

2018-19 School Plan for Student Achievement

School: Freeman Elementary School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Principal: Eduardo Gonzalez
Revision Date:

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

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

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School Vision and Mission

Freeman Elementary School's Vision and Mission Statements

The mission of Freeman is to inspire students to a high-achieving future.

Vision: Our school provides students with a world-class education. In order to accomplish this, we recognize that everyone has a unique set of strengths. We will instill confidence and motivation for students to exceed targeted goals. Freeman constantly seeks to build trusting partnerships with all individuals. We recognize that positive relationships are vital to receiving a world-class education. Through professional development and collaboration the school community routinely analyzes data and creates pathways to accelerate student learning in a safe, positive, and caring environment.

Community and School Profile

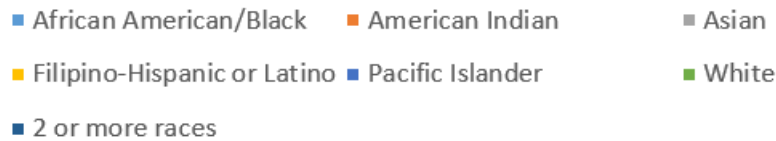
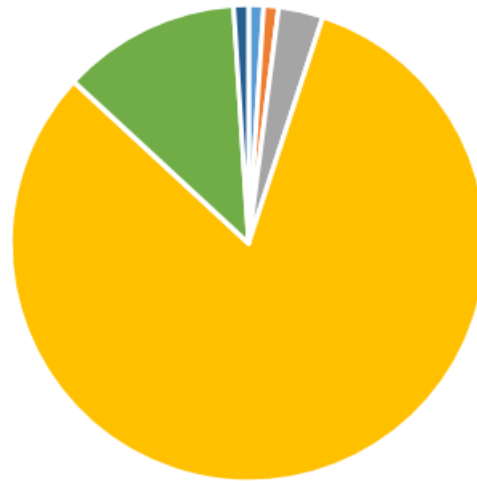
Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 50,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, twelve elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,055 students during the 2017-18 school year. Freeman Elementary School operates on a single track, or year-round schedule. For the 2017-18 school year, Freeman has 474 students enrolled in grades kindergarten through six. Additional student body demographics are illustrated below.

Student Enrollment by Ethnic Group 2017-18 Percentages of student enrollment are as follows:

African American/Black	1%
American Indian	1%
Asian	3%
Filipino-Hispanic or Latino	81%
Pacific Islander	.002%
White	12%
Two or More	1%
None Reported	.006%

Freeman Elementary is the definition of a community school. Freeman Elementary School has provided families in the City of Woodland with a coveted choice regarding where to send their children for a world-class public education experience. A team spirit is evident throughout the school as teachers collaborate within, as well as across, grade levels to provide an educational program that challenges all students. The needs of children are met by providing additional support for students who are identified as being below grade level while advanced students are moved forward so that they too continue to excel. Freeman's staff realizes that motivating each child to build on his or her skills, talents, and imagination promotes academic success. Curriculum decisions are based on data from various assessments, that are aligned to California standards. Students are provided with opportunities to master basic skills, problem solve, make decisions, and practice higher level thinking skills. The instructional staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. Teachers are carefully selected and spend countless hours honing their professional skills. They attend a wide-variety of professional development offerings provided at the school as well as through the WJUSD and Yolo County Office of Education. Some teachers also pursue advanced-level university degrees. Students enjoy a nurturing atmosphere at Freeman. Students can discover their hidden talents and dreams through a wide array of school activities, such as, music, the annual talent show, the fall and/or spring festivals, 6th grade science camp, Cross Country, Dance Academy, Math, Science and Literature Nights, Ballet Folklorico, Nature Bowl, Engineering (STEAM) classes, to name a few. In addition, students will participate in a dance academy that fosters a multicultural dance perspective. Freeman is a nurturing, fun, safe with high academic standards school.

Freeman's Demographics 2017-18



Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Based on information from leadership meetings, School Site Council and ELAC it was determined that a focus on teacher collaboration would be best. Freeman Elementary School has a modified schedule on Wednesdays. A survey was administered to identify if teachers were willing to participate in the PLC model. The results of this survey are attached.

At Freeman we developed 3 areas of focus during leadership team meetings:

- * Articulate verbally or through writing multiple ways to compose and decompose a given number
- * Improve comprehension of informational text by focusing on academic language and vocabulary.
- * Decrease Suspensions/Increase Attendance rates

Our staff received more Guided Language Acquisition Design (GLAD) training during the 2017-18 year. Funds from the Educator Effectiveness Grant were used during 2017-18 for this training. Also the director of the UC Davis math project worked with our teachers on Number Talks. The director also observed lessons and provided teachers with feedback on areas of need.

Surveys also indicated that teachers are willing to participate in Professional Learning Communities PLCs, to have time to share expertise with each other.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal observes in the classroom for at least 50% of the week. Teachers receive immediate feedback through Google Docs with a report of the the observations made. Teachers will see how their instruction aligns with our school's focus. An area of focus for 2017-18 includes: teachers receiving professional development in GLAD as well as math PD. From the walk-through observations a common theme emerged. Classrooms where above-average results surfaced tended to have teachers who were constantly focused on data to identify needs and they persisted in overcoming linguistic, psycho-social, and economical barriers to learning by providing appropriate interventions. Also students who were advanced were also challenged in these classrooms. At Freeman, some students are achieving at high levels because of a focus on first-best teaching and utilizing high-impact strategies. The importance for these teachers is to share their strategies during collaborative PLC meetings. Funds have been allocated so that teachers have this time as well as professional coaching for Freeman teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Based on i-ready data and research-based strategies it appears that we have had huge successes in terms of achievement and as always we will continue to strive to improve. By the end of 2016-17 Freeman had the most growth out of all 11 elementary schools in the district (Springlake Elementary School will be the 12th during the 2018-19 school year). Currently our students are scoring at higher levels than last year's cohort when using i-ready data. In Reading, Freeman was at 138% of targeted growth expectancy while in Math the school was at 121% of targeted growth. This suggests that the instruction at Freeman is of high quality as students are growing academically at above-average rates. Freeman is constantly providing intervention for students who need remediation but at the same time providing a challenging environment for students who need it.

When analyzing 90/90/90 model schools one thing is evident; the tendency is to keep students in classrooms whenever possible and supplement the instructional day by providing extra-learning opportunities outside of the regular school day. This is why Freeman must keep the focus on creating extra learning opportunities outside of the regular school day. During 2018-19 Freeman will create more before and after school programs, have at least 19 non-school tutoring days (Saturdays and vacation days). Students are also provided with targeted intervention after school. Freeman has also allocated funds to work with the CLUB Z tutoring program to provide extra enrichment opportunities. This includes both students who require remediation but also students who require extension activities.

Based on current i-ready scores, there has been an increase in the overall achievement. Current predictability reports indicate that on SBAC math the scores will be around 35% and on SBAC reading the predictability reports indicate closer to 40%.

Standards, Assessment, and Accountability

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

We will utilize ELPAC data to create leveled groups based on language proficiency levels for intensive instruction at each grade level. On-going formative assessment results, STAR reading and STAR math, and district benchmarks are used to monitor student growth and guide instruction and differentiation according to student need. Grade-level collaboration occurs on a weekly basis allowing teachers to analyze student achievement data together and plan instructional sequences that reflect areas of student need and strengths. During 2018-19 teachers will refine collaboration to include a focus on viewing themselves as evaluators of their lessons. Furthermore, teachers also identify target standards, discuss and agree on instructional strategies and analyze student data and student work.

