

2018-2019 Single Plan for Student Achievement

Tenaya Elementary School



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School: Tenaya Elementary School

District: Big Oak Flat-Groveland Unified School District

County-District School (CDS) Code: 55751846054837

Principal: Wynette Hilton

Date of this revision: May 2018

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

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

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



MISSION

THE MISSION OF OUR DISTRICT IS TO PROVIDE EACH
STUDENT A QUALITY EDUCATION IN A SAFE AND
HEALTHFUL LEARNING ENVIRONMENT

VISION

TO ACHIEVE OUR MISSION WE WILL

- Make Decisions and Policies that Support our Mission
- Instill Dignity, Respect, Responsibility, and Tolerance While Educating the Whole Child
- Maintain a Safe and Healthful Environment
- Be Fiscally Responsible
- Be Supportive of Staff and Students
- Provide the Structure and Support for K-12 Articulated Programs that Meet or Exceed State Standards
- Recruit and Retain Quality Staff
- Maintain and Update Campus Facilities
- Cultivate and Maintain Partnerships with Students, Parents, Staff and Communities

SCHOOL PROFILE

Tenaya Elementary is the only elementary school in the Big Oak Flat-Groveland Unified School District (BOFG). Its configuration is Transitional Kindergarten through eighth grade. The BOFG district is a small rural district that also operates two necessary small high schools and a community day school. Total district enrollment is approximately 300 students of which 200 attend Tenaya Elementary School. The district follows the Tuolumne River from the Northern entrance to Yosemite National Park down to the Lake Don Pedro area, a distance of over 60 miles and encompassing 678 square miles. Tenaya Elementary School is located in the southern part of Tuolumne County. The school serves the communities of Groveland, Big Oak Flat, Moccasin, and part of the Don Pedro area.

Like many other schools in Tuolumne County, Tenaya has faced declining enrollment over the last several years. However, the last couple of years, we have hovered around 200 students. This area depends heavily on the tourist trade as there is no substantial industry here; many families have had to relocate during the winter months to find employment. Approximately 82% of the student population is White (not of Hispanic Origin), 14% Hispanic or Latino, 3% Black or African American, and 1% Asian. Approximately 55% of the total student body qualifies for the Free or Reduced Price Breakfast and Lunch Program. Special Education services include combined Resource and Special Day Classes. The services of a Speech Pathologist, School Psychologist and a School Crisis Counselor are also available on a limited basis. Tenaya Elementary Staff is composed of 9 full time certificated classroom teachers, 2 full time certificated special education teachers, 2 part time certificated teachers, 1 part time P.E. teacher, 1 part time Title 1 teacher, a Principal, a full time school secretary, a full time principal's secretary, 5 part time classroom/campus aides, 4 part time special education aides, 1 full time and 1 part time custodian, 2 full time and 1 part time cafeteria workers. Facilities include 21 classrooms housed in 5 permanent and 2 single class portable buildings. An additional separate structure has a full gymnasium with attached room for library, which is accessible to all students. The school follows a traditional school calendar, and either meets or exceeds requirements for instructional minutes.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

As part of the ESSA (Every Student Succeeds Act), Tenaya Elementary School ELA and Math curriculum, instruction and materials are aligned with California's Common Core State Standards. The alignment of benchmark assessments for mathematics and English Language Arts, tied to Common Core Standards will be addressed in the 2018-2019 school year through the use of Front Row, Study Island, Houghton Mifflin and Smarter Balanced Interim Assessments. Kindergarten through eighth grades have been utilizing Go Math, Big Ideas and additional supplemental materials which are aligned to the Common Core Standards.

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

Teachers are using state adopted textbooks for the content areas of Language Arts and Math. Grades 1-8 use the state approved Houghton Mifflin Language Arts curriculum adopted 2016; grades 1-5 use Journey's Series and grades 6-8 use the Collection's Series. Go Math is the adopted curriculum for grade 1-5, and Big Ideas is utilized for grades 6-8. Houghton Mifflin 2007 is the adopted text for Social Studies K-5 and Pearson Prentiss Hall 2007 in 6-8 grades. The science curriculum is Delta Education 2008 for grades K-5 and Prentiss Hall 2008 for grades 6-8. Standards-based state adopted instructional materials and supplemental materials are provided for all students including students receiving special education services. County wide Social Studies Common Core curriculum is slated for adoption in the spring of 2018. Additionally, we will continue to work with the County to implement science materials which meet the "Next Generation Science Standards".

