69 | 21 | 18.95 | 17.69 | 21 | 15.69 | 11.56 |
| Grade 6 | 2580. | 2573. | 2578. | 26 | 21.95 | 35.03 | 53 | 53.05 | 35.67 | 17 | 20.12 | 18.47 | 3 | 4.88 | 10.83 |
| Grade 7 | 2562. | 2582. | 2589. | 13 | 18.24 | 21.18 | 45 | 51.57 | 48.82 | 24 | 19.50 | 23.53 | 19 | 10.69 | 6.47 |
| Grade 8 | 2585. | 2570. | 2584. | 12 | 9.09 | 15.19 | 49 | 48.48 | 50.00 | 29 | 30.30 | 22.15 | 10 | 12.12 | 12.66 |
| All Grades | N/A | N/A | N/A | 22 | 23.43 | 28.90 | 42 | 40.70 | 38.17 | 21 | 22.65 | 21.37 | 14 | 13.23 | 11.56 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 30 | 17.99 | 24.03 | 50 | 49.64 | 55.81 | 20 | 32.37 | 20.16 |
| Grade 4 | 33 | 30.34 | 31.41 | 44 | 54.48 | 52.56 | 23 | 15.17 | 16.03 |
| Grade 5 | 23 | 33.99 | 31.97 | 50 | 47.06 | 51.70 | 27 | 18.95 | 16.33 |
| Grade 6 | 31 | 29.88 | 36.94 | 55 | 58.54 | 45.86 | 13 | 11.59 | 17.20 |
| Grade 7 | 29 | 28.93 | 32.94 | 45 | 50.31 | 47.65 | 26 | 20.75 | 19.41 |
| Grade 8 | 30 | 21.21 | 24.68 | 55 | 50.00 | 55.70 | 15 | 28.79 | 19.62 |
| All Grades | 29 | 27.35 | 30.53 | 50 | 51.79 | 51.36 | 21 | 20.85 | 18.10 |

| Writing | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Producing clear and purposeful writing | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 22 | 22.30 | 31.01 | 58 | 56.12 | 57.36 | 20 | 21.58 | 11.63 |
| Grade 4 | 28 | 31.72 | 28.85 | 59 | 51.72 | 57.69 | 14 | 16.55 | 13.46 |
| Grade 5 | 33 | 41.83 | 53.74 | 45 | 44.44 | 35.37 | 22 | 13.73 | 10.88 |
| Grade 6 | 40 | 41.46 | 36.94 | 54 | 48.17 | 51.59 | 5 | 10.37 | 11.46 |
| Grade 7 | 24 | 40.88 | 41.76 | 66 | 51.57 | 52.94 | 10 | 7.55 | 5.29 |
| Grade 8 | 20 | 21.97 | 28.48 | 65 | 63.64 | 56.96 | 14 | 14.39 | 14.56 |
| All Grades | 28 | 33.97 | 36.86 | 58 | 52.24 | 52.02 | 14 | 13.79 | 11.12 |

| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 13 | 17.27 | 25.58 | 79 | 71.94 | 71.32 | 7 | 10.79 | 3.10 |
| Grade 4 | 22 | 24.14 | 20.51 | 69 | 65.52 | 71.79 | 10 | 10.34 | 7.69 |
| Grade 5 | 12 | 26.14 | 20.41 | 75 | 60.78 | 66.67 | 13 | 13.07 | 12.93 |
| Grade 6 | 18 | 17.07 | 27.39 | 78 | 78.66 | 63.69 | 4 | 4.27 | 8.92 |
| Grade 7 | 23 | 13.21 | 15.88 | 62 | 72.33 | 73.53 | 15 | 14.47 | 10.59 |
| Grade 8 | 14 | 16.67 | 18.35 | 79 | 71.97 | 70.25 | 7 | 11.36 | 11.39 |
| All Grades | 17 | 19.06 | 21.16 | 74 | 70.29 | 69.57 | 9 | 10.65 | 9.27 |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 28 | 27.34 | 41.09 | 58 | 55.40 | 48.06 | 13 | 17.27 | 10.85 |
| Grade 4 | 36 | 36.55 | 35.26 | 50 | 51.03 | 50.64 | 14 | 12.41 | 14.10 |
| Grade 5 | 35 | 41.18 | 46.94 | 58 | 46.41 | 40.82 | 7 | 12.42 | 12.24 |
| Grade 6 | 51 | 44.51 | 56.05 | 45 | 48.78 | 38.22 | 4 | 6.71 | 5.73 |
| Grade 7 | 28 | 43.40 | 42.94 | 56 | 48.43 | 47.65 | 16 | 8.18 | 9.41 |
| Grade 8 | 26 | 24.24 | 30.38 | 62 | 59.85 | 55.06 | 12 | 15.91 | 14.56 |
| All Grades | 34 | 36.77 | 42.09 | 55 | 51.35 | 46.78 | 11 | 11.88 | 11.12 |

Conclusions based on this data:

1. The District will focus on improving overall scores in the following area: Listening: Demonstrating effective Communication skills. The District will use District provided curriculum along with assessments from Inspect Data Bank to improve scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|----------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 142 | 142 | 129 | 141 | 141 | 129 | 141 | 141 | 129 | 99.3 | 99.3 | 100 |
| Grade 4 | 151 | 149 | 157 | 150 | 149 | 156 | 150 | 149 | 156 | 99.3 | 100 | 99.4 |
| Grade 5 | 167 | 155 | 149 | 165 | 155 | 148 | 165 | 155 | 148 | 98.8 | 100 | 99.3 |
| Grade 6 | 160 | 167 | 159 | 156 | 165 | 158 | 156 | 165 | 158 | 97.5 | 98.8 | 99.4 |
| Grade 7 | 137 | 164 | 173 | 135 | 163 | 171 | 135 | 163 | 171 | 98.5 | 99.4 | 98.8 |
| Grade 8 | 173 | 132 | 159 | 173 | 132 | 158 | 173 | 132 | 158 | 100 | 100 | 99.4 |
| All Grades | 930 | 909 | 926 | 920 | 905 | 920 | 920 | 905 | 920 | 98.9 | 99.6 | 99.4 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 2453. | 2453. | 2446. | 20 | 21.28 | 17.83 | 47 | 40.43 | 38.76 | 21 | 24.11 | 34.11 | 12 | 14.18 | 9.30 |
| Grade 4 | 2476. | 2500. | 2480. | 11 | 21.48 | 13.46 | 34 | 39.60 | 33.97 | 41 | 30.20 | 41.03 | 14 | 8.72 | 11.54 |
| Grade 5 | 2500. | 2539. | 2538. | 16 | 29.03 | 29.73 | 21 | 30.32 | 27.03 | 34 | 27.74 | 32.43 | 30 | 12.90 | 10.81 |
| Grade 6 | 2582. | 2585. | 2585. | 35 | 37.58 | 42.41 | 37 | 28.48 | 31.01 | 22 | 26.06 | 17.09 | 6 | 7.88 | 9.49 |
| Grade 7 | 2547. | 2579. | 2579. | 16 | 23.31 | 27.49 | 30 | 33.74 | 29.24 | 30 | 34.97 | 28.65 | 24 | 7.98 | 14.62 |
| Grade 8 | 2628. | 2591. | 2612. | 41 | 28.03 | 33.54 | 28 | 28.79 | 30.38 | 20 | 23.48 | 23.42 | 11 | 19.70 | 12.66 |
| All Grades | N/A | N/A | N/A | 24 | 26.96 | 27.72 | 32 | 33.48 | 31.52 | 28 | 27.96 | 29.24 | 16 | 11.60 | 11.52 |