During 2016-17, the leadership team met to discuss and develop agreements in terms of sharing the data. It was determined that formative assessments were necessary. An agreement was reached that there should be at least 7 checkpoints throughout the year to monitor progress. In addition, progress will be shared 4 times throughout the year with parents and students. The agreements will continue throughout the 2018-19 year. Freeman teachers and staff meet collectively to develop agreements. This will focus teacher conversations on student learning.

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

Student progress is monitored through grade-level collaboration on early dismissal days and at data meetings held throughout the year. During these sessions teachers use the pacing guides, student work, and assessments to evaluate teaching and learning. Teachers discuss target standards for planning along with instructional strategies to promote learning in these areas. Evaluation of student work is a key piece in determining grouping, strategies, and plans for instruction. The Professional Learning Communities (PLCs) model that was popularized by Rick Dufour will be used as a vehicle for analyzing student work and identifying strategies that are most impactful with learning.

Staffing and Professional Development

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

All Freeman staff meet the requirements of NCLB to be considered highly qualified.

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

Teachers have had access to AB 466 training and SBE adopted instructional materials. The District communicates the information to teachers. 100% of the teachers at Freeman have appropriate AB 466 certification.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our staff development program is directly tied to the strategic plan that was developed during the 2015-16 school year which are in the area of literacy, numeracy, 21st century skills, college and career ready and a positive school climate. After meeting with each grade level to review and analyze data, instructional needs and staff development needs are identified and used for planning. Collaborative sessions, are used to address areas of greatest needs. The staff will continue to receive support in the area of instructional strategies to meet the needs of all students including English Language Learners. During a leadership meeting it was determined that teachers must focus on collaboration to share instructional strategies.

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

New teachers will attend professional development sessions focused on the school and district programs. Professional Learning Communities sessions on Wednesdays will provide additional assistance and support for teachers to dialogue about instructional practices. District personnel are available to coach teachers in specific areas and currently staff are being trained on becoming teacher leaders who would be available to coach teachers on-site.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Teacher collaboration time is provided weekly on early dismissal days. Additional collaboration time is built in throughout the year when teachers are released for data meetings to analyze results, evaluate student work, and develop action/instructional plans.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The district has developed a strategic plan, and Freeman's site plan is developed in alignment with the plan. The district's plan is in accordance with the Local Control Accountability Plan (LCAP).

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The district has recommended the number of instructional minutes to be allocated for ELA, ELD and math. Currently, schedules include 2.5 hours of ELA instruction and 1 hour of math instruction.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district has created pacing guides including lessons and schedules for ELA and math. Teachers have the pacing guides and use them to plan and determine instructional pacing.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The District has purchased State-adopted textbooks for language arts, ELD, science, social studies and math for each student. Teachers use standards-aligned textbooks and instructional materials for all student groups and use supplemental materials in areas that are not adequately covered by State-adopted textbooks.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to SBE adopted materials including intervention materials.

Opportunity and Equal Educational Access

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

Teachers will work within their grade levels to allocate time for differentiation of instruction. A school-wide Universal Access Time has been implemented to address students' instructional needs. During this time students are grouped by need. Teachers will work during the day to differentiate instruction to assist all students in their classrooms. Data will be used to group students and determine the learning focus.

Funds are used to provide professional development opportunities for staff to develop their repertoire of best practices and improve the instructional program. Substitute teachers are hired to release teachers for individual academic conference meetings with administration and grade level planning days. The data collected during the assessment days and the academic conferences are then used to develop plans during the grade-level planning days. A K-1 "Target Time" for Phonics Instruction has been established to support leveling students into flexible groups that meet students' academic needs.

All students have access to the core curriculum at their level each day during language arts and math. After-school tutoring, enrichment, and intervention is offered for students who need additional support. There is also time allocated for our English only students to learn at their levels. Freeman has about 45% of students who are English Learners while 55% are English Only, students who have been reclassified as EO, or Initial Fluent English Proficient. A focus on both groups is of the utmost importance.

14. Research-based educational practices to raise student achievement

Dr. John Hattie, who was the director of Research at the University of Melbourne, Australia, published a book called "Visible Learning." Increasingly, Dr. Hattie's work is guiding thinking at Freeman Elementary School in our efforts to adjust and select instructional strategies that are most efficient. Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement concludes that there are many instructional practices that vary in terms of impact on achievement. In analyzing hundreds of instructional practices Dr. Hattie measured the impact that each approach tends to make. The conclusion, shared by teachers and leaders alike, is that schools should invest their energies in those strategies that have demonstrated a consistently high likelihood of effectiveness and impact. Freeman has a strong focus on honing in on the high-impact strategies such as Feedback, Goal-Setting, and teachers working together as evaluators of their instruction.

In addition, the Essential Program Components identify research based and effective practices to raise achievement. A standards-based approach and collaboration model further support achievement. Teachers use high quality differentiated instruction to support the needs of all learners. They adhere to instructional minutes and follow pacing guides when planning instruction. They use data to monitor student progress and modify instructional programs. They collaborate weekly to raise student achievement and plan next steps.

Parental Involvement

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

Teachers and administration communicate with our parents on a regular basis in English and Spanish through Facebook, phone calls, informal meetings, conferences, and at committee meetings or family nights. Achievement data is shared with parents at School-Site Council, ELAC, Student-Study Team meetings, IEP meetings and parent conferences. Students who are identified as at-risk are offered small-group instruction during the day and offered opportunities to receive extra support in our after-school programs and during intersession while advanced students are offered enrichment opportunities. Parent volunteers are encouraged to participate at Freeman Elementary School. In addition, math, reading, and science nights will provide parents an opportunity enjoy various areas.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Freeman Elementary we have several committees and opportunities for parents, community members, and school staff to participate in the planning, implementation and evaluation of our school plan and programs. These include ELAC, Boosters, School-Site Council, and leadership team. In order to increase the participation of Boosters, Freeman will change the times of Boosters meetings to see if attendance may increase. Each group meets approximately once a month. This year our Freeman received a new website and is currently transitioning to the new platform. All of the dates for our parent meetings are on our website, and parents will also receive an automated telephone call of our events as well as Facebook notifications.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Our categorical funds are spent to supplement the regular program by providing additional staff, materials, intervention, and staff development as well as enrichment opportunities. In addition, identified at-risk students are served in the ASES program.

18. Fiscal support (EPC)

Freeman receives funding from the following sources: Title I, LCAP Supplemental/Concentration, and school discretionary funds.

IV. Description of Barriers and Related School Goals

Freemans 3 areas to focus on for 2018-19 are to:

- Articulate verbally or through writing multiple ways to compose and decompose a given number
- Improve comprehension of informational text by focusing on academic language and vocabulary.
- Decrease Suspensions/Increase Attendance rates

These goals are directly tied to the district's LCAP goals. To accomplish these goals, we as a staff need to focus on first-best teaching. Additionally, we need to focus on narrowing the achievement gap with our designated subgroups: working to increase the amount of English learners who are reclassified. Lastly, Freeman Elementary School knows that students who make a positive connection with their school and with their teachers do better academically than those students who do not feel that connection. Therefore, an emphasis on maintaining a positive school climate is a must.