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

All teachers have received CLAD or SB395 training in order to address the needs of English Language Learner students. Teachers in grades 3-8 have received training on interpreting outcomes in CAASPP, Front Row, Accelerated Reader, Houghton Mifflin and Study Island and its use for providing formative data to drive instruction. All members of the teaching staff have been offered Tuolumne County Office of Education trainings on the Common Core State Standards. Classroom teachers attended county wide grade-level math collaboration meetings several times during the 2015-2016 school year and ELA/ELD curriculum meetings in the 2016-2017 school year. In addition, training has been provided to staff on Trauma Informed practices and mindfulness, to assist those students who are struggling due to difficult home lives.

4. **Services provided by the regular program to enable under-performing students to meet standards:**

A Student Success team composed of teachers, administration, parents and if appropriate, students, is utilized to address academic and behavioral concerns. An action plan is formulated by the team, which may incorporate the services of the special education staff, Title I teachers, counselor, or outside services in addition to the regular education staff. The RESULTS battery of assessments is currently used to track K-5 students' progress in reading. This is in addition to the assessments provided by the state adopted texts. Differentiated Instruction as well as heterogeneous and homogeneous grouping is utilized. A team consisting of Mrs. Hawkins/ Mrs. Pretzer and Title I provide small group instruction and individualized support for struggling students in sixth grade. Therapy dogs, Book Leggers, tutoring and Brainy Groveland are just a few of the services our community provides to our underperforming students. Study Hall is held at lunch daily for students in grades 3-8 to give them an opportunity to catch up on any missing assignments.

5. **Services provided by categorical funds to enable under-performing students to meet standards:**

A part-time Title I teacher currently serves grades third-eighth in math, writing and reading. She provides reading, writing and math assistance for students in collaboration with the classroom teacher. Reading intervention provides small group instruction for under-performing students. The Title I teacher utilizes SRA, Accelerated Reader, Houghton Mifflin Leveled Readers, Study Island and Front Row (with the assistance of our computer lab aide). Star Reading and Results are used to track student progress and provide individualized reading remediation for students in grades 3-8. The Title I teacher has established a learning center as a research based intervention for these identified students. Study Island, Front Row and extra tutorials address the need for remediation in mathematics and science.

6. **Use of state and local assessments to modify instruction and improve student achievement:**

Administration and the teaching staff analyze CAASPP results in order to identify students who would benefit from programs such as Title I. In addition, the staff utilizes the state data to address class and individual weaknesses in the content area. Common Core Standards have been taught with the newly adopted Houghton Mifflin ELA and Math curriculum and assessments. The Principal discussed the results of the CAASPP with staff and a course of action was developed. In preparation for the CAASPP (California Assessment of Student Performance and Progress) all students in grades 3-8 completed practice and/or interim tests.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**

The data is provided in detail in the tables that follow. Students scoring Standard Not Met or Standard Nearly Met on the CAASPP are considered low performing. These students exist in every classroom and are assigned to every teacher at Tenaya Elementary School. Data indicates that socio-economically disadvantaged students consistently score lower than non-socioeconomically disadvantaged students.

8. **Family, school district and community resources available to assist these students:**

All families have the opportunity to formally conference with their child's teacher regarding their academic performance after the start of the school year. Tenaya teachers are always available for parent conferences if needed or requested. The students identified as low performing during the school year are targeted to receive intervention services. Some of these services include Title I funded remediation for math, phonics skills, reading fluency and comprehension, along with Front Row and Study Island computer lab assistance. SIPPS is available for 1st-3rd grade students who need assistance in reading. Parents and community volunteers, as well as employees, work during school hours with these students. In addition, students who qualify receive special education services both in the classroom and in a pullout setting depending on their needs. The school crisis counselor provides individual counseling to students. The Tuolumne County SARB panel also assists students and their families throughout the school year. Free and reduced breakfast and lunch are available to those that qualify. Food for Kids is another resource for our families. Brainy Groveland provides assistance in reading and math.