| 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 3 | 43 | 41.13 | 41.09 | 43 | 39.72 | 43.41 | 15 | 19.15 | 15.50 |
| Grade 4 | 18 | 42.95 | 26.92 | 52 | 40.94 | 49.36 | 30 | 16.11 | 23.72 |
| Grade 5 | 18 | 43.23 | 40.54 | 44 | 38.71 | 40.54 | 38 | 18.06 | 18.92 |
| Grade 6 | 50 | 50.91 | 58.23 | 37 | 35.15 | 28.48 | 13 | 13.94 | 13.29 |
| Grade 7 | 28 | 35.58 | 38.01 | 41 | 45.40 | 36.26 | 30 | 19.02 | 25.73 |
| Grade 8 | 52 | 40.91 | 44.30 | 34 | 35.61 | 36.71 | 14 | 23.48 | 18.99 |
| All Grades | 35 | 42.54 | 41.52 | 42 | 39.34 | 38.91 | 23 | 18.12 | 19.57 |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 25 | 28.37 | 24.03 | 52 | 53.90 | 51.94 | 23 | 17.73 | 24.03 |
| Grade 4 | 17 | 27.52 | 17.31 | 58 | 55.70 | 53.85 | 25 | 16.78 | 28.85 |
| Grade 5 | 22 | 27.10 | 30.41 | 41 | 55.48 | 46.62 | 37 | 17.42 | 22.97 |
| Grade 6 | 37 | 37.58 | 39.87 | 55 | 48.48 | 44.94 | 8 | 13.94 | 15.19 |
| Grade 7 | 19 | 29.45 | 30.41 | 49 | 55.83 | 50.88 | 32 | 14.72 | 18.71 |
| Grade 8 | 38 | 19.70 | 36.08 | 46 | 51.52 | 53.16 | 17 | 28.79 | 10.76 |
| All Grades | 27 | 28.62 | 29.89 | 50 | 53.48 | 50.22 | 23 | 17.90 | 19.89 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 35 | 34.04 | 24.81 | 53 | 51.06 | 60.47 | 11 | 14.89 | 14.73 |
| Grade 4 | 23 | 30.20 | 25.00 | 59 | 53.69 | 55.13 | 18 | 16.11 | 19.87 |
| Grade 5 | 15 | 29.68 | 25.00 | 52 | 50.97 | 54.05 | 33 | 19.35 | 20.95 |
| Grade 6 | 32 | 32.12 | 38.61 | 54 | 52.73 | 48.73 | 14 | 15.15 | 12.66 |
| Grade 7 | 22 | 25.15 | 28.65 | 62 | 61.96 | 62.57 | 16 | 12.88 | 8.77 |
| Grade 8 | 42 | 30.30 | 36.71 | 51 | 57.58 | 54.43 | 7 | 12.12 | 8.86 |
| All Grades | 28 | 30.17 | 30.00 | 55 | 54.70 | 55.87 | 17 | 15.14 | 14.13 |

Conclusions based on this data:

1. The District will focus on improving overall scores in the following area: Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems. The District will use District provided curriculum along with assessments from Inspect Data Bank to improve scores.

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 K | 1430.4 | 1438.4 | 1411.7 | 61 |
| Grade 1 | 1481.0 | 1467.8 | 1493.7 | 58 |
| Grade 2 | 1500.0 | 1482.6 | 1516.9 | 21 |
| Grade 3 | 1488.6 | 1477.9 | 1498.9 | 17 |
| Grade 4 | 1513.0 | 1493.5 | 1532.2 | 23 |
| Grade 5 | 1533.8 | 1518.7 | 1548.3 | 17 |
| Grade 6 | 1499.9 | 1478.1 | 1521.3 | 14 |
| Grade 7 | 1536.5 | 1534.1 | 1538.5 | 13 |
| Grade 8 | * | * | * | * |
| All Grades | | | | 230 |

| 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 K | 18 | 29.51 | 19 | 31.15 | 19 | 31.15 | * | * | 61 |
| Grade 1 | 30 | 51.72 | 22 | 37.93 | * | * | * | * | 58 |
| Grade 2 | 12 | 57.14 | * | * | | | * | * | 21 |
| Grade 3 | * | * | * | * | * | * | * | * | 17 |
| Grade 4 | * | * | 14 | 60.87 | * | * | * | * | 23 |
| Grade 5 | * | * | * | * | * | * | | | 17 |
| Grade 6 | | | * | * | * | * | * | * | 14 |
| Grade 7 | * | * | * | * | * | * | | | 13 |
| Grade 8 | * | * | * | * | | | | | * |
| All Grades | 83 | 36.09 | 88 | 38.26 | 43 | 18.70 | 16 | 6.96 | 230 |

| 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 K | 23 | 37.70 | 20 | 32.79 | 13 | 21.31 | * | * | 61 |
| Grade 1 | 37 | 63.79 | 12 | 20.69 | * | * | * | * | 58 |
| Grade 2 | 15 | 71.43 | * | * | * | * | * | * | 21 |
| Grade 3 | * | * | * | * | * | * | * | * | 17 |
| Grade 4 | * | * | 12 | 52.17 | * | * | * | * | 23 |
| Grade 5 | * | * | * | * | * | * | | | 17 |
| Grade 6 | * | * | * | * | * | * | * | * | 14 |
| Grade 7 | * | * | * | * | * | * | | | 13 |
| Grade 8 | * | * | * | * | | | | | * |
| All Grades | 105 | 45.65 | 75 | 32.61 | 35 | 15.22 | 15 | 6.52 | 230 |

| 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 K | 14 | 22.95 | 11 | 18.03 | 30 | 49.18 | * | * | 61 |
| Grade 1 | 32 | 55.17 | 14 | 24.14 | * | * | * | * | 58 |
| Grade 2 | 12 | 57.14 | * | * | * | * | | | 21 |
| Grade 3 | * | * | * | * | * | * | * | * | 17 |
| Grade 4 | * | * | * | * | * | * | * | * | 23 |
| Grade 5 | * | * | * | * | * | * | | | 17 |
| Grade 6 | * | * | * | * | * | * | * | * | 14 |
| Grade 7 | * | * | * | * | * | * | * | * | 13 |
| Grade 8 | * | * | * | * | * | * | | | * |
| All Grades | 76 | 33.04 | 62 | 26.96 | 65 | 28.26 | 27 | 11.74 | 230 |

| 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 K | 38 | 62.30 | 20 | 32.79 | * | * | 61 |
| Grade 1 | 47 | 81.03 | * | * | * | * | 58 |
| Grade 2 | 17 | 80.95 | * | * | * | * | 21 |
| Grade 3 | * | * | * | * | * | * | 17 |
| Grade 4 | * | * | 12 | 52.17 | * | * | 23 |
| Grade 5 | * | * | * | * | | | 17 |
| Grade 6 | * | * | * | * | * | * | 14 |
| Grade 7 | * | * | * | * | | | 13 |
| Grade 8 | * | * | * | * | | | * |
| All Grades | 135 | 58.70 | 84 | 36.52 | 11 | 4.78 | 230 |