The Freeman Elementary School community has spent a considerable amount of time evaluating and analyzing data to determine where to best focus our efforts for this year in order to work toward achieving our goals. For the 2018-19 school year. Freeman Elementary will have a focus on high-impact research-based instructional strategies.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	65	64	62	64	63	59	64	63	59	98.5	98.4	95.2
Grade 4	65	63	64	63	62	63	63	62	63	96.9	98.4	98.4
Grade 5	64	64	64	61	63	64	61	63	64	95.3	98.4	100
Grade 6	62	62	64	61	62	64	61	62	64	98.4	100	100
All Grades	256	253	254	249	250	250	249	250	250	97.3	98.8	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2388.9	2376.7	2385.6	6	9.52	15.25	27	17.46	15.25	23	23.81	28.81	44	49.21	40.68
Grade 4	2430.1	2437.7	2441.2	10	16.13	19.05	22	24.19	14.29	24	22.58	28.57	44	37.10	38.10
Grade 5	2474.0	2464.7	2443.6	10	6.35	3.13	21	26.98	26.56	39	26.98	20.31	30	39.68	50.00
Grade 6	2509.1	2487.2	2498.4	8	11.29	6.25	39	14.52	37.50	23	33.87	28.13	30	40.32	28.13
All Grades	N/A	N/A	N/A	8	10.80	10.80	27	20.80	23.60	27	26.80	26.40	37	41.60	39.20

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	11	11.11	13.56	41	36.51	42.37	48	52.38	44.07			
Grade 4	10	16.13	12.70	46	38.71	52.38	44	45.16	34.92			
Grade 5	13	9.52	7.81	46	57.14	50.00	41	33.33	42.19			
Grade 6	16	11.29	12.50	48	41.94	51.56	36	46.77	35.94			
All Grades	12	12.00	11.60	45	43.60	49.20	43	44.40	39.20			

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	9	4.76	13.56	47	41.27	32.20	44	53.97	54.24
Grade 4	8	22.58	17.46	51	41.94	38.10	41	35.48	44.44
Grade 5	13	9.52	4.69	44	50.79	42.19	43	39.68	53.13
Grade 6	15	9.68	7.81	44	37.10	51.56	41	53.23	40.63
All Grades	11	11.60	10.80	47	42.80	41.20	42	45.60	48.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	11.11	11.86	69	58.73	66.10	20	30.16	22.03
Grade 4	10	11.29	14.29	65	64.52	63.49	25	24.19	22.22
Grade 5	8	11.11	4.69	62	60.32	51.56	30	28.57	43.75
Grade 6	7	11.29	4.69	80	59.68	75.00	13	29.03	20.31
All Grades	9	11.20	8.80	69	60.80	64.00	22	28.00	27.20

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	13	14.29	10.17	58	46.03	49.15	30	39.68	40.68
Grade 4	8	16.13	20.63	60	59.68	52.38	32	24.19	26.98
Grade 5	25	22.22	9.38	62	36.51	48.44	13	41.27	42.19
Grade 6	30	19.35	21.88	59	53.23	53.13	11	27.42	25.00
All Grades	18	18.00	15.60	60	48.80	50.80	22	33.20	33.60

Conclusions based on this data:

1. The percentage of students at or above the standard remained the same or increased from one year to the next.
2. Students in the below standard slightly increased. Also there should be a school-wide focus on "listening".
3. Sixth grade declined in writing while 4th grade increased.

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	65	64	62	64	63	62	64	63	62	98.5	98.4	100
Grade 4	65	63	64	63	63	64	63	63	64	96.9	100	100
Grade 5	64	64	64	62	63	64	62	63	64	96.9	98.4	100
Grade 6	62	62	64	62	62	64	62	62	64	100	100	100
All Grades	256	253	254	251	251	254	251	251	254	98	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2408.5	2393.3	2397.4	9	4.76	6.45	25	28.57	22.58	34	25.40	32.26	31	41.27	38.71
Grade 4	2445.8	2445.8	2448.5	10	7.94	7.81	19	25.40	28.13	38	36.51	32.81	33	30.16	31.25
Grade 5	2464.7	2456.9	2440.5	10	7.94	4.69	11	9.52	20.31	34	28.57	17.19	45	53.97	57.81
Grade 6	2489.1	2471.8	2494.2	8	9.68	12.50	19	14.52	15.63	34	32.26	37.50	39	43.55	34.38
All Grades	N/A	N/A	N/A	9	7.57	7.87	19	19.52	21.65	35	30.68	29.92	37	42.23	40.55

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	23	19.05	14.52	38	34.92	43.55	39	46.03	41.94
Grade 4	17	26.98	25.00	32	31.75	29.69	51	41.27	45.31
Grade 5	16	9.52	4.69	27	28.57	34.38	56	61.90	60.94
Grade 6	18	12.90	21.88	31	33.87	37.50	52	53.23	40.63
All Grades	19	17.13	16.54	32	32.27	36.22	49	50.60	47.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	14.29	14.52	53	42.86	41.94	34	42.86	43.55
Grade 4	11	12.70	12.50	48	46.03	39.06	41	41.27	48.44
Grade 5	8	6.35	7.81	37	39.68	39.06	55	53.97	53.13
Grade 6	8	9.68	9.38	50	33.87	35.94	42	56.45	54.69
All Grades	10	10.76	11.02	47	40.64	38.98	43	48.61	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	7.94	11.29	56	60.32	43.55	23	31.75	45.16
Grade 4	13	12.70	12.50	48	47.62	54.69	40	39.68	32.81
Grade 5	6	6.35	3.13	44	39.68	39.06	50	53.97	57.81
Grade 6	16	11.29	12.50	50	37.10	46.88	34	51.61	40.63
All Grades	14	9.56	9.84	49	46.22	46.06	37	44.22	44.09

Conclusions based on this data:

1. Students ability to communicate reasoning declined from 14% to 9.56%.
2. While students' problem solving abilities increased, students ability to demonstrate ability to support mathematical conclusions decreased.

3. Four out of five grade levels increased with using appropriate tools and strategies to solve real-world and mathematical problems.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				60			20			20					
1		4		33	36		45	47		15	7		6	7	
2		3		33	39		27	29		30	26		10	3	
3				11	25		58	29		13	33		18	13	
4	15	14		11	49		41	22		15	5		19	11	
5	4			44	39		22	33		15	6		15	22	
6		17		33	28		44	17		11	17		11	22	
Total	3	6		27	37		40	31		17	14		13	11	

Conclusions based on this data by levels:

1. The number of students Early Advanced and Advanced increased during the past two years.
2. There is a trend where more English Learner students are moving up the levels.
3. In kindergarten the number of students at the beginning band increased from 45-60.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		3		7	3		24	17		24	17		45	60	
1		4		32	36		47	47		15	7		6	7	
2		3		31	39		25	29		28	26		16	3	
3	3			10	21		58	31		13	31		18	17	
4	14	14		14	49		39	22		14	5		18	11	
5	4			43	43		21	29		14	5		18	24	
6	9	20		27	25		36	15		9	15		18	25	
Total	3	6		22	31		36	28		18	15		21	20	





Conclusions based on this data by levels:

1. There is a general trend where English Learner students are moving up bands.
2. The number of students at the early advanced and advanced levels has increased.
3. In kindergarten the number of students at the beginning level has increased from 45 to 60.


School and Student Performance Data

Equity Report

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

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

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

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

Conclusions based on this data:


1. English Learners are not being suspended at increased levels.
2. Freeman must work to increase from Orange to Yellow in Math and Reading thus increasing achievement.

School and Student Performance Data








Status and Change Report

Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		511	High 3.7%	Increased +1.4%

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

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		511	High 3.7%	Increased +1.4%
English Learners		221	Medium 1.4%	Declined -0.8%
Foster Youth		13	Very High 30.8%	Increased Significantly +30.8%
Homeless		43	High 4.7%	Declined Significantly -1.4%
Socioeconomically Disadvantaged		450	High 3.6%	Increased +1.1%
Students with Disabilities		90	Very High 6.7%	Increased Significantly +5.5%
African American		8	*	*
American Indian		5	*	*
Asian		15	Very Low 0%	
Hispanic		401	Medium 2.2%	Maintained +0.2%
Pacific Islander		1	*	*
Two or More Races		6	*	*
White		72	Very High 13.9%	Increased Significantly +9.5%

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

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

Conclusions based on this data:


1. Students with disabilities and White students have been getting suspended at higher rates than their counterparts.
2. There is an overall 3.7% suspension rate however the previous year it was 2.3%.
3. English Learners and Homeless students are at the yellow level.