9. **School, district and community barriers to improvements in student achievement:**

We have piloted a math tutoring program one day a week after school. At this point in time parents are providing their own transportation for students. Tenaya Elementary will continue to offer a study hall period at least three days a week for students in grades 4-8. This allows students an opportunity to seek additional help on assignments or work on homework with their teacher. Attendance is poor in general. Students miss school altogether, arrive late or leave early making it very difficult for them to stay caught up.

10. **Limitations of the current program to enable under-performing students to meet standards:**

The data clearly indicates that the economically disadvantaged students perform below their non-economically disadvantaged peers. With the adoption and implementation of Common Core Standardized curriculum for Language Arts and Mathematics the CAASPP scores should increase for all students including those who are under-performing. Continued Professional Development

in Trauma Informed Practices and Common Core Standards, are a must if staff is to successfully meet the needs of all students. Coordination between classroom instruction and our volunteer pool would help support this effort. Our volunteers would need guidance and training to support our students. Although we offer the GATE program for our high performing students, classes are sporadic, and there is room for growth in the program. One could argue that students considered GATE are not reaching their full potential because there is no programming available to stimulate their deep grasp of educational material, spurring them on to grow in understanding.

TENAYA ELEMENTARY SCHOOL STUDENT

PERFORMANCE DATA

ELA	ALL Students	6th Grade 2015	7th Grade 2016	8th Grade 2017
Mean Scale Score		2490.9	2500.7	2536.7
Level 4	Exceeded	0%	0%	0%
Level 3	Met	27%	21%	37.50%
Level 2	Nearly Met	39%	45%	31.25%
Level 1	Below	33%	34%	31.25%

ELA	Economic Status			
Mean Scale Score		2487.1	2455.5	NA
Level 4	Exceeded	0%	0%	NA
Level 3	Met	21%	8%	NA
Level 2	Nearly Met	42%	31%	NA
Level 1	Below	37%	62%	NA

MATH	ALL Students	6th Grade 2015	7th Grade 2016	8th Grade 2017
Mean Scale Score		2486.3	2523.8	2464.4
Level 4	Exceeded	0%	8%	0%
Level 3	Met	12%	8%	12.50%
Level 2	Nearly Met	55%	68%	12.50%
Level 1	Below	33%	16%	75%

MATH	Economic Status	6th Grade 2015	7th Grade 2016	8th Grade 2017
Mean Scale Score		2476.2	2513	NA
Level 4	Exceeded	0%	11%	NA
Level 3	Met	11%	11%	NA
Level 2	Nearly Met	42%	44%	NA
Level 1	Below	47%	33%	NA

ELA	ALL Students	5th Grade 2015	6th Grade 2016	7th Grade 2017	8th Grade 2018
Mean Scale Score		2441.9	2475.2	2511.7	
Level 4	Exceeded	3%	0%	0%	
Level 3	Met	28%	28%	27.27%	

Level 2	Nearly Met	21%	28%	40.91%
Level 1	Below	48%	44%	31.82%

ELA Economic Status 5th Grade 2015 6th Grade 2016 7th Grade 2017 8th Grade 2018

Mean Scale Score 2424.6 2457.9 NA

Level 4 Exceeded 0% 0% NA

Level 3 Met 13% 9% NA

Level 2 Nearly Met 27% 45% NA

Level 1 Below 60% 45% NA

MATH ALL Students 5th Grade 2015 6th Grade 2016 7th Grade 2017 8th Grade 2018

Mean Scale Score 2436 2456.8 2434

Level 4 Exceeded 0% 0% 0%

Level 3 Met 14% 12% 12.50%

Level 2 Nearly Met 28% 41% 12.50%

Level 1 Below 59% 47% 75%

MATH Economic Status 5th Grade 2015 6th Grade 2016 7th Grade 2017 8th Grade 2018

Mean Scale Score 2433.1 2422.7 NA

Level 4 Exceeded 0% 0% NA

Level 3 Met 20% 11% NA

Level 2 Nearly Met 13% 22% NA

Level 1 Below 67% 67% NA

ELA ALL Students 4th Grade 2015 5th Grade 2016 6th Grade 2017 7th Grade 2018 8th Grade 2019