| 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 K | 17 | 27.87 | 32 | 52.46 | 12 | 19.67 | 61 |
| Grade 1 | 24 | 41.38 | 26 | 44.83 | * | * | 58 |
| Grade 2 | 14 | 66.67 | * | * | * | * | 21 |
| Grade 3 | * | * | * | * | * | * | 17 |
| Grade 4 | 14 | 60.87 | * | * | * | * | 23 |
| Grade 5 | 11 | 64.71 | * | * | * | * | 17 |
| Grade 6 | * | * | * | * | * | * | 14 |
| Grade 7 | * | * | * | * | | | 13 |
| Grade 8 | * | * | * | * | | | * |
| All Grades | 98 | 42.61 | 100 | 43.48 | 32 | 13.91 | 230 |

| 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 K | * | * | 47 | 77.05 | * | * | 61 |
| Grade 1 | 37 | 63.79 | 14 | 24.14 | * | * | 58 |
| Grade 2 | 13 | 61.90 | * | * | * | * | 21 |
| Grade 3 | * | * | * | * | * | * | 17 |
| Grade 4 | * | * | 13 | 56.52 | * | * | 23 |
| Grade 5 | * | * | 12 | 70.59 | | | 17 |
| Grade 6 | * | * | * | * | * | * | 14 |
| Grade 7 | * | * | * | * | * | * | 13 |
| Grade 8 | * | * | * | * | * | * | * |
| All Grades | 79 | 34.35 | 107 | 46.52 | 44 | 19.13 | 230 |

| 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 K | 29 | 47.54 | 23 | 37.70 | * | * | 61 |
| Grade 1 | 26 | 44.83 | 31 | 53.45 | * | * | 58 |
| Grade 2 | * | * | 12 | 57.14 | * | * | 21 |
| Grade 3 | * | * | 12 | 70.59 | * | * | 17 |
| Grade 4 | 11 | 47.83 | * | * | * | * | 23 |
| Grade 5 | 13 | 76.47 | * | * | | | 17 |
| Grade 6 | * | * | * | * | * | * | 14 |
| Grade 7 | * | * | 11 | 84.62 | | | 13 |
| Grade 8 | * | * | * | * | | | * |
| All Grades | 95 | 41.30 | 118 | 51.30 | 17 | 7.39 | 230 |

Conclusions based on this data:

1. This is the first year of ELPAC scores. The District will continue to run small ELD groups to support English Learners. Teachers will continue to receive extra support during ExCEL to support English Learners.

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 |
| 1,389 | 32.5% | 16.7% | 0.3% |

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 | 232 | 16.7% |
| Foster Youth | 4 | 0.3% |
| Homeless | 16 | 1.2% |
| Socioeconomically Disadvantaged | 452 | 32.5% |
| Students with Disabilities | 88 | 6.3% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 5 | 0.4% |
| Asian | 42 | 3.0% |
| Filipino | 4 | 0.3% |
| Hispanic | 1,188 | 85.5% |
| Two or More Races | 3 | 0.2% |
| White | 147 | 10.6% |






Conclusions based on this data:

1. The District enrollment has held steady at 1389 from the previous year.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|---|
| <p>English Language Arts</p>  <p>Green</p> | <p>Chronic Absenteeism</p>  <p>Orange</p> | <p>Suspension Rate</p>  <p>Orange</p> |
| <p>Mathematics</p>  <p>Green</p> | | |
| <p>English Learner Progress</p>  <p>No Performance Color</p> | | |

Conclusions based on this data:

1. The District maintained its Green Performance Indicator in ELA and Mathematics, and has an Orange Performance Indicator in Suspensions and Chronic Absenteeism.
2. All Local Indicators were met.

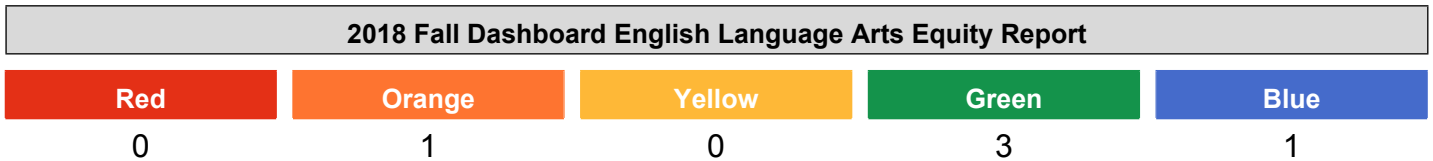
School and Student Performance Data

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 | | |
|--|---|--|
| <p>All Students</p>  <p>Green</p> <p>32.9 points above standard</p> <p>Increased 7.6 points</p> <p>896 students</p> | <p>English Learners</p>  <p>Green</p> <p>0.7 points below standard</p> <p>Increased 6.6 points</p> <p>192 students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.5 points above standard</p> <p>Increased 7.2 points</p> <p>280 students</p> | <p>Students with Disabilities</p>  <p>Orange</p> <p>22.1 points below standard</p> <p>Declined -16.8 points</p> <p>60 students</p> |

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  No Performance Color 0 Students |  No Performance Color 90.3 points above standard Declined -25.4 points 31 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 27.8 points above standard Increased 9.2 points 746 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  No Performance Color 0 Students |  Blue 53.2 points above standard Maintained 0.4 points 93 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 | Reclassified English Learners | English Only |
|---|--|--|
| 60.6 points below standard Increased 8.4 points 52 students | 21.6 points above standard Increased 6.8 points 140 students | 39.3 points above standard Increased 8.6 points 524 students |

Conclusions based on this data:

- The District’s overall ELA score is 32.9 points above the standard. This score increased by 7.6 points and is Maintained from previous year. Students with disabilities had a declining score from their overall score from previous year by 16.8 points.

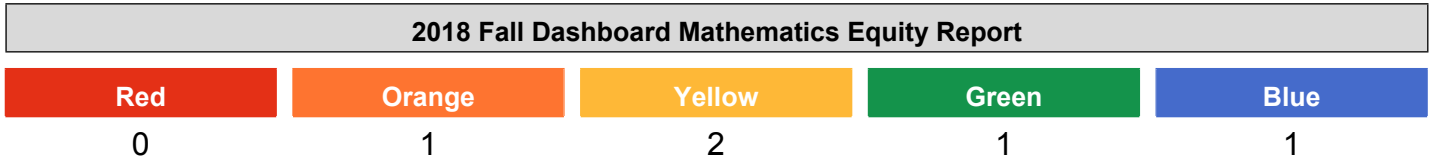
School and Student Performance Data

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 | | |
|--|--|--|
| <p>All Students</p>  <p>Green</p> <p>16.1 points above standard</p> <p>Maintained -2.3 points</p> <p>896 students</p> | <p>English Learners</p>  <p>Yellow</p> <p>15.4 points below standard</p> <p>Declined -7.7 points</p> <p>192 students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>8.7 points below standard</p> <p>Declined -8.3 points</p> <p>280 students</p> | <p>Students with Disabilities</p>  <p>Orange</p> <p>53.4 points below standard</p> <p>Declined -28.9 points</p> <p>60 students</p> |

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  No Performance Color 0 Students |  No Performance Color 92 points above standard Declined -23.3 points 31 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 8.9 points above standard Maintained -2.6 points 746 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students |  No Performance Color 0 Students |  Blue 44.9 points above standard Maintained 0.7 points 93 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 | Reclassified English Learners | English Only |
|---|---|--|
| 52 points below standard Declined -3.2 points 52 students | 1.8 points below standard Declined -8.8 points 140 students | 22.6 points above standard Maintained -1.6 points 524 students |

Conclusions based on this data:

1. The District's overall Mathematics score is 16.1 points above the standard. The District's Mathematics score decreased by 2.3 points and have Maintained from previous year.
2. The percentage of English learners, students with disabilities and socioeconomically disadvantaged students declined 7.7, 28.9, and 8.3 respectively.