School and Student Performance Data





Status and Change Report

English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		209	High 77.5%	Increased +8.7%

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

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.4%	Declined -0.8%
English Learner Progress (1-12)		High 77.5%	Increased +8.7%
English Language Arts (3-8)		Low 44.9 points below level 3	Declined -3.9 points
Mathematics (3-8)		Low 56.2 points below level 3	Declined -6.5 points

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

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

Conclusions based on this data:


1. Although EL progress was high there was a slight decline on ELA and math scores.
2. EL Performance is at the green level.
3. EL suspension rates is also at the green level.

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

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

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		239	Low 39.6 points below level 3	Declined -6.7 points

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

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		239	Low 39.6 points below level 3	Declined -6.7 points
English Learners		142	Low 44.9 points below level 3	Declined -3.9 points
Foster Youth		2	*	*
Homeless		17	Very Low 80.4 points below level 3	Declined Significantly -68.6 points
Socioeconomically Disadvantaged		212	Low 44.7 points below level 3	Declined -7.2 points
Students with Disabilities		37	Very Low 116.5 points below level 3	Increased Significantly +16.3 points
African American		2	*	*
American Indian		2	*	*
Asian		5	*	*
Hispanic		196	Low 39.2 points below level 3	Declined -6.5 points
Two or More Races		3	*	*
White		28	Low 60.5 points below level 3	Declined Significantly -17.5 points

Additional ELA Assessment Data for English Learners (EL)

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

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	91	Low 7.6 points below level 3	Declined Significantly -25.4 points
EL - English Learner Only	51	Very Low 111.5 points below level 3	Declined Significantly -48.2 points
English Only	85	Low 40.4 points below level 3	Declined -10.3 points

ELA California Alternate Assessment (CAA) Data

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

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	14	71.4%	28.6%	0%

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

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

Conclusions based on this data:


1. Overall students appear to be Orange.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

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

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		239	Low 55.8 points below level 3	Declined -10.6 points

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

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		239	Low 55.8 points below level 3	Declined -10.6 points
English Learners		142	Low 56.2 points below level 3	Declined -6.5 points
Foster Youth		2	*	*
Homeless		17	Low 92 points below level 3	Declined Significantly -51.1 points
Socioeconomically Disadvantaged		212	Low 61.8 points below level 3	Declined -12.3 points
Students with Disabilities		37	Very Low 129.9 points below level 3	Increased +11.5 points
African American		2	*	*
American Indian		2	*	*
Asian		5	*	*
Hispanic		196	Low 51.8 points below level 3	Declined -6 points
Two or More Races		3	*	*
White		28	Very Low 98.1 points below level 3	Declined Significantly -33.2 points

Additional Math Assessment Data for English Learners

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

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	91	Medium 21.9 points below level 3	Declined Significantly -16 points
EL - English Learner Only	51	Very Low 117.3 points below level 3	Declined Significantly -51 points
English Only	85	Low 63.6 points below level 3	Declined Significantly -17 points

Math California Alternate Assessment (CAA) Data

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

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	14	64.3%	35.7%	0%

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

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

Conclusions based on this data:

1. In math Freeman is at the Orange category.
2. On state examinations English Learners who have been reclassified declined.
3. Students who are socioeconomically disadvantaged scored at the Orange level.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	68.8%	77.5%

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

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

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

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	33 points below level 3	39.6 points below level 3
Mathematics	45.2 points below level 3	55.8 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. ELs have progressed from 68.8% to 77.5%.
2. Freeman should focus on increasing scores on state examinations.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	2.4% (12)	3.7% (19)

Conclusions based on this data:

1. Suspensions increased from 12 to 19.
2. Although there is a low suspension rate, Freeman should still focus on decreasing this rate.

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

1. Freeman should focus on moving from Orange to Yellow.
2. Students who are socioeconomically disadvantaged need to increase their achievement.
3. Students with disabilities also need to increase their achievement.

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. 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:
Performance Goal 1A, 1B, 1C, 1D, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
All Students will be Grade Level Proficient in Literacy, Numeracy and 21st Century Skills.
Data Used to Form this Goal:
LCAP Goal 1: Literacy: Grade level proficiency in literacy is essential by 3rd grade. * 58% of the students are near, at or above grade level as measured my CAASPP. Numeracy: 63% of students are near, at, or above grade level as measured my CAASSP.

Grade Level	Red	Yellow	Green
Mid-year reading i-ready k- 2017		60% 29 students	40% 19 Students
1st Grade-2017	7% 5 Students	70% 53 Students	24% 18 Students
2nd- 2016	22%- 12 Students	39% 21 Students	39%- 21 Students
2nd- 2017	24%- 17 Students	50%- 36 Students	26%- 19 Students
3rd- 2016	29%- 14 Students	35%- 17 Students	37%- 18 Students
3rd- 2017	29%- 17 Students	25%- 15 Students	46%- 27 Students
4th- 2016	23%- 14 Students	60%- 37 Students	18%- 11 Students
4th- 2017	20%- 13 Students	56%- 36 Students	23%- 15 Students
5th- 2016	56%- 36 Students	34%- 22 Students	9%- 6 Students
5th- 2017	57%- 34 Students	32%- 19 Students	12%- 7 Students
6th- 2016	67%- 45 Students	16%- 11 Students	16%- 11 Students
6th- 2017	55%- 35 Students	25%- 16 Students	19%- 12 Students
Total 2nd-6th 2016	41%- 121 Students	35%- 108 Students	23%- 67 Students
Total 2nd-6th 2017	36%-116 Students	38%- 122 Students	25%- 80 Students

Grade Level	Red	Yellow	Green
Mid-year MATH-I-ready k- 2017		68%- 19	32%-9 Students
1st Grade-2017	8%- 6 Students	77%- 58 Students	15%- 11 Students
2nd- 2016	15% 8 Students	69% 38 Students	16% 9 students
2nd- 2017	21% 15 Students	63% 46 Students	16% 12 Students
3rd- 2016	31%- 17 Students	43% 23 Students	26%- 14 Students
3rd- 2017	17%- 10 Students	59% 35 Students	24%-14 Students
4th- 2016	20%- 12 Students	42%- 25 Students	37%- 22 Students
4th- 2017	16% 10 Students	38%- 24 Students	47%- 30 Students
5th- 2016	30%- 19 Students	43%- 27 Students	27%- 17 Students
5th- 2017	25%- 14 Students	56%- 32 Students	19%- 11 Students
6th- 2016	44% 27 Students	39% - 24 Students	18%- 11 Students
6th- 2017	25%- 16 Students	48%- 30 Students	27%- 17 Students
Total 2nd-6th 2016	28%- 83 Students	47%- 137 Students	25%-73 Students
Total 2nd-6th 2017	21%- 65 Students	52%- 167 Students	27%-84 Students

FREEMAN ELEMENTARY Summary

Teacher:

<p>Uppercase Letters</p> <p>7% 93%</p> <p>Students Tested 51 / 51</p> <p>Correct Answers 1238 / 1326</p>	<p>Lowercase Letters</p> <p>9% 91%</p> <p>Students Tested 51 / 51</p> <p>Correct Answers 1301 / 1428</p>
<p>Uppercase Sounds</p> <p>20% 80%</p> <p>Students Tested 17 / 51</p> <p>Correct Answers 421 / 527</p>	<p>Lowercase Sounds</p> <p>12% 88%</p> <p>Students Tested 51 / 51</p> <p>Correct Answers 1391 / 1581</p>
<p>Sight Words (K)</p> <p>3% 97%</p> <p>Students Tested 2 / 51</p> <p>Correct Answers 3 / 100</p>	
<p>Blending Words</p> <p>22% 78%</p> <p>Students Tested 33 / 51</p> <p>Correct Answers 258 / 330</p>	

Subject	2016-18 SBAC	2017-18 I-ready Predictability Results
ELA	33%	37%
Math	28%	35%

Findings from the Analysis of this Data:

* Based on the I-ready results, Freeman is more advanced during the 2017-18 school year than the 2016-17 year in both reading and math. The data suggests that a focus on professional development and additional tutoring supports may be helping with this increase.