Mean Scale Score 2395.5 2415.7 2461.2

Level 4 Exceeded 4% 0% 0%

Level 3 Met 8% 8% 25.00%

Level 2 Nearly Met 16% 35% 25.00%

Level 1 Below 72% 58% 50.00%

ELA Economic Status 4th Grade 2015 5th Grade 2016 6th Grade 2017 7th Grade 2018 8th Grade 2019

Mean Scale Score	2375.7	2401.9	2427.5		
Level 4 Exceeded	0%	0%	0%		
Level 3 Met	5%	0%	7.69%		
Level 2 Nearly Met	11%	33%	23.08%		
Level 1 Below	74%	67%	69.23		

Math ALL Students 4th Grade 2015 5th Grade 2016 6th Grade 2017 7th Grade 2018 8th Grade 2019

Mean Scale Score	2418.9	2412	2422.1		
Level 4 Exceeded	0%	0%	0%		
Level 3 Met	8%	8%	12.50%		
Level 2 Nearly Met	50%	19%	25.00%		
Level 1 Below	42%	73%	62.50%		

Math Economic Status 4th Grade 2015 5th Grade 2016 6th Grade 2017 7th Grade 2018 8th Grade 2019

Mean Scale Score	2412.20%	2405.4	2405.5		
Level 4 Exceeded	0%	0%	0%		
Level 3 Met	5%	6%	7.69%		
Level 2 Nearly Met	47%	22%	30.77%		
Level 1 Below	47%	72%	61.54%		

ELA ALL Students 3rd Grade 2015 4th Grade 2016 5th Grade 2017 6th Grade 2018 7th Grade 2019 8th Grade 2020

Mean Scale Score	2391.1	2424.8	2505.7				
Level 4 Exceeded	17%	13%	21%				
Level 3 Met	17%	13%	37.50%				
Level 2 Nearly Met	35%	25%	20.83%				
Level 1 Below	35%	50%	20.83%				

ELA Economic Status 3rd Grade 2015 4th Grade 2016 5th Grade 2017 6th Grade 2018 7th Grade 2019 8th Grade 2020

Mean Scale Score	2358.9	2394	2477.5				
Level 4 Exceeded	8%	0%	9%				

Level 3	Met	8%	15%	36.36%
Level 2	Nearly Met	38%	23%	27.27%
Level 1	Below	46%	62%	27.27%

Math	ALL Students	3rd Grade 2015	4th Grade 2016	5th Grade 2017	6th Grade 2018	7th Grade 2019	8th Grade 2020
Mean Scale Score		2403.6	2424	2480.5			
Level 4	Exceeded	4%	0%	4%			
Level 3	Met	22%	21%	20.83%			
Level 2	Nearly Met	39%	33%	33.33%			
Level 1	Below	35%	46%	41.67%			

Math	Economic Status 3rd Grade 2015	4th Grade 2016	5th Grade 2017	6th Grade 2018	7th Grade 2019	8th Grade 2020
Mean Scale Score	2383.2	2409.3	2477.1			
Level 4	Exceeded	8%	0%	0%		
Level 3	Met	8%	8%	27.27%		
Level 2	Nearly Met	38%	38%	27.27%		
Level 1	Below	46%	54%	45.45%		

ELA	ALL Students	3rd Grade 2016	4th Grade 2017	5th Grade 2018	6th Grade 2019	7th Grade 2020	8th Grade 2021
Mean Scale Score		2406.4	2473.9				
Level 4	Exceeded	10%	28%				
Level 3	Met	25%	22%				
Level 2	Nearly Met	30%	28%				
Level 1	Below	35%	22%				

ELA	Economic Status 3rd Grade 2016	4th Grade 2017	5th Grade 2018	6th Grade 2019	7th Grade 2020	8th Grade 2021
Mean Scale Score	2383.5	NA				
Level 4	Exceeded	0%	NA			
Level 3	Met	25%	NA			
Level 2	Nearly Met	33%	NA			
Level 1	Below	42%	NA			

Math	ALL Students	3rd Grade 2016	4th Grade 2017	5th Grade 2018	6th Grade 2019	7th Grade 2020	8th Grade 2021
Mean Scale Score		2420.6	2432.7				
Level 4	Exceeded	5%	0%				
Level 3	Met	35%	22%				
Level 2	Nearly Met	45%	50%				
Level 1	Below	15%	28%				