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 |
| 230 | 36.1% | 38.3% | 18.7% | 7% |

Conclusions based on this data:

1. This is the District's first year with ELPAC scores with 36.1% of the students scoring in the Well Developed range.

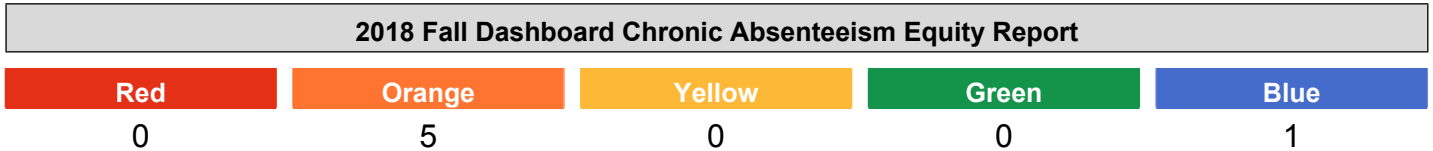
School and Student Performance Data

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 | | |
|--|---|---|
| <p>All Students</p>  Orange 5.7% chronically absent Increased 1.3% 1415 students | <p>English Learners</p>  Orange 7% chronically absent Increased 2.8% 242 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |
| <p>Homeless</p>  No Performance Color 6.3% chronically absent Declined 4.9% 16 students | <p>Socioeconomically Disadvantaged</p>  Orange 8.4% chronically absent Increased 0.9% 488 students | <p>Students with Disabilities</p>  Orange 12.1% chronically absent Increased 2.2% 99 students |

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students |  Blue 0% chronically absent Maintained 0% 42 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 6.1% chronically absent Increased 1.6% 1188 students |  No Performance Color 0% chronically absent 28 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students |  Orange 5.4% chronically absent Increased 1% 149 students |

Conclusions based on this data:

- The District overall chronically absent students is at 5.7%. The percentage of English learners, students with disabilities and socioeconomically disadvantaged students have increased 2.8%, 2.2%, and 0.9% respectively.

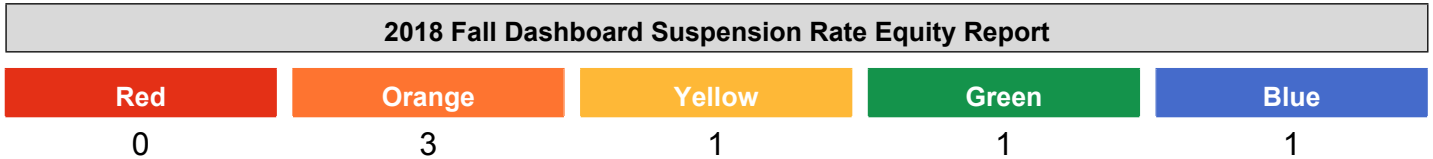
School and Student Performance Data

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 | | |
|--|--|--|
| <p>All Students</p>  Orange 3.2% suspended at least once Increased 0.7% 1421 students | <p>English Learners</p>  Green 0.8% suspended at least once Declined -0.3% 244 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 9 students |
| <p>Homeless</p>  No Performance Color 0% suspended at least once Declined -5.3% 16 students | <p>Socioeconomically Disadvantaged</p>  Orange 4.3% suspended at least once Increased 1.4% 493 students | <p>Students with Disabilities</p>  Blue 0% suspended at least once Declined -2.9% 99 students |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|---|
|  No Performance Color Less than 11 Students - Data 5 students |  No Performance Color 0 Students |  Orange 2.4% suspended at least once Increased 2.4% 42 students |  No Performance Color Less than 11 Students - Data 3 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 3.4% suspended at least once Increased 0.5% 1191 students |  No Performance Color 10.7% suspended at least once 28 students |  No Performance Color 0 Students |  Yellow 1.3% suspended at least once Maintained 0.1% 152 students |

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

| 2016 | 2017 | 2018 |
|------------------------------|------------------------------|------------------------------|
| 1.6% suspended at least once | 2.5% suspended at least once | 3.2% suspended at least once |

Conclusions based on this data:

- The District's overall suspension rate is 3.2% which has increased 0.7% from previous year. The socioeconomically disadvantaged students percentage increased by 1.4%.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts (ELA)

Goal Statement

Ensure full implementation of District adopted curriculum to address Common Core State Standards (CCSS) in K-8 English Language Arts and Literary. Students' scores will maintain in English Language Arts as measured by the California Dashboard.

LCAP Goal

Full implementation of California Standards in English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects in K-8th grade.

Basis for this Goal

CAASPP 2017-18 ELA/Literacy
 CELDT Scores
 Common Core Aligned District Assessments

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|---|
| <p>SBAC ELA % Standard Met / Exceeded.</p> <p>California School Dashboard ELA Academic Indicator Distance from Level 3.</p> <p>CELDT % shift across proficiency levels: Beginner, Early Intermediate, Intermediate.</p> <p>EL Reclassification Rate SARC report on teacher credentialing.</p> <p>Annual Williams report on Sufficient Instructional Materials: 2014-2015 school year adoption of Houghton Mifflin Harcourt Journeys (K-6) and Collections (7-8).</p> <p>Locally created Stakeholder Survey for Implementation of State Standards.</p> | <p>2015-2016 District 64%; EL 25%; LI 23%</p> <p>2015-2016 District +21.</p> <p>DF3; EL -14.2 DF3; LI - 1.2 DF3.</p> <p>2015-2016 Beginner 18%; Early Intermediate 23%; Intermediate 40%.</p> <p>CELDT Reclassification rate of 27%</p> <p>2016-2017 45 teachers with full credentials; 15 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential).</p> <p>All students have access to district adopted curriculum both in hard copy and digital format.</p> <p>Teacher responses to locally created Stakeholder Survey will establish a baseline data.</p> | <p>For the 2018-2019 CAASPP, the percentage of students who met or exceeded Standard will be maintained at or above the baseline.</p> <p>For the California School Dashboard, the Performance Level Color will be maintained or improved based on the DF3 Status and Change.</p> <p>The percentage of EL students who scored in the "Beginning" through "Intermediate" proficiency levels will show a 2% shift across English proficiency levels.</p> <p>Continuous monitoring of Reclassification Rate to maintain above county average.</p> <p>Continuous monitoring of teacher credentials and assignments in the appropriate subject areas.</p> <p>Continuous monitoring of standards-aligned</p> |