* When analyzing writing samples it was revealed that student penmanship in the early grades is important. This finding was reinforced by our ELAC parents as they requested that Handwriting Without Tears was expanded to the 2nd grade level.

* Last year there was a 2 percent increase in state test reading scores. We believe that this may have been attributed to the Scholastic News that was purchased for students. These articles are in a CLOSE reading format, which is heavily supported by research (Fisher, Frye, Hattie, Visible Learning for Literacy That Works). The articles are also current events so students usually are captivated by the articles.

How the School will Evaluate the Progress of this Goal:

i-ready scores

First Interim Analysis:

I-ready was utilized to determine the starting point of students at Freeman Elementary School. The following data is the number of students who are on grade level for reading.

Based on the i-ready data for math at the beginning of the year the following data is visible: (Most grades are higher than the district averages). Also the data above indicates that almost all kindergarten students can identify their letters and sounds. This suggest that Starfall and ESGI may have helped with this achievement.

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.1 Fidelity to program</p> <p>All classes will provide 150 minutes of instruction in ELA daily. All teachers will use the district-adopted instructional materials and supplemental materials/strategies to address the learning of ELA standards. Principal will work with teachers to ensure that their instruction in English Language Arts is aligned to the content focus standards. On collaboration days, teachers will meet in PLC teams to collaborate on, lesson design and building activities that address the content standards. All teachers will support ELs in meeting the numeracy and literacy goals. Teachers will further support instruction beyond the core curriculum through the use of technology and programs such as Accelerated Reader (AR), Early Literacy, and STAR Literacy, MyOn, STAR FALL, and I-Ready etc.</p>	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	<p>Purchase Star Fall License</p> <p>Funds to pay for professional development fees, mileage reimbursement, and pay teachers extra duty time or substitutes so that teachers can collaborate.</p> <p>Funds to pay for professional development fees and pay teachers extra duty time or substitutes so that teachers can collaborate.</p> <p>Funds to pay for professional development fees and pay teachers extra duty time or substitutes so that teachers can collaborate.</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p>	<p>270</p> <p>1659.40</p> <p>10,779.90</p> <p>100</p>
<p>1.2 Data analysis to guide instruction</p> <p>Teachers will administer and use RESULTS, District and site assessments. Teachers will collaborate regarding analysis of data on a weekly basis. All teachers will identify and group students for instruction by performance level either by remediation or acceleration. All teachers will identify and group students for intervention by performance level and cluster</p>	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	<p>Extra duty pay or funds for a substitute for RESULTS assessments to analyze the data and develop intervention groups for under-performing students.</p> <p>Extra duty pay or funds for a substitute to conduct RESULTS assessments to analyze the data and develop intervention groups for ELLs.</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1,818.10</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>data. All teachers will differentiate lesson plans and instruction based on data. Grade-level team members will meet with the principal for data meetings. As a result of this meeting, the teachers will develop an action plan/goal, determine strategies, and progress monitoring measures. Students will work in small groups with the support of instructional aides and the Title I teacher. Resource specialist program services, designated instruction and special day class services may be provided to pupils who have not been identified as an individual with a disability in accordance with California Education Code 52850 through 52870, School Based Coordinated Categorical Programs. "School-Based" services may be provided to students without an identified disability when the specialist caseload allows and parents' written consent is obtained.</p>			<p>Funds for substitutes to conduct Student Study Teams (SSTs) (5 days) to identify areas of intervention of struggling students.</p>	Supplemental/Concentration	500
			<p>Extra duty pay or funds used for a substitute to screen the literacy skills of incoming kindergarten students. Funds used to test incoming kindergarten students to help plan groups to use during target time for EL, FY, and LI students.</p>	Title I Part A: Basic Grants Low-Income and Neglected	100
			<p>Extra duty pay or funds for a substitute in order to conduct RESULTS assessments to analyze the data and develop intervention groups for under-performing students.</p>	Supplemental/Concentration	881.90
<p>1.3 Library resources</p> <p>Library services will align to support the school's overall educational program. By increasing paid time by one hour, the Library Tech will be able to extend the library hours, promote independent reading and use of Accelerated Reader (AR), support standards-based education by working with small groups and supporting students with research projects and educational resources/technologies.</p>	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Librarian	Supplemental/Concentration	10303