Math	Economic Status	3rd Grade 2016	4th Grade 2017	5th Grade 2018	6th Grade 2019	7th Grade 2020	8th Grade 2021
Mean Scale Score		2409.9	NA				
Level 4	Exceeded	0%	NA				
Level 3	Met	25%	NA				
Level 2	Nearly Met	58%	NA				
Level 1	Below	17%	NA				

ELA	ALL Students	3rd Grade 2017	4th Grade 2018	5th Grade 2019	6th Grade 2020	7th Grade 2021	8th Grade 2022
Mean Scale Score		2346.34					
Level 4	Exceeded	5%					
Level 3	Met	5%					
Level 2	Nearly Met	35%					
Level 1	Below	55%					

ELA	Economic Status	3rd Grade 2017	4th Grade 2018	5th Grade 2019	6th Grade 2020	7th Grade 2021	8th Grade 2022
Mean Scale Score		2334					
Level 4	Exceeded	0%					
Level 3	Met	0%					
Level 2	Nearly Met	42%					
Level 1	Below	58%					

Math	ALL Students	3rd Grade 2017	4th Grade 2018	5th Grade 2019	6th Grade 2020	7th Grade 2021	8th Grade 2022
Mean Scale Score		2371.2					

Level 4	Exceeded	0%
Level 3	Met	15%
Level 2	Nearly Met	30%
Level 1	Below	55%

Math Economic Status 3rd Grade 2017 4th Grade 2018 5th Grade 2019 6th Grade 2020 7th Grade 2021 8th Grade 2022

Mean Scale Score			2367.4
Level 4	Exceeded	0%	
Level 3	Met	8%	
Level 2	Nearly Met	42%	
Level 1	Below	50%	

STUDENT PERFORMANCE DATA SUMMARY

Student's performance data summaries for schools and districts are available online at the California Department of Education web site at <http://www.casppcde.ca.gov/>. Student performance data is also available in our School Accountability Report Card available at our office or online at the Big Oak Flat-Groveland Unified School District web site at <http://www.bigoakflatgrovelandusd.org>

CONCLUSIONS FROM STUDENT PERFORMANCE DATA

The API Growth Targets were suspended for the 2013-2014 school year, due to the implementation of the SBAC field tests.

Tenaya Elementary School fifth and eighth grade students took the CST test in science only. Tenaya Elementary School met the participation rate requirements in science for both grades.

CAASPP scores from the spring of 2017 were released for students in grades 3rd-8th. 100% of students in grades third, fourth, sixth, seventh and eighth grades completed this assessment. 92% of students in fifth grade also took the state assessment.

Students who did not complete the test were "opted-out" from their parents. In every grade but third, students performed better in English Language Arts compared to mathematics. In English Language Arts, the scores ranged from 10% of students who met or exceeded standards in third grade to 58.5% in eighth grade. Mathematic scores ranged from 12.5% of students who met or exceeded standards in sixth, seventh and eighth grades to 25% in fifth grade. The number of students who "nearly met standard" rose significantly in ELA. The mean scale score in math decreased in both seventh and eighth grade. Numerically significant subgroups are White (not of Hispanic origin) and Socioeconomically Disadvantaged students. The difference in mean scores for

“economically disadvantaged students” in English Language Arts and math compared to “all students” was not available in all grades due to small sample size. However, in the grades reported the scores for “all students” in both ELA and math were higher than those of “economically disadvantaged students” .

CONCLUSIONS FROM PARENT AND COMMUNITY INPUT

A Parent Survey was distributed in March of 2018, 18% of Tenaya students (36) returned their surveys. Respondents were given the opportunity to list three things they like most about the school, and three things they thought could be improved. All responses receiving three or more mentions are listed below. Data collected from parent/community surveys are as follows:

	Question	3 Above Average	2 Satisfactory	1 Needs Improvement	0 Unknown	Total
1	Tenaya School provides a positive learning environment	20	15	1	0	36
2	My student is progressing and achieving at an acceptable rate	21	13	2		36
3	The staff at Tenaya demonstrates that school is a place for learning	29	6	0	1	36
4	The school provides a balanced educational program	23	11	1	1	36
5	The school offers programs to help my student reach his/her academic potential	21	15	0	0	36
6	My student's teacher(s) is (are) responsive to his/her needs in the classroom	31	5	0	0	36
7	My student feels safe and secure at Tenaya Elementary School	24	11	1	0	36
8	A counselor is available for students to talk to if they need help	12	18	1	5	36
9	The school communicates with parents and invites them to participate in school activities related to student learning	22	13	0	1	36
10	I am able to bring issues of concern to the appropriate staff or administration	30	5	1		36

Five things about Tenaya School that are appreciated:

Teachers/Staff

Friendly Environment

Art/Music

Class Size

Communication

Five things about Tenaya School that could be improved:

Meals

Anti-bullying programs

Extra -curricular activities

More Fieldtrips

Playground Supervision

*Items in bold were the top five responses.

Suggestions to improve technology:

Tablets/Chromebooks for all students

Typing Program

Update Devices

Mass text to parents for snow day, etc.

Local Measures of Student Performance

Reading:

In addition to the state assessment system Tenaya uses a variety of measures to help determine student reading proficiency. Kindergarten-Fifth grade use the Houghton-Mifflin Language Arts text-aligned assessments. Kindergarten-Third grades also utilize the RESULTS assessment program. Sixth-Eighth grades use the text-aligned assessment program from the Houghton-Mifflin Language Arts Series. Front Row, Study Island, Read Naturally, and Accelerated Reader are also used to measure reading proficiencies. Classroom teachers assess through the use of teacher designed assessments, teacher observations, and student oral reading. Brainy Groveland is working with primary students on exposure to reading and reading comprehension. Both summative and formative assessments are utilized.

Mathematics:

Tenaya uses the following tools to determine a student's level of achievement in math in addition to the state assessment system. Classroom teachers assess students through the use of Houghton-Mifflin text-aligned tests, regular monitoring of student progress, teacher designed assessments, teacher observations, pre and post testing in CAASPP, Study Island, and Front Row. Additionally, a web based program "Get More Math", was piloted in sixth-eighth grades. Both summative and formative assessments are utilized. Students are time tested on their command of math facts in addition to assessment of individual student class work. Front Row, Khan Academy and Study Island add a technology component to remediation as well as instruction. Brainy Groveland is rewarding fourth grade students for memorizing their math facts.

Science:

Tenaya Elementary utilizes an approved California State Adopted Science Curriculum. Classroom teachers assess students through the use of text-aligned tests, regular monitoring of student progress, teacher designed assessments, teacher observations and pre and post testing in the Delta Education (FOSS) science (K-5) and Pearson Prentiss Hall (6-8). This year fifth and eighth grade students are required to take the CAASPP test in science. Technology is added to science through Study Island for grades fourth through eighth. Study Island is used both as an instructional tool and for remediation. Hands on

science at all grade levels is utilized whenever possible for a more in depth and academically meaningful science experience. In the upcoming year we will be implementing curriculum that utilizes Next Generation Science Standards.

History/Social Studies:

Tenaya uses a variety of measures to help determine student proficiency in Social Studies/ History. Both summative and formative assessments are utilized. Classroom teachers assess students through the use of text-aligned tests, regular monitoring of student progress, teacher designed assessments, teacher observations and student projects. This subject area is not currently tested at the state level. Newly adopted Social Studies curriculum will be available for purchase in the spring of 2018. A team of teachers from BOFGUSD will attend the tool kit training and publisher's fair to recommend new Social Studies curriculum to staff.

School Goals for Improving Student Achievement

Goal #1 All students will meet or exceed California State Standards, in mathematics.

Students participating in this goal: All students, including Title I identified students, socio-economically disadvantaged students and EL students.

Performance gains expected for these students: All student subgroups grades 3-8 will demonstrate growth in Front Row Common Core benchmarks, or Get More Math from period 1 to period 3. All students will meet or exceed state performance levels.

Means of evaluation: Teachers will review Benchmark Assessments, Study Island, CAASPP Results, Get More Math, Front Row and summative and formative assessment data regularly to monitor progress. Additionally, they will compare and contrast data collected, develop individual student action/intervention plans, differentiate instruction and review curriculum daily.