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|----------|---|
| | | curriculum to ensure sufficient access. |

Planned Strategies/Activities

Strategy/Activity 1

Professional Development for ELA/Literacy standards and instructional practices

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
ELD/Curriculum Coordinator

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 2,500 |
| Source | LCFF - Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | G1:1 Professional Development for ELA/Literacy standards and instructional practices |
| Amount | 500 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | G1:1 Professional Development for ELA/Literacy standards and instructional practices |
| Amount | 16 |
| Source | LCFF - Supplemental |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | G1:1 Professional Development for ELA/Literacy standards and instructional practices |

Strategy/Activity 2

Instructional Assistants will facilitate small group intervention

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
ELD/Curriculum Coordinator
Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 149,030 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | G1:2 Instructional Assistants will facilitate small group intervention |
| Amount | 40,417 |
| Source | LCFF - Supplemental |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | G1:2 Instructional Assistants will facilitate small group intervention |
| Amount | 15,311 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Americorp |
| Amount | 26,672 |
| Source | Title I |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Instructional Assistants will facilitate small group intervention |
| Amount | 18,737 |
| Source | Title I |

| | |
|-------------------------|---|
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Instructional Assistants will facilitate small group intervention |

Strategy/Activity 3

Teachers/Instructional Assistants will provide remedial after-school tutoring

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Teachers
Instructional Aides

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 10,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | G1:3 Teachers/Instructional Assistants will provide remedial after-school tutoring |
| Amount | 5,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | G1:3 Teachers/Instructional Assistants will provide remedial after-school tutoring |

Strategy/Activity 4

Professional Development on the English Language Development (ELD) Standards and Strategies to support implementation of curriculum.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
ELD/Cur. Resource Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 2,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | G1:4 Professional Development on the English Language Development (ELD) Standards and Strategies to support implementation of curriculum. |
| Amount | 17,196 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Professional Development to ensure teachers and administrators are highly qualified. |

Strategy/Activity 5

Credentialed Curriculum/ELD Instruction Coordinator for direct student instruction and ongoing professional development.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Classroom Teacher
ELD/Cur. Resource Teacher

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 23,691 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | G1:5 Credentialed Curriculum/ELD Instruction Coordinator for direct student instruction and ongoing professional development. |
| Amount | 6,969 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

| | |
|-------------------------|---|
| Description | G1:5 Credentialed Curriculum/ELD Instruction Coordinator for direct student instruction and ongoing professional development. |
| Amount | 71,072 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Credentialed Curriculum/ELD Instruction Coordinator for direct student instruction and ongoing professional development. |
| Amount | 20,905 |
| Source | Title I |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Credentialed Curriculum/ELD Instruction Coordinator for direct student instruction and ongoing professional development. |

Strategy/Activity 6

Recruitment and retention of Highly Qualified Teachers. New hires will receive support with the BTSA Induction program.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
BTSA Provider

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 9,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | G1:6 Recruitment and retention of Highly Qualified Teachers. New hires will receive support with the BTSA Induction program. |
| Amount | 1,723 |
| Source | LCFF - Supplemental |
| Budget Reference | 3000-3999: Employee Benefits |

Description

G1:6 Recruitment and retention of Highly Qualified Teachers. New hires will receive support with the BTSA Induction program.

Strategy/Activity 7

Update Technology to facilitate use of digital components for ELA / Literacy and ELD Standards. Unduplicated Pupils benefit from growing mobile device inventory for students.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Technology Coordinator

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 15,852 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | G1:7 Update Technology to facilitate use of digital components for ELA / Literacy and ELD Standards. Unduplicated Pupils benefit from growing mobile device inventory for students. |

Strategy/Activity 8

Purchase of supplemental Instructional Materials (e.g. digital licenses, performance tasks, etc) for the California State Standards in English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects in K-8th grade.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 5,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | G1:8 Purchase of supplemental Instructional Materials (e.g. digital licenses, performance tasks, etc) for the California State Standards in English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects in K-8th grade. |

| | |
|-------------------------|--|
| Amount | 7,974 |
| Source | Title I |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Purchase of supplemental Instructional Materials |

Strategy/Activity 9

Implement differentiated instruction for K-8 students through the purchase of “iRead” license for ELA intervention program.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 3,500 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | G1:9 Implement differentiated instruction for K-8 students through the purchase of “iRead” license for ELA intervention program. |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Ensure full implementation of District adopted curriculum to address Common Core State Standards (CCSS) in K-8 Mathematics. Students' scores will increase by 2% in Mathematics as measured by curriculum aligned Benchmark Assessments and through Common Core State Testing (CAASPP).

LCAP Goal

Full implementation of California Standards in Mathematics in K-8th grade.

Basis for this Goal

CAASPP 2017-2018
Math Unit Tests, grades K-8
Common Core Aligned District
Assessments

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|---|
| SBAC Mathematics % Standard Met / Exceeded | 2015-2016 District 56%; EL 25%; LI 23%. | For the 2018/2019 CAASPP, the percentage of students who met or exceeded the standard will be maintained at at or above the baseline. |
| California School Dashboard ELA Academic Indicator Distance from Level 3. | 2015-2016 District +7.3 DF3; EL - 25.9 DF3; LI - 13.8 DF3. | For the California School Dashboard, the Performance Level Color will be maintained or improved based on the DF3 Status and Change. |
| District Benchmark Assessment: Beginning of Year, Mid-Year, and End of Year. | District Benchmark for the 2016-2017 school year increased 40% from BOY 39% to EOY 79%. | For 2018/2019, maintain the End of Year assessments at school wide average of 75%. |
| SARC report on teacher credentialing. | 2016-2017 45 teachers with full credential; 15 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential). | Continuous monitoring of teacher credentials and assignments in the appropriate subject areas. |
| Annual Williams report on Sufficient Instructional Materials: 2014-2015 school year adoption of Houghton Mifflin Go Math curriculum. | All students have access to district adopted curriculum both in hard copy and digital format. | Continuous monitoring of standards-aligned curriculum to ensure sufficient access. |
| Parent Conference Attendance Rate | Parent Conference attendance for 2015-2016 was 98.39%. | The district will maintain a parent conference |

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|----------|----------------------------|
| | | participation rate of 98%. |

Planned Strategies/Activities

Strategy/Activity 1

Professional Development for California Math standards and instructional practices

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Curriculum Coordinator

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 3,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | G2:1 Professional Development for California Math standards and instructional practices. |
| Amount | 500 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | G2:1 Professional Development for California Math standards and instructional practices. |
| Amount | 16 |
| Source | LCFF - Supplemental |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | G2:1 Professional Development for California Math standards and instructional practices. |

Amount

10,000

Source

Title II Part A: Improving Teacher Quality

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Professional Development to ensure teachers and administrators are highly qualified.

Strategy/Activity 2

Website to include California Standards links updated on a monthly basis, including the link HMH Think Central access for parents and students. Resources are available for all parents and students including English Language Learners.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Technology Coordinator

Proposed Expenditures for this Strategy/Activity

Amount

2,500

Source

LCFF - Supplemental

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

G2:2 Website to include California Standards links updated on a monthly basis, including the link HMH Think Central access for parents and students. Resources are available for all parents and students including English Language Learners.