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.4 Extended learning time</p> <p>Continue to provide after-school interventions for underperforming at-risk students who need homework and/or academic support. The after-school tutors will receive professional training on direct instruction, using STAR Reading and Math curriculum, and behavior management techniques. An ASES coordinator will be working with the District Office to learn how to coordinate the instructional programs to better assist the needs of the students. Teachers may have an opportunity to be after-school tutors.</p>	8/22/18-6/7/19	Elizabeth Avalos (ASES Coordinator)	<p>Music</p> <p>Tutors</p> <p>Coordinator</p> <p>Materials and Supplies</p>	<p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p>	<p>4678</p> <p>76,894.5</p> <p>18,700</p> <p>4150</p>
<p>1.5 Purchase of a writing curriculum for FY, LI, EO and ELD students so that they can narrow the achievement gap.</p>	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	<p>Handwriting without tears for K-2 grades</p> <p>Handwriting without tears for K-2 grades</p>	<p></p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>2250</p> <p>2242</p>
<p>1.6- Materials and supplies</p>	8/22/18-6/7/19	Elisa Hidrogo (Secretary)	<p>Materials and supplies to purchase materials to help narrow the achievement gap for EL, LI, FY, and EO students.</p> <p>Materials and supplies to purchase materials to help narrow the achievement gap for EL, LI, FY, and EO students.</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p>	<p>100</p> <p>7583.60</p>
<p>1.7- Funds to purchase Scholastic News for Kids to expose students to more informational text and to help narrow the achievement gap for LI, ELs, and FY students.</p>	8/22/18-6/7/19	Eduardo Gonzalez	<p>Funds to purchase Scholastic News/Science for Kids so that students have more CLOSE reading materials. to increase the achievement of ELs, EOs, LI, FY and all students.</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1651</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			Funds to purchase Scholastic News/Science for Kids so that students have more CLOSE reading materials. to increase the achievement of ELs, EOs, LI, FY and all students.	Supplemental/Concentration	3000
1.8- Funds to increase students Spelling Skills	8/22/18-6/7/19	Hillary Gutierrez (Science Teacher)	Funds to purchase entry fees to a Spelling Bee competition.		
1.9- Funds to increase literacy	8/22/18-6/7/19	Catie Sullivan (k Teacher)	Funds to purchase the ESGI program to track the progress of kindergarten students.	Supplemental/Concentration	300
			Funds to purchase the ESGI program to track the progress of kindergarten students.	Title I Part A: Basic Grants Low-Income and Neglected	200
1.10 Fidelity to program 1. Teachers will use the district-adopted instructional materials as appropriate: Journeys, and Benchmark. 2. All teachers will provide the appropriate minutes of language arts and ELD instruction, as determined by the Essential Program Components (EPCs) and English Language Development matrix. 3. Appropriate media (laminator, duplo, and riso) and technology will be utilized to ensure full implementation of mathematics and language arts program and to support ELD instruction. Teacher training on using technology to build literacy will be used. 4. Administration will hold academic	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Instructional aid/ Tutor for students who require intervention	Supplemental/Concentration	12,034.10
			Laminating supplies/ Copies	Supplemental/Concentration	2420
			Instructional Aid to assist with narrowing the achievement gap for FY, LI, and EL students.	Supplemental/Concentration	13748.50
			Instructional aid/ tutor for students who require intervention	Title I Part A: Basic Grants Low-Income and Neglected	5000
			Parent Liaison to help increase parental involvement	Supplemental/Concentration	3,000
			Laminating supplies/ Copies	Supplemental/Concentration	3500
			Laminating supplies/ Copies	Site Discretionary	2500
			Laminating supplies/ Copies	Title I Part A: Basic Grants Low-Income and Neglected	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>conferences twice per year to monitor student progress , plan student interventions, and provide staff development.</p> <p>5. Multiple push-in teachers will be assigned to the K-6 team if funding permits to support non-proficient students by providing interventions. Teachers will use flexible groupings to assist students in small group standards-based literacy instruction. The EL specialist will support coaching for teachers regarding interventions and scaffolding for ELD.</p> <p>6. A credentialed RSP teacher will provide push-in support K-6.</p> <p>7. Substitute teachers will provide teacher release as needed to allow for collaboration and coaching in developing interventions, reteaching and lesson design that meets the needs of non-proficient students.</p> <p>8. An English Learner Specialist will assist teachers in developing best practice strategies that allow English Learners to access core curriculum.</p> <p>9. A school librarian will provide assistance with students who require intervention, and help develop an interest in reading.</p>					
<p>1.11 Structured Academic English Language Development</p> <p>All teachers will use SDAIE and frontloading instructional strategies including GLAD and/or AVID strategies.</p>	8/22/18-6/7/19	Eduardo Gonzalez	AR Intervention	Supplemental/Concentration	4000
			AR Intervention	Title I Part A: Basic Grants Low-Income and Neglected	3000
			Printer agreements	Supplemental/Concentration	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Structured Academic English Language Development and English Language Arts</p> <p>1. All teachers will use agreed upon key standards, student engagement strategies, and assessments to guide instruction and to build coherence by grade level and across the school.</p> <p>2. All teachers will use ELPAC scores and the EL Matrix to identify English Learners' areas to focus on such as vocabulary, the core curriculum and English Language Development instruction.</p> <p>3. All teachers will use agreed upon SDAIE strategies for program coherence.</p> <p>4. Teaching staff will implement strategies learned through professional development.</p> <p>5. Funds will be utilized to support an English Language Specialist that will provide teacher/student support with ELPAC testing, parent support, and assist staff in implementing professional development strategies received during The Area 3 Writing Institute training and in SDAIE course work; both in core curriculum and in ELD.</p> <p>6. Accelerated Reader materials will be purchased to support fluency achievement for all students. The predictability reports above indicate an increase in reading scores. This suggests that AR may have helped increase the scores.</p> <p>7. Social studies and science will be embedded in language arts;</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>approved supplemental materials will be purchased as needed to support State standards and differentiated lessons.</p> <p>8. Approved supplemental materials will be purchased to ensure student mastery of the State standards in English Language Arts as needed.</p> <p>9. If funding permits, assessments of pre-kindergartners to determine kindergarten readiness will be administered.</p> <p>10. Multiple push-in teachers will be assigned to the K-6 team if funding permits. Teachers will use flexible grouping to assist students in small group standards-based literacy instruction.</p> <p>11. A credentialed RSP teacher will provide push-in support to grade level teams.</p> <p>12. Library resources will be enhanced by purchasing expository, non-fiction, and dual language materials as funding allows.</p> <p>13. Duplo, laminator, printer, and computer service agreements will provide support with technology throughout the year.</p> <p>14. Additional software and technology will be purchased if funding permits to support the development of English Language skills.</p>					
<p>1.12 Extra duty funds or funds to purchase a substitute, provide mileage reimbursement, and hotel accommodations so that staff can attend professional development</p>	8/22/18-6/7/19	Eduardo Gonzalez	Funds for extra-duty pay, and hotel for staff to attend conferences or for registration to conferences to narrow the achievement gap for ELs	Supplemental/Concentration	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
such as but not limited to Sacramento State's Multicultural Conference, CALSA conference, PLC conference, CABE or other professional development opportunities that deal with educating students who are FY, LI, EOs or ELs.			Funds for extra-duty pay, and hotel for staff to attend conferences or for registration to conferences to narrow the achievement gap for ELs	Title I Part A: Basic Grants Low-Income and Neglected	2,571

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. 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:
Performance Goal 1A, 1B, 1C, 1D, 1E, 2A-2G, 3, 4 & 5A-5B
Every Student will be Engaged Graduate High School and be Competitively College and Career Ready Through a Choice of Pathways.
Data Used to Form this Goal:
LCAP Goal 2: Credit Deficiency: <ul style="list-style-type: none">At mid-year, more than 10% of all 9th—12th graders were deficient in credits, with the majority of credit deficient students at 10th grade (21% are credit deficient). College and Career Ready: <ul style="list-style-type: none">At the elementary level, there is a need for actions and service that address college and career planning and guidance.Of the students who graduate from high school, 56% graduate without meeting A-G requirements.The 2013-14 cohort graduation rate for Pioneer High is 94.9% and for Woodland High is 90.1%.The 2013-14 cohort graduation rate in WJUSD for English Learners is 14 percentage points lower (74%) than that of All Students (88.9%).The 2013-14 cohort dropout rate for Pioneer High is 3.1% and for Woodland High is 8.6%.The 2013-14 cohort dropout rate in WJUSD is 8%. The cohort dropout rate for African American students (25%) and for American Indian students (11%) is higher than the rate for all students. The cohort dropout rate for English Learners (13.7%), Migrant students (13.6%), Special Education students (25.8%), and Socioeconomically Disadvantaged students (10.9%) is higher than the rate for all students.Of the students who enroll in the CSU system, more than 43% are placed in remedial English Language Arts and more than 49% are placed in remedial math. Advanced Placement: <ul style="list-style-type: none">In 2013-14, the percentage of tests with scores of 3+ was 51%In Advanced Placement courses, passage rates by subject area vary widely, with English,

History and Social Sciences, and Sciences having the lowest passage rates.

- In terms of enrollment in AP courses, students who are Hispanic or Latino are more likely to be enrolled in AP Spanish Language and AP Spanish Literature, and less likely to be enrolled

in AP Biology or AP Physics.

Career Technical Education:

- In 2013-14, the percentage of 12th grade CTE concentrators who met the proficient or advanced level on the California High School Exit Exam (CAHSEE) for English Language Arts

was 49.7%.

- In 2013-14, the percentage of 12th grade CTE concentrators who met the proficient or advanced level on the CAHSEE for Math was 49.5%.

- In 2013-14, the percentage of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields was

39%.

Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

First Interim Analysis:

The event has not occurred.