Group data needed to measure academic gains:

Informal and formal assessments

Chapter tests and quizzes

2017/2018 Front Row Data

2017/2018 Benchmark Assessments

2017/ 2018 CAASPP data

Teacher grades

Study Island data

Goal #2 All students will meet or exceed California State Standards, in English Language Arts.

Students participating in this goal: All students, including Title I identified students, socio-economically disadvantaged students and EL students.

Performance gains expected for these students: All student subgroups grades 3-8 will demonstrate growth in Accelerated Reader and Study Island Common Core benchmarks from period 1 to period 3. . All students will meet or exceed state performance levels in English Language Arts.

Means of evaluation: Teachers will review Houghton- Mifflin Benchmark Assessments, Study Island, Front Row, CAASPP Results, RESULTS, Accelerated Reader and summative and formative assessment data regularly to monitor progress. Additionally, they will compare and contrast data collected, develop individual student action/intervention plans, differentiate instruction, refer students to the Title I or intervention program and review curriculum daily.

Group data needed to measure academic gains:

Informal and formal assessments

Chapter tests and quizzes

2017/2018 Front Row Data

2017/2018 Benchmark Assessments

2017/ 2018 CAASPP data

Teacher grades

Study Island data

RESULTS assessment data

Teacher grades and ongoing informal assessments

Goal #3 Student attendance will improve to 95% or higher, present and on time.

Students participating in this goal: All students grades K-8.

Performance gains expected for these students: All students will demonstrate growth in mathematics and English Language Arts, due to more exposure to curriculum and instruction.

Means of evaluation: Aeries attendance reports.

Group data needed to measure academic gains:

2017/2018 CAASPP Scores
2017/2018 Front Row Data
2017/2018 Study Island Benchmarks
2017/2018 Accelerated Reader Data

Goal #4 All EL indetified students will gain a level of overall language proficiency.

Students participating in this goal: All EL indetified students.

Performance gains expected for these students: All EL students will demonstrate a gain of one level of English proficiency

Means of evaluation: CELDT or ELPAC results

Group data needed to measure academic gains:

CELDT or ELPAC scores

Planned Improvements in Student Performance

The content of this plan is aligned with school goals for improving student achievement. School goals are based on an analysis of verifiable data, (Science CAASPP scores, Accelerated Reader, ELA & Math CAASPP Scores, Front Row Data and Study Island Benchmarks) and include local measures of pupil achievement (teacher assessments and report cards). The School Site Council analyzed the academic performance of all student groups, including English learners, economically disadvantaged students and students with exceptional needs. The council also obtained and considered the input of the school community. The School Site Council has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance and adequate yearly progress. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Increase Math Proficiency in Common Core Standards.

SCHOOL GOAL: #1 Math. All students will meet or exceed California State Standards, in mathematics

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Informal and formal assessments Chapter tests and quizzes 2017 CAASPP Scores Teacher Grades Data provided by Study Island/Front Row	CAASPP testing results were reviewed for grades 3-8. Mathematic scores ranged from 12.5% of students who met or exceeded standards in sixth, seventh and eighth grades to 25% in fifth grade A combination of Common Core: Go Math and Big Ideas were used in all classrooms grades 1-8. In addition <i>Get More Math</i>, a computer program designed to practice concepts, was utilized in grades 7-8.	2018 CAASPP Scores Teacher Grades Summative and Formative Assessments Front Row Assessments <i>Get More Math</i> data

STRATEGY:

During the 2018-19 school year we will continue to utilize California Common Core State Standards curriculum for all grades K-8.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Alignment of instructional material with California State Standards. 2. August 2018.	Principal and Teachers	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments.	\$15,000 California Lottery Instructional Materials \$ 2300 Front Row Math Subscription

LEA GOAL: Increase English-Language Arts Proficiency in Common Core Standards.

SCHOOL GOAL: #2 All students will meet or exceed California State Standards, in English Language Arts.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
RESULTS Teacher Grades Data provided by Study Island/ Front Row Data Provided by Accelerated Reader 2017 CAASPP Results ELPAC results (subgroup specific)	CAASPP testing results were reviewed for grades 3-8 in English Language Arts, the scores ranged from 10% of students who met or exceeded standards in third grade to 58.5% in eighth grade. The number of students who "nearly met standard" rose significantly in ELA. Common Core standards were taught using State adopted materials from Study Island, Front Row, and Houghton Mifflin. All EL students advanced at least one level on the ELPAC test.	Weekly, monthly, and annual program monitoring and evaluation—see action item #4 below.