Strategy/Activity 3

Implement differentiated instruction for K-8 students through the purchase of "GoMath Academy" license for Math intervention program.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 500 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | G2:3 Implement differentiated instruction for K-8 students through the purchase of "GoMath Academy" license for Math intervention program. |

Strategy/Activity 4

Instructional Assistants will facilitate small group instruction and Teachers/Instructional Assistants will provide remedial after-school tutoring.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Teachers
Instructional Aides

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 10,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | G2:4 Instructional Assistants will facilitate small group instruction and Teachers/Instructional Assistants will provide remedial after-school tutoring. |
| Amount | 5,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |

| | |
|-------------------------|--|
| Description | G2:4 Instructional Assistants will facilitate small group instruction and Teachers/Instructional Assistants will provide remedial after-school tutoring. |
| Amount | 150,470 |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | G2:4 Instructional Assistants will facilitate small group instruction and Teachers/Instructional Assistants will provide remedial after-school tutoring. |
| Amount | 55,628 |
| Source | LCFF - Supplemental |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | G2:4 Instructional Assistants will facilitate small group instruction and Teachers/Instructional Assistants will provide remedial after-school tutoring. |

Strategy/Activity 5

Update Technology to facilitate use of digital components for Math Standards. Unduplicated Pupils benefit from growing mobile device inventory for students.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Technology Coordinator

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 5,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | G2:5 Update Technology to facilitate use of digital components for Math Standards. Unduplicated Pupils benefit from growing mobile device inventory for students. |

Strategy/Activity 6

Provide opportunities for parent training and/or parent involvement (Think Central, math night, etc.).

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | G2:6 Provide opportunities for parent training and/or parent involvement (Think Central, math night, etc.). |

Strategy/Activity 7

Purchase of Mathematics instructional materials for intervention program.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 3,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | G2:7 Purchase of Mathematics instructional materials for intervention program. |

Strategy/Activity 8

Purchase of the Accelerated Math Program licenses, replacement of scanners, and purchase of scantron.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

August 2018

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 5,500 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | G2:8 Purchase of the Accelerated Math Program licenses, replacement of scanners, and purchase of scantron. |

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Full implementation of California Standards in English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects in K-8th grade.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|---|
| <p>CAASPP - SBAC scores</p> <p>California Dashboard - State Priorities 1, 2, 4, & 8</p> <p>California Dashboard - Local Priorities</p> <p>ELPAC test</p> <p>LCAP - Stakeholder Engagement Survey</p> | <p>17-18</p> <p>For the 2017-2018 CAASPP, the percentage of students who met or exceeded Standard will increase by 3%.</p> <p>The achievement gap for EL will decrease by 2% and LI students will decrease by 1%.</p> <p>The percentage of EL students who scored in the “Beginning” through “Intermediate” proficiency levels will show a 2% shift across English proficiency levels.</p> <p>Continuous monitoring of Reclassification Rate to maintain above county average.</p> <p>Continuous monitoring of teacher credentials and assignments in the appropriate subject areas.</p> <p>Continuous monitoring of standards-aligned curriculum to ensure sufficient access</p> | <p>SBAC ELA % Standard Met / Exceeded</p> <p>2016-2017 District 64%; EL 19%; LI 52%.</p> <p>California School Dashboard ELA Performance Level for the district of GREEN based on the ELA Academic Indicator Distance from Level 3 (DF3) Status (High) 25.3 points above level 3; and Change (Increased) +4.3 points.</p> <p>EL Performance Level of YELLOW based on Status (Low) 7.3 points below level 3; and Change (Increased) +6.9 points</p> <p>LI Performance Level of YELLOW based on Status (Medium) 0.2 points above level 3; and Change (Maintained) +1.4 points.</p> <p>2016-2017 CELDT</p> <p>The percentage of EL students who scored in the “Beginning” through “Intermediate” proficiency levels showed a 13% shift across English proficiency levels: Beginning 17%, Early Intermediate 14%, Intermediate 37%, Early Advanced 27%, Advanced 6%</p> <p>2016-2017 EL Reclassification Rate</p> <p>The reclassification rate of 27% was maintained above the county average of 12%.</p> <p>2017-2018 Credentialed Teachers</p> <p>50 teachers with full credential; 9 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential).</p> <p>Williams Sufficiency of Instructional Materials</p> |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|-------------------|---|
| | | <p>The district continues to monitor standards-aligned curriculum to ensure sufficient access. This information is reported to stakeholder annually through our Board Resolution for the Sufficiency of Standards-Aligned Textbooks and Instructional Materials and on a quarter Williams report. The district has received no complaints.</p> <p>Teacher Survey Results Of the teachers that responded to the survey, 88% were very satisfied or satisfied that the district ensures school programs and services enable all students, including English Learners, to access California's academic and performance standards, including Common Core State Standards for English Language Arts, Math, Next Generations Science Standards, and English Language Development Standards.</p> |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| <p>G1:1 Professional Development for ELA/Literacy standards and instructional practices</p> | <p>G1:1 Completed professional development for ELA/Literacy standards and instructional practices: RACE strategies, Performance Tasks, Assessment Inventories and the Synergy Assessment Modules</p> | <p>CSAM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000</p> <p>5000-5999: Services And Other Operating Expenditures 5,000</p> <p>CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000</p> <p>1000-1999: Certificated</p> | <p>CSAM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,283</p> <p>5000-5999: Services And Other Operating Expenditures 3,283</p> <p>CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 720</p> <p>1000-1999: Certificated Personnel Salaries 720</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| | | Personnel Salaries 1000 | |
| | | CSAM 3000-3999: Employee Benefits Supplemental and Concentration 34 3000-3999: Employee Benefits 34 | CSAM 3000-3999: Employee Benefits Supplemental and Concentration 61 3000-3999: Employee Benefits 61 |
| G1:2 Instructional Assistants will facilitate small group intervention | G1:2 Instructional Assistants facilitated small group interventions | CSAM 2000-2999: Classified Personnel Salaries Supplemental and Concentration 112,741 2000-2999: Classified Personnel Salaries 112,741 | CSAM 2000-2999: Classified Personnel Salaries Supplemental and Concentration 148,310 2000-2999: Classified Personnel Salaries 148,310 |
| | | CSAM 3000-3999: Employee Benefits Supplemental and Concentration 39,719 3000-3999: Employee Benefits 39,719 | CSAM 3000-3999: Employee Benefits Supplemental and Concentration 43,913 3000-3999: Employee Benefits 43,913 |
| G1:3 Teachers/Instructional Assistants will provide remedial after- school tutoring | G1:3 Teachers/Instructional Assistants will provide remedial after- school tutoring | CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000 1000-1999: Certificated Personnel Salaries 15,000 | CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,907 1000-1999: Certificated Personnel Salaries 9,907 |
| G1:4 Professional Development on the English Language Development (ELD) Standards and Strategies to support implementation of curriculum | G1:4 Implemented Professional Development on the English Language Development (ELD) Standards and Strategies to support implementation of curriculum | CSAM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000 5000-5999: Services And Other Operating Expenditures 2,000 | CSAM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 600 5000-5999: Services And Other Operating Expenditures 600 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| | | | CSAM 5000-5999: Services And Other Operating Expenditures Other 1,450 5000-5999: Services And Other Operating Expenditures 1,450 |
| G1:5 Credentialed Curriculum/ELD Instruction Coordinator for direct student instruction and ongoing professional development. Coordinator will also assist with curriculum planning and implementation and provide professional development | G1:5 Credentialed Curriculum/ELD Instruction Coordinator provided direct student instruction and ongoing professional development. Coordinator assisted with curriculum planning and implementation and provided professional development | CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 86,352 1000-1999: Certificated Personnel Salaries 86,352 CSAM 3000-3999: Employee Benefits Supplemental and Concentration 23,716 3000-3999: Employee Benefits 23,716 | CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 90,238 1000-1999: Certificated Personnel Salaries 90,238 CSAM 3000-3999: Employee Benefits Supplemental and Concentration 23,775 3000-3999: Employee Benefits 23,775 |
| G1:6 Recruitment and retention of Highly Qualified Teachers. New hires will receive support with the BTSA Induction program | G1:6 Recruited and retained Highly Qualified Teachers. New hires received support through the BTSA Induction program | CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 27,000 1000-1999: Certificated Personnel Salaries 27,000 CSAM 3000-3999: Employee Benefits Supplemental and Concentration 4,784 3000-3999: Employee Benefits 4,784 | CSAM 1000-1999: Certificated Personnel Salaries Other 9,000 1000-1999: Certificated Personnel Salaries 9,000 CSAM 3000-3999: Employee Benefits Other 1,502 3000-3999: Employee Benefits 1,502 |
| G1:7 Update Technology to facilitate use of digital components for ELA | G1:7 Updated Technology to facilitate use of digital components for ELA | CSAM 4000-4999: Books And Supplies Supplemental and Concentration 15,701 | CSAM 4000-4999: Books And Supplies Other 15,701 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| curriculum | curriculum | 4000-4999: Books And Supplies 15,701 | 4000-4999: Books And Supplies 15,701 |
| G1:8 Purchase of English Language Arts (ELA) Curriculum | G1:8 Purchase of English Language Arts (ELA) Curriculum | CSAM 4000-4999: Books And Supplies Supplemental and Concentration 5,000 4000-4999: Books And Supplies 5,000 | CSAM 4000-4999: Books And Supplies Supplemental and Concentration 13,279 4000-4999: Books And Supplies 13,279 |
| G1:9 Implement differentiated instruction for K-8 students through the purchase of "iRead" license for ELA intervention program | G1:9 Implemented differentiated instruction for K-8 students through the purchase of "iRead" license for ELA intervention program | CSAM 4000-4999: Books And Supplies Supplemental and Concentration 3,500 4000-4999: Books And Supplies 3,500 | CSAM 4000-4999: Books And Supplies Supplemental and Concentration 2,200 4000-4999: Books And Supplies 2,200 |