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.1- Students will be given access to the NGSS standards.	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Funds to purchase materials for Science classroom.	Supplemental/Concentration	1,000
2.2 Funds to purchase accessories for devices to help narrow the achievement gap for LI, EO, EL, and EL students	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Funds to purchase headphones so that students may use these during i-ready instruction	Supplemental/Concentration	500
2.3 Study trips will provide students with real life experiences that support State standards. These study trips will be taken only if sufficient funds can be raised through site based efforts.			Funds to pay for transportation/admission fees so that students can increase their prior knowledge related to the learning that is occurring in class and help increase the achievement of EL, FY, LI, and EO students.	Supplemental/Concentration	800

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. 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:
Performance Goal 1A, 1B, 1C, 1E, 1F, 2A-2G, 3, 4 & 5A-5B
Provide a Multi-Tiered System of Support for all students.
Data Used to Form this Goal:
Goal 3: Suspensions and Expulsions: <ul style="list-style-type: none">The 2013-14 WJUSD suspension rate (calculated by CDE) was 6.7%, which is a decline from previous years (8.6% in 2011-12 and 2012-13). However, the % of total suspension days assigned to African American and Special Education students is disproportionate when compared to Asian and White students.<ul style="list-style-type: none">In total suspensions for 2013-14, Socioeconomically Disadvantaged students account for 89% (1266 out of 1435 incidents) of the total in school and out of school suspensions.In total suspensions in 2013-14 for Defiance (48900K), Socioeconomically Disadvantaged students account for 90% (477 of 529 incidents) of the total in school and out of school suspensions.Need to continue decreasing the suspension rate and to increase proportionality in suspensions—fewer suspensions for African American, Socioeconomically Disadvantaged, and Special Education students.<ul style="list-style-type: none">The 2013-14 WJUSD expulsion rate (calculated by CDE) was 0%, with 2 students expelled. Attendance: <ul style="list-style-type: none">The 2013-14 Truancy Rate for WJUSD (calculated by CDE) was 49.6%. Truancy is defined as the number of students absent at least 3 days or for more than 30 minutes 3 times during the school year.<ul style="list-style-type: none">24% of enrolled students have more than 5 days of absence during the first five months of school, with 34% of absences being unexcused.

Physical Fitness:

- In 2013-14, 30% of 5th graders met the Healthy Fitness Zone in all 6 standards; 34% of 7th graders met the Healthy Fitness Zone in all 6 standards; and 30% of 9th graders met the Healthy

Fitness Zone in all 6 standards.

Parent Participation:

- During the Math Nights presented at each site in 2014-15, a total of 669 parents attended at the elementary level, 30 parents at the middle school level, and 15 parents at the high school level.

Additionally, 51 parents attended a Drug Awareness presentation and 56 attended a presentation on Bullying.

School Year	Number of Suspensions
2013-14	120
2014-15	46
2015-16	25
2016-17	44
2017-18	19 (April, 2018)

Findings from the Analysis of this Data:

Suspensions have declined significantly during the past 5 years from 120 to 19.

How the School will Evaluate the Progress of this Goal:

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.1- Funds to purchase the School-Wide Information Systems program to track and provide feedback to teachers for students who receive a higher number of office referrals.</p> <p>Costs include the licenses and the necessary initial cost associated with SWIS implementation to decrease our suspension rates. As a result of this increase achievement of ALL learners including EO, LI, FY, and LI.</p>	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	School-Wide Information Systems program: SWIS	Supplemental/Concentration	300
<p>3.2 Improve school climate</p> <p>Continue to implement a Positive Behavior Intervention and Supports (PBIS)- a school-wide positive support system, supported by the leadership team. Continue to implement class meetings at least one time per week. Continue to implement a system of conflict managers during recess. Continue to make counseling services available to students both informally as well as formal group sessions with a specific topic/purpose. Develop a school-wide attendance policy. Develop a school-wide discipline plan. Implement use of SWIS data system to problem solve behavior challenges.</p>	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Materials for Conflict Managers	Supplemental/Concentration	100
<p>3.3 Funds to collect data using the School-Wide Information System (SWIS) Program</p>	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Funds for data entry in order for teachers to plan instruction and increase the achievement of EO,LI, ELS, and FY	Supplemental/Concentration	900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3.4- Funds to create an engaging environment for students	8/22/18-6/7/19	Evangelina (Dance Teacher) and Rogelio Viramontes	Funds to pay an hourly wage so that Ballet Folklorico classes can be offered to FY, LI, and EL learners thus creating a more engaging environment.	Supplemental/Concentration	100
			Funds to pay for the Royal Kings Dance Academy to teach students multicultural dances to FY, LI, and EL students.	Supplemental/Concentration	3500
3.5 Funds to provide students with enrichment opportunities	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Funds to hire staff for an enrichment class (examples include an IPAD Music Production Class, Minecraft Math, Sports Conditioning, STEM/Soccer Programs, and Minecraft Art) teacher to teach in order to help narrow the achievement gap for LI, FY, EL, and EO students.	Supplemental/Concentration	7,065
			Funds to hire an enrichment class (examples include an IPAD Music Production Class, Minecraft Math, Sports Conditioning, STEM/Soccer Programs, and Minecraft Art) teacher to teach in order to help narrow the achievement gap for LI, FY, EL, and EO students.	Supplemental/Concentration	100
			Funds to purchase curriculum, pay for teachers and staff , to teach and organize the summer school program.	Supplemental/Concentration	100
3.6- Funds so that teachers may analyze data and provide intervention (Remediation or Acceleration) services outside the regular school day	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Funds to pay teachers an hourly wage to provide interventions for students who require extra learning opportunities to increase achievement of ELs,LI, EO and FY students.	Supplemental/Concentration	28,347

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			Funds to pay teachers an hourly wage to provide interventions for students who require extra learning opportunities to increase achievement of ELs,LI, EO and FY students.	Title I Part A: Basic Grants Low-Income and Neglected	10,200
			Funds to pay teachers an hourly wage to provide interventions for students who require extra learning opportunities to increase achievement of ELs,LI, EO and FY students.	Site Discretionary	9,118.00
3.7- Purchase assessments so that teachers may receive up-to-date information on child's progress and administer timely interventions (Remediation/Acceleration).	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Funds to purchase STAR math license	Title I Part A: Basic Grants Low-Income and Neglected	1969
			Funds to purchase STAR math license	Supplemental/Concentration	1300
3.8 - Purchase additional tutor support for students who require intervention to help narrow the achievement gap of LI, EL, FY, and EO students.	8/22/18-6/7/19	Eduardo Gonzalez	Funds to pay an hourly wage to organize groups and purchase tutoring services from CLUB Z.	Supplemental/Concentration	100
			Funds to pay an hourly wage to organize groups to purchase tutoring services from CLUB Z	Supplemental/Concentration	100
			Funds to pay an hourly wage to organize groups to purchase tutoring services from CLUB Z	Supplemental/Concentration	100
3.9- Funds to enhance the counseling program.	8/22/18-6/7/19	Eduardo Gonzalez	Funds to purchase Counseling materials	Supplemental/Concentration	100
3.10 Funds to purchase Positive behavioral Supports for students	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Funds to purchase Assemblies such as the Rachael's Challenge curriculum, as well as supplies needed to implement positive behavior that may be associated with assemblies.	Supplemental/Concentration	100
3.11 Funds to purchase additional Supervision	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Funds to Purchase additional Supervision during recess duty.	Site Discretionary	7,000

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. 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:					
Improve the English proficiency and academic achievement of English learners.					
Data Used to Form this Goal:					
EL data is at the beginning of the Site Plan.					
19 Faculty Members		493 Students		13,637 Books Finished	
4,063 hr 19 min Time Spent Reading					
Grade	Students	Average Lexile	Books Finished	Time Spent Reading	
Pre K	1	—	0	0 min	
Kindergarten	52	107L	168	25 hr 08 min	
1st Grade	84	26L	1,069	211 hr 19 min	
2nd Grade	82	58L	5,342	1,226 hr 20 min	
3rd Grade	66	152L	1,637	440 hr 47 min	
4th Grade	69	316L	1,054	461 hr 54 min	
5th Grade	67	406L	3,063	1,063 hr 31 min	
6th Grade	72	506L	1,304	634 hr 18 min	
Findings from the Analysis of this Data:					
Last Year Freeman has 54 students who were reclassified. Currently, Freeman has 37 students however the deadline for reclassification is in October, 2018.					
How the School will Evaluate the Progress of this Goal:					
Freeman will determine the number of students who are reclassified.					