STRATEGY: During 2018-2019, the school will continue to focus on a school-wide reading and writing intervention program to address the reading fluency needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Alignment of instructional material with California State Standards. August 2018	Principal and Teachers	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments.	\$15,000 California Lottery Instructional Materials
2. (by September 30, 2018) Identify and screen struggling readers and select a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.	Principal, Classroom teachers, Title I teacher, SIPPS Aide	Collect and analyze school-level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.	\$ 44,000 for Part-Time Title I Teacher and Title I/ SIPPS Aides \$44,000 from Title I
3. (May 2018 – January 2019) Plan and evaluate the reading and writing intervention program.	Principal, Title 1 Teacher and Intervention Specialist Principal	Select and/or develop reading and writing intervention materials and resources; purchase supplementary instructional materials and benchmark assessments. Develop a master schedule that reflects allocated time for reading interventions, including English learner support.	\$3407 Accelerated Reader \$3407 from General Fund
4. (2018-2019 school year) Using the cycle of inquiry model, implement the reading	Title I Teacher/Aides, classroom teachers and SIPPS Intervention	Daily: Provide additional reading intervention for students who have not met RESULTS benchmarks, or tested at “standard not met”, and beginning/intermediate ELPAC level students.	

intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Specialist Title I and Classroom Teacher	Weekly: Conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes. Identify and service students that could benefit from after-school tutoring.	
	Principal, Title I Teacher/Aides, SIPPS Intervention Specialist and Classroom Teachers	Monthly: Continue cycle of inquiry with all ELA staff: monitor program implementation and analyze student data at the end of each grade marking period.	
	School Site Council Members and Principal	Annually: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Identify students that could use additional instruction during the summer.	
		Findings will be reflected in the SSC minutes.	

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
☐ California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
☐ Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
☐ Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
☐ Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
☐ Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
☐ Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
☐ Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
☐ School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
☐ School Safety and Violence Prevention Act Purpose: Increase school safety	\$
☐ Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
☐ List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
☒ Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$44,000
☐ Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
☐ For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)		
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	
☐ Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		
☐ For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	
☐ Other federal funds (list and describe)	\$	
☐ Other federal funds (list and describe)	\$	
☐ Other federal funds (list and describe)	\$	
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$44,000

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Wynette Hilton <i>Wynette Hilton</i>	☒	☐	☐	☐	☐
Jennifer Smith <i>Jennifer Smith</i>	☐	☒	☐	☐	☐
Blaine Romine <i>B. Romine</i>	☐	☐	☐	☒	☐
Jennette Chisolm <i>Jennette Chisolm</i>	☐	☐	☐	☒	☐
Carol Morrison <i>Carol Morrison</i>	☐	☐	☐	☒	☐
Susan Gambaro <i>Susan Gambaro</i>	☐	☒	☐	☐	☐
Jay Campbell <i>Jay Campbell</i>	☐	☐	☒	☐	☐
Jim Lawless <i>Jim Lawless</i>	☐	☐	☐	☒	☐
Lydia Loera <i>Lydia Loera</i>	☐	☒	☐	☐	☐
Numbers of members in each category	1	3	1	4	

¹ EC Section 52852

Form E: 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:

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

- ☐ State Compensatory Education Advisory Committee _____ Signature
- ☒ English Learner Advisory Committee _____ Signature
- ☐ Special Education Advisory Committee _____ Signature
- ☐ Gifted and Talented Education Advisory Committee _____ Signature
- ☐ District/School Liaison Team for schools in Program Improvement _____ Signature
- ☐ Compensatory Education Advisory Committee _____ Signature
- ☐ Departmental Advisory Committee (secondary) _____ Signature
- ☐ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5-16-18.

Attested:

Wynette Hilton

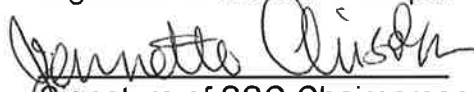
Typed name of School Principal


Signature of School Principal

5-16-18
Date

Jennette Chisolm

Typed name of SSC Chairperson


Signature of SSC Chairperson

5/16/18
Date