Analysis

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

The actions and services for this goal were successfully implemented this school year. Professional development by ICOE and SDCOE for this goal was focused on instructional strategies and fostering a balanced assessment system. Our ELD/ Curriculum Teacher provided professional development opportunities on developing SMART goals, building rigor, and providing adequate scaffolding for language arts instruction. Intervention programs were in place throughout the year for K-8th grade students through the district's ExCEL program and after school tutoring. The challenge faced by the district was beginning the process of designing district benchmark assessments to gather more actionable data to drive instruction. The district will pilot the Synergy Assessment Modules to build the benchmark assessments.

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

The data collected on student achievement validates the effectiveness of the actions and services in this goal. The Dashboard captures an overall increase for all students of 4.3 points over the prior year. For our English Learner subgroup the achievement gap increased by 4%, however this subgroup showed an increase of 6.9 points. CELDT data also validates the effectiveness of the actions and services for English Learners with a 13% shift across proficiency levels. For our Students with Disabilities subgroup, the Dashboard captures an increase of 52 points over the prior year.

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

G1:2: Additional instructional aides were provided to support the small group intervention.

G1:6: Three teachers (of the budgeted seven teachers) qualified for the Teacher Induction Program for the 2017-18 school year.

G1:8: Purchased additional supplemental materials/licenses

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.

G1:1 and G1:4

For the implementation of new curriculum for History/Social Studies the district will purchase core curriculum with base dollars, other

funding will be used for auxiliary materials and professional development . The history-social science content is embedded in the California Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, and the