First Interim Analysis:

There are 37 students who are reclassified.

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.1 Materials to assist with narrowing the achievement gap of second language learners.	8/22/18-6/7/19	Elisa Hidrogo (Secretary)	Materials for second language learners	Supplemental/Concentration	600
4.2 Technology to support the development of English Learners	8/22/18-6/7/19	Eduardo Gonzalez (Principal)	Purchase and installation of projectors so that students can receive additional instruction and help narrow the achievement gap.	Supplemental/Concentration	100
4.3 Technology to help struggling readers. Reading scores have increased and students have read more books on tape using programs such as MyOn (See data above).	8/22/18-6/7/19	Eduardo Gonzalez	Funds to purchase the MyOn reading program to help narrow the achievement gap of LI, FY, EL, and EO students.	Title I Part A: Basic Grants Low-Income and Neglected	2800
			Funds to purchase the MyOn reading program to help narrow the achievement gap of LI, FY, EL, and EO students.	Supplemental/Concentration	3200
4.4-Study trips will provide students with real life experiences that support State standards. These study trips will be taken only if sufficient funds can be raised through site based efforts.	8/22/18-6/7/19	Eduardo Gonzalez	Funds to pay for transportation/admission fees so that students can increase their prior knowledge related to the learning that is occurring in class and help increase the achievement of EL, FY, LI, and EO students.	Supplemental/Concentration	700

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. 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:
Stakeholder Engagement, Excellence for all students is supported through meaningful stakeholder engagement
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5.1 Funds for parent night (Science, Reading, Math, College Night) etc.	8/22/18-6/7/19	Eduardo Gonzalez	Funds will be used to purchase books for reading night, presenter for college night, Explor-it Science, and math nights, and to pay a teacher an hourly wage for computer classes for parents.	Supplemental/Concentration	100
5.2 Funds to pay for translators	8/22/18-6/7/19	Eduardo Gonzalez	Funds to pay an hourly wage for translators for parents.	Supplemental/Concentration	500

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
After School and Education Safety	105,124.00	701.50
Supplemental/Concentration	115,613.00	0.50
Site Discretionary	18,718.00	0.00
Title I Part A: Basic Grants Low-Income	47,431.00	0.00
Title I Part A: Parent Involvement	946.00	946.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	2,250.00
After School and Education Safety (ASES)	104,422.50
Site Discretionary	18,718.00
Supplemental/Concentration	115,612.50
Title I Part A: Basic Grants Low-Income and Neglected	47,431.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	207,535.00
Goal 2: All students will graduate high school and be	2,300.00
Goal 3: All students will be successful through the	70,599.00
Goal 4: Improve the English proficiency and academic	7,400.00
Goal 5: Goal 5: Excellence for All students is supported	600.00

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

- Come to class every day and on time
- Be organized and prepared for class
- Be an active learner
- Listen and follow directions
- Participate in class and school activities
- Ask questions and seek help when you need it
- Complete all classroom and homework assignments on time
- Read each night and complete homework
- Follow school rules: BE SAFE, RESPECTFUL, and RESPONSIBLE
- Have respect for ALL: Self, Friends, Teachers/Staff, Other Adults
- Keep the school clean
- Follow the dress code
- Provide parent/guardian with all distributed school notices

Parents Pledge:

- Get your child to school on time every day
- Ensure your child gets 8-9 hours of sleep each school night
- Discuss your child's school day at home
- Listen to your child's concern
- Monitor your child's television watching
- Read with your child each night and make sure homework is completed and signed
- Attend parent meetings, Back to School Nights, Parent/Teacher Conferences and school events
- Support the dress code
- Know the school rules and make sure your child abides by the rules
- Continuously provide structure and routine
- Utilize school resources, such as the school nurse, counselor, and psychologist
- Praise and encourage your child often
- Volunteer at least once a year at the school and/or in the classroom
- Get to know your child's teachers
- Read monthly school and class newsletters
- Be a positive role model

Staff Pledge:

- Encourage and motivate all students to achieve their full potential
- Set high expectations for all students
- Provide a positive learning environment
- Implement high quality programs that will increase academic achievement of all students and address state standards
- Get to know the students personally
- Listen to students' concerns and answer questions or concerns
- Be available outside of class and have time to communicate with parents
- Understand and follow the school-wide discipline plan and consult with the family about behavior concerns
- Provide daily homework and timely feedback
- Send monthly school and class newsletters
- Send report cards each trimester
- Encourage parents to volunteer, participate, and observe in their child's class
- Provide annual parent/teacher conferences twice a year about student achievement

X. 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:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Eduardo Gonzalez	(530) 379-8766	2017	X				
Navdeep Brar	(530) 867-2593	2020			X		
Eduardo Tamayo	(916) 417-2638	2019				X	
Maria Torres		2020				X	
Yadira Araiza	(530) 405-8436	2019				X	
Hilda Hernandez	(530) 204-3218	2019				X	
Julia Logan	(530) 662-1758	2020		X			
Steven Borchers	(530) 662-1758	2019		X			
Christine Ramirez	(530) 662-1758	2020		X			
Kim Gabbard		2020				X	
Numbers of members of each category:			1	3	1	5	

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.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 School 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

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X 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):

School Health Council

Signature

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

Attested:

Eduardo Gonzalez

Typed Name of School Principal

Signature of School Principal

Date

Hilda Hernandez

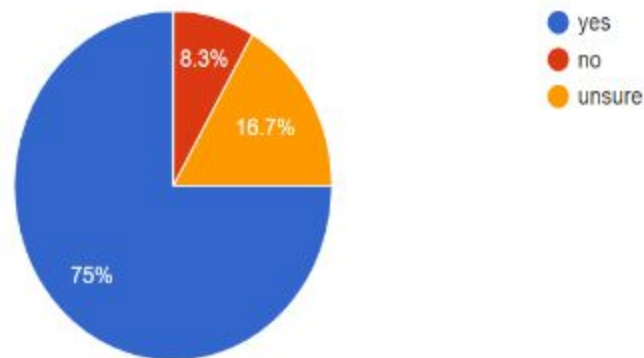
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Are you in favor of receiving additional training on teacher collaboration using the Professional Learning Communities (PLC) model for teacher collaboration? Are you in favor of learning more about this next year?

12 responses



Freeman and Maxwell are thinking about bringing the PLC format popularized by Rick Dufour to Maxwell and Freeman Teachers and staff. In planning for next year which option best describes how you feel?

13 responses



Grade Level Mid-year reading -I-ready	Red	Yellow	Green
k- 2017		60% 29 students	40% 19 Students
1st Grade-2017	7% 5 Students	70% 53 Students	24% 18 Students
2nd- 2016	22%- 12 Students	39% 21 Students	39%- 21 Students
2nd- 2017	24%- 17 Students	50%- 36 Students	26%- 19 Students
3rd- 2016	29%- 14 Students	35%- 17 Students	37%- 18 Students
3rd- 2017	29%- 17 Students	25%- 15 Students	46%- 27 Students
4th- 2016	23%- 14 Students	60%- 37 Students	18%- 11 Students
4th- 2017	20%- 13 Students	56%- 36 Students	23%- 15 Students
5th- 2016	56%- 36 Students	34%- 22 Students	9%- 6 Students
5th- 2017	57%- 34 Students	32%- 19 Students	12%- 7 Students
6th- 2016	67%- 45 Students	16%- 11 Students	16%- 11 Students
6th- 2017	56%- 35 Students	25%- 16 Students	19%- 12 Students
Total 2nd-6th 2016	41%- 121 Students	36%- 108 Students	23%- 67 Students
Total 2nd-6th 2017	36%-116 Students	38%- 122 Students	25%- 80 Students