California English Language Development Standards

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Full implementation of California Standards in Mathematics in K-8th grade.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|--|
| <p>CAASPP - SBAC scores</p> <p>California Dashboard - State Priorities 1, 3, 4, & 8</p> <p>California Dashboard - Local Priorities</p> <p>District Benchmarks</p> | <p>17-18</p> <p>For the 2017/2018 CAASPP, the percentage of students who met or exceeded the standard will increase by 5%.</p> <p>For 2017/2018, maintain the End of Year assessments at school wide average of 75%.</p> <p>Continuous monitoring of teacher credentials and assignments in the appropriate subject areas.</p> <p>Continuous monitoring of standards-aligned curriculum to ensure sufficient access.</p> <p>The district will maintain a parent conference participation rate of 98%.</p> | <p>SBAC Math % Standard Met / Exceeded 2016-2017 District 60%; EL 26%; LI 48%.</p> <p>California School Dashboard Math Performance Level for the district of GREEN based on the Math Academic Indicator Distance from Level 3 (DF3) Status (High) 18.5 points above level 3; and Change (Increased) + 11.2 points.</p> <p>EL Performance Level of GREEN based on Status (Medium) 7.7 points below level 3; and Change (Increased Significantly) +18.1 points.</p> <p>LI Performance Level of GREEN based on Status (Medium) -0.4 points below level 3; and Change (Increased) + 13.4 points.</p> <p>Benchmark: For 2017-2018, the End of Year baseline for the benchmark assessments increased by 40.4% with a school wide average of 79.6% (midyear increase - 20.8%).</p> <p>2017-2018 Credentialed Teachers 50 teachers with full credential; 9 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential).</p> <p>Williams Sufficiency of Instructional Materials The district continues to monitor standards-aligned curriculum to ensure</p> |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|-------------------|--|
| | | <p>sufficient access. This information is reported to stakeholder annually through our Board Resolution for the Sufficiency of Standards-Aligned Textbooks and Instructional Materials and on a quarter Williams report. The district has received no complaints.</p> <p>Parent Conference: For 2017/18 school year, the parent conference participation rate of 99.02% increased by .63%.</p> |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| <p>G2:1 Professional Development for CCSS Math standards and instructional practices</p> | <p>G2:1 Professional Development was not provided for California Math standards and instructional practices</p> | <p>CSAM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000</p> <p>5000-5999: Services And Other Operating Expenditures 3,000</p> <p>CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000 1000-1999: Certificated Personnel Salaries 1,000</p> <p>CSAM 3000-3999: Employee Benefits Supplemental and Concentration 34 3000-3999: Employee Benefits 34</p> | <p>CSAM 0</p> <p>CSAM 0</p> <p>CSAM 0</p> |
| <p>G2:2 Website to include CCSS links</p> | <p>G2:2 Website included CCSS links</p> | <p>CSAM 5000-5999: Services And Other Operating Expenditures</p> | <p>CSAM 5000-5999: Services And Other Operating Expenditures</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>updated on a monthly basis, including the link HMH Think Central access for parents and students. Resources are available for all parents and students including English Language Learners.</p> | <p>updated on a monthly basis, including the link for HMH Think Central access for parents and students. Resources are available for all parents and students including English Language Learners.</p> | <p>Supplemental and Concentration 2,500</p> <p>5000-5999: Services And Other Operating Expenditures 2,500</p> | <p>Supplemental and Concentration 2,765</p> <p>5000-5999: Services And Other Operating Expenditures 2,765</p> |
| <p>G2:3 Implement differentiated instruction for K-8 students through the purchase of "Go-Math Academy" license for Math intervention program.</p> | <p>G2:3 Implemented differentiated instruction for K-8 students through the purchase of "Go-Math Academy" license for Math intervention program.</p> | <p>CSAM 4000-4999: Books And Supplies Supplemental and Concentration 5,000</p> <p>4000-4999: Books And Supplies 5,000</p> | <p>CSAM 4000-4999: Books And Supplies Supplemental and Concentration 300</p> <p>4000-4999: Books And Supplies 300</p> |
| <p>G2:4 Teachers/Instructional Assistants will provide remedial after-school tutoring.</p> | <p>G2:4 Teachers/Instructional Assistants provided remedial after-school tutoring.</p> | <p>CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000</p> <p>1000-1999: Certificated Personnel Salaries 15,000</p> <p>CSAM 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000</p> <p>2000-2999: Classified Personnel Salaries 5,000</p> <p>CSAM 3000-3999: Employee Benefits Supplemental and Concentration 3,910</p> | <p>CSAM 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,280</p> <p>1000-1999: Certificated Personnel Salaries 12,280</p> <p>CSAM 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,228</p> <p>2000-2999: Classified Personnel Salaries 3,228</p> <p>CSAM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| | | 3000-3999: Employee Benefits 3,910 | 2,711 5000-5999: Services And Other Operating Expenditures 2,711 |
| G2:5 Update Technology to facilitate use of digital components for Math curriculum. | G2:5 Updated Technology to facilitate use of digital components for Math curriculum. | CSAM 4000-4999: Books And Supplies Supplemental and Concentration 20,000 4000-4999: Books And Supplies 20,000 | CSAM 4000-4999: Books And Supplies Other 20,000 4000-4999: Books And Supplies 20,000 |
| G2:6 Provide opportunities for parent trainings and/or parent involvement (Think Central, math night, etc.) | G2:6 Provided opportunities for parent trainings and/or parent involvement (Think Central, math night, etc.) | CSAM 4000-4999: Books And Supplies Supplemental and Concentration 1,000 4000-4999: Books And Supplies 1,000 | CSAM 4000-4999: Books And Supplies Other 1,000 4000-4999: Books And Supplies 1,000 |
| G2:7 Purchase of Mathematics Curriculum for intervention program Go Math Academy. | G2:7 Did not purchase Mathematics Curriculum for intervention program Go Math Academy. | CSAM 4000-4999: Books And Supplies Supplemental and Concentration 5,000 4000-4999: Books And Supplies 5,000 | CSAM 4000-4999: Books And Supplies Supplemental and Concentration 0 4000-4999: Books And Supplies 0 |
| G2:8 Purchase of the Accelerated Math Program licenses, replacement of scanners, and purchase of scantron. | G2:8 Purchased Accelerated Math Program licenses, replaced scanners, and purchased scantrons. | 4000-4999: Books And Supplies Supplemental and Concentration 5,000 4000-4999: Books And Supplies 5,000 | CSAM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,707 5000-5999: Services And Other Operating Expenditures 6,707 |

Analysis

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

The actions and services for this goal were substantially implemented this school year. The professional development agreement with Mindy Shacklett from SDCOE was not realized due to scheduling conflicts. The multiple measures for math performance indicate a strong instructional program. The need for professional development shifted to the implementation of Google Suite for Education, and

the training on the Synergy Assessment Modules. The expansion of the district website and the enhancements to the technology capacity continue to increase access to resources and to the parent community. Parent attendance at Back to School Night and Parent Conferences is at 98%. The challenge faced by the district was to begin the process of designing district benchmark assessments to gather more actionable data to drive instruction. The district will pilot the Synergy Assessment Modules to build the benchmark assessments.

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

The data collected on student achievement validates the effectiveness of the actions and services for this goal. The California Dashboard captures an overall increase of 11.2 points over the prior year. The English Learner subgroup increased 18.1 points over prior year, and the Low Income subgroup increased 13.4 points over the prior year. Notable effectiveness can also be seen in the Students with Disabilities subgroup which increased significantly by 46.1 points over the prior year. All of these subgroups still demonstrate an achievement gap and will continue to benefit from the interventions included in this goal.

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

G2:1 Due to a schedule conflict, the contracted professional service (Mindy Shacklett) was not provided during the 2017-18 school year. This service has been secured for the 2018-19 school year during the first week in August.
G2:2 & G2:7

Purchased 30 licenses for Go-Math, utilized the savings from the licenses and curriculum to purchase the Accelerated Math and Star Math subscription. Moving forward, we will allocate these funds for supplement math materials.

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.

G2:1
Professional Development for California Math standards and instructional practices will focus on the implementation of district benchmark assessments through the Synergy Assessment modules, and the analysis of actionable data to drive instruction.

Expenditures by Funding Source

| Funding Source | Amount |
|--|------------|
| LCFF - Supplemental | 366,842.00 |
| Title I | 160,671.00 |
| Title II Part A: Improving Teacher Quality | 27,196.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|---------------|
| 1000-1999: Certificated Personnel Salaries | 131,732.00 |
| 2000-2999: Classified Personnel Salaries | 185,702.00 |
| 3000-3999: Employee Benefits | 137,442.00 |
| 4000-4999: Books And Supplies | 47,326.00 |
| 5000-5999: Services And Other Operating Expenditures | 52,507.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|--|------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 60,660.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 159,030.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 97,800.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 39,352.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 10,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 71,072.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 26,672.00 |
| 3000-3999: Employee Benefits | Title I | 39,642.00 |
| 4000-4999: Books And Supplies | Title I | 7,974.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 15,311.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 27,196.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|---------------------|----------------------------|
| Armando Lopez | Principal |
| Sarah Davey | Classroom Teacher |
| Melissa Hodgkin | Classroom Teacher |
| Veronica Hernandez | Classroom Teacher |
| Mario Lopez | Other School Staff |
| Ernesto Valenzuela | Parent or Community Member |
| John Reed | Parent or Community Member |
| Ken Phillips* | Parent or Community Member |
| Marcy Mendoza* | Parent or Community Member |
| Joana Jara-Sanchez* | 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 |
|---|--|
|  | English Learner Advisory Committee |
|  | Special Education Advisory Committee |
|  | Gifted and Talented Education Program Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

| | |
|---|---|
|  | Principal, Armando Lopez on <u>1/9/2019</u> |
|  | SSC Chairperson, John Reed on <u>1/9/2019</u